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Graduate Programs

Mount Mercy's graduate programs are fully accredited and designed for working professionals. Programs are offered face-to-face or online with classes conveniently scheduled in the evening, weekends, and summer. All of the programs are grounded in best practices and prepare students for leadership in their chosen career.

Graduate Degrees

Master of Arts in Education

This degree is designed to prepare students to: effectively use researched instructional strategies; conduct, interpret and evaluate assessments; acquire and apply the skills needed to become reflective practitioners and teacher leaders; formulate and evaluate research; and analyze research results and communicate the results in written and oral presentations.

Emphasis in Early Childhood Inclusive Classroom

This emphasis is designed to prepare early childhood teachers to teach in birth through grade 3 inclusive classrooms. Designed for the teaching professional, a four-course core provides a shared experience for all graduate education students. These courses (i.e., 12 credit hours) focus on developing the broader perspectives needed for research and leadership in the profession.

Emphasis in Effective Teaching

This emphasis is designed in partnership with local school districts to enhance and enrich teaching instruction and to produce teacher leaders.

Emphasis in English as a Second Language

This emphasis is designed to prepare ESL teachers for teaching K-12 education and provides, if needed, the K-12 ESL endorsement from the State of Iowa upon completion. Designed for the teaching professional, a four-course core provides a shared experience for all graduate education students. These courses (i.e., 12 credit hours) focus on developing the broader perspectives needed for research and leadership in the profession. ESL graduate students take an additional 23 credits when completing the K-12 English as a Second Language endorsement.

Emphasis in Reading

This emphasis is designed to prepare teachers as specialized reading instructors with a dynamic understanding of the reading process and to equip teachers with a variety of resources for enhancing literacy for all learners. The emphasis is designed for teachers and offers endorsements in K-8 and 5-12 Reading and K-12 Reading Specialist.

Emphasis in Special Education

This emphasis trains educators with a deeper understanding of the needs of students with learning, cognitive, and/or behavior disabilities. Preparation in these areas is in high demand. This degree allows teachers to obtain an advanced degree in Special Education with endorsements in Instructional Strategist I, Instructional Strategist II Behavior Disorders/Learning Disabilities, and Instructional Strategist II Intellectual Disabilities.

Emphasis in Teacher Leadership

The emphasis in Teacher Leadership is designed for Prek-12 practitioners and others who wish to be teacher leaders outside the traditional administrative career path. It provides participants with

immediately applicable knowledge, skills, and dispositions necessary to be leaders in education.

Emphasis in Teaching and Learning

This emphasis is designed to prepare a pathway for graduate students, particularly second degree students, for obtaining their Master's degree after completing their teacher education program.

Master of Science in Education

The Master of Science in Education is a 36-credit hour program for teachers who want to obtain the K-12 Principal/K-12 Special Education Supervisor endorsement (#189) through the Iowa Board of Educational Examiners (BoEE).

Master of Arts in Marriage and Family Therapy

The MFT program trains highly qualified professionals at the master's level who possess the knowledge, skills and dispositions to improve the lives of individuals, couples and families. This degree prepares students for licensure eligibility as a Marriage and Family Therapist.

Master of Business Administration

Characterized by its emphasis on ethical and socially responsible leadership, the Mount Mercy Master of Business Administration program challenges students to think globally and strategically while using a multi-disciplinary approach to solving business problems.

Emphasis in Business Administration

In this emphasis students will complete core MBA courses and 5 electives related to Business Administration.

Emphasis in Finance

In this emphasis students will complete core MBA courses and 4 electives related to Finance.

Emphasis in Health Care Administration

In this emphasis students will complete core MBA courses and 5 electives related to Health Care Administration.

Emphasis in Human Resources

In this emphasis students will complete core MBA courses and 5 electives related to Human Resources.

Emphasis in Leadership

In this emphasis students will complete core MBA courses and 5 electives related to Leadership.

Emphasis in Supply Chain Management

In this emphasis students will complete core MBA courses and 5 electives related to Supply Chain Management.

Master of Science in Nursing

Focused on health promotion and disease prevention, the MSN program is dedicated to preparing graduates to lead the profession in meeting the challenges of an ever-changing, complex healthcare system.

Emphasis in Health Advocacy

A unique program allowing students to design, implement, manage, continuously improve, and lead innovative healthcare population management programs.

Emphasis in Nursing Administration

A distinctive program focused on attaining the competencies necessary for leading and managing complex 21st century healthcare organizations.

Emphasis in Nursing Education

An innovative program developing tomorrow's nurse educators for academic and healthcare settings.

Master of Science in Supply Chain Management

Supply chain management is the act of integrating procurement, manufacturing and logistics processes to ensure goods and services are available to customers. This program will cover these topics and managing the flow of materials, finances, information and labor from product or service design to customer delivery, and emphasizing quality and efficiency throughout the process.

Master of Strategic Leadership

The Master of Strategic Leadership program is designed for leaders with a growth mindset who would like to add higher level competencies to the skills most desired in organizations today. Focusing on relationship, leadership and strategic thinking this program will help you drive collaboration and purpose, making you the adaptive leader of the future.

Emphasis in Strategic Leadership

In this emphasis students will complete core MSL courses and 3 electives related to Strategic Leadership.

Emphasis in Health Care Administration

In this emphasis students will complete core MSL courses and 4 electives related to Health Care Administration.

Emphasis in Human Resources

In this emphasis students will complete core MSL courses and 4 electives related to Human Resources.

Doctor of Nursing Practice

FNP-DNP

Nurses will acquire advanced knowledge and skills in nursing practice and processes in order to practice as nurse practitioners. Students will reflect and act on the impact advanced practice nursing has on the health care delivery system and the lives of clients and communities. Graduates will be prepared to take the family nurse practitioner certification exam and then provide primary care and expertise in the holistic care of all populations.

DNP

Nurse Practitioners of any specialty will acquire doctoral skills both in the classroom and as they develop and implement a quality, practice, outcomes, or systems improvement initiative in the hospital, clinic or community.

Doctor of Philosophy in Marriage and Family Therapy

The MFT doctoral program is a unique program offering one of a kind specializations within a curriculum designed to enhance the theoretical knowledge and advanced practice of MFT. The program is designed to resemble the apprentice model, where individuals were able to work alongside a master craftsman to be nurtured and mentored to improve their talents and skills. Specializations in working with couples, developing and enhancing business and leadership skills and integrating psychophysiological knowledge and interventions provide students with a one of a kind learning experience.

Admission

Admission as a Degree Seeking Student to a Master's Degree Program

Applicants desiring admission to a master's degree program apply through the Graduate Admissions Office and must meet the graduate admissions criteria. To be considered for admission, an applicant must:

1. Hold an undergraduate degree from a regionally accredited college or university or an equivalent degree from an accredited institution outside the United States. Documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Submit official transcripts from all colleges/universities previously attended
3. Have a minimum cumulative grade point average of 3.00 and an undergraduate record that reflects ability to be successful in graduate studies. (Students with a GPA less than 3.00 will be considered on a case-by-case basis.)
4. Provide a personal statement that demonstrates solid writing skills and motivation for graduate studies. (See application form for further instruction.)*
5. Submit two letters of recommendation, preferably from faculty and/or work supervisors, who can attest to an applicant's ability to be successful in graduate studies. (See application form for further instruction.)*
6. Complete any requirements from the specific area of study.

Final admission decisions rest with the program director. In all cases, admission requirements can be waived at the discretion of the program director.

* Not required for all programs. Check with program director for final requirements.

Program specific requirements are as follows:

Master of Arts in Education & Master of Science in Education

1. Bachelor's degree in education
2. A valid Iowa teaching license or be eligible for an Iowa teaching license if seeking an endorsement in Special Education, Reading, Early Childhood Inclusive Classroom, ESL, or Educational Leadership & Administration.
3. Resume that lists past and current teaching or work experience.

Master of Arts in Marriage and Family Therapy

1. Personal interview with program director.
2. Resume that documents volunteer or professional experience in a human service area.
3. Personality inventory test.

Master of Business Administration

1. A student may be admitted to the MBA program prior to completing the prerequisite courses. Upon admission, the student will meet with an academic advisor who will provide the student with an advising form that indicates the prerequisite courses that need to be completed and in what order. However, the MBA grading

policies will be in effect for all MBA and prerequisite classes taken at Mount Mercy.

Master of Science in Nursing

1. Current and valid registered nurse (RN) license. NOTE: Nursing courses with a clinical component may not be taken by a person:
 - a) Who has been denied license by the Board; b) Whose license is currently suspended, surrendered, or revoked in any U.S. jurisdiction; c) Whose license or registration is currently suspended, surrendered, or revoked in another country due to disciplinary action. International students without current RN license may be admitted based on review by Program Director.
2. Bachelor of Science in Nursing (BSN) from an accredited nursing program, other undergraduate degree from a regionally accredited college or university, or an equivalent degree from an accredited institution outside of the United States. Undergraduate record should reflect ability to be successful in graduate studies. If undergraduate degree is not a BSN, students may be admitted with a BA or BS, an associates degree in nursing, and the Mount Mercy RN-BSN courses, NU 470 Extending the Journey: Population Based Nursing, NU 471 Professional Aspects of Nursing, and NU 472 RN-BSN Practicum Seminar completed with a minimum grade of B (B- not acceptable).
3. An undergraduate statistics course with a minimum grade of C (C- not acceptable). A student may be admitted to the MSN program at the discretion of the Program Director prior to completing this prerequisite.
4. Have a minimum cumulative grade point average of 3.25.
5. Two letters of recommendation addressing professionalism, clinical skills, critical thinking, and communication skills.
6. All Master of Science in Nursing (MSN) students must meet administrative requirements including criminal background check, health insurance coverage, immunization status compliance, CPR, and malpractice liability insurance prior to completion of the first MSN course.
7. All non-native English speakers are required to take TOEFL or equivalent English language proficiency assessment and complete interview with Program Director.

Master of Strategic Leadership

1. Three years of full-time work experience (recommended).

Admission as a Degree Seeking Student to a Doctoral Degree Program

The following requirements in addition to those listed above:

Doctor of Nursing Practice

All DNP applicants:

1. Hold a Master of Science in Nursing degree from a regionally accredited college or university.
2. Current & valid Iowa registered nurse (RN) license. Cannot be denied, suspended, surrendered or revoked in any U.S. or international jurisdiction.
3. Current resume/CV
4. Have a minimum cumulative grade point average of 3.5 in all Graduate and Undergraduate course work.
5. Three letters of recommendation addressing professionalism, clinical skills, critical thinking, and communication skills.
6. An undergraduate statistics course with a minimum grade of C (C- not acceptable) within the last 5 years is a prerequisite for

admission. If not completed prior to admission, course can be completed in DNP curriculum.

7. Personal interview with DNP program director.
8. All non-native English speakers are required to take TOEFL or equivalent English language proficiency assessment and complete interview with Program Director.
9. All DNP students must meet administrative requirements including criminal background check, health insurance coverage, immunization status compliance, CPR, and malpractice liability insurance prior to the first day of class.

Additional Admission Requirements (for NP applicants):

1. Letter from NP program documenting clinical hours completed in NP education (course work & clinical hours are subject to adjustment based on gap analysis - must have minimum of 1000 hours for DNP).
2. Current & valid Iowa registered nurse (RN) and advanced practice registered nurse (ARNP/APRN) licenses. Cannot be denied, suspended, surrendered or revoked in any U.S. or international jurisdiction.
3. Current NP certification in any specialty area.

Doctor of Philosophy in Marriage and Family Therapy

1. Hold a Master's degree from a regionally accredited college or university or an equivalent degree from an accredited institution outside the United States. Documentation of degree equivalencies must be submitted by an agency authorized to do so.
2. Have a minimum cumulative grade point average of 3.00 in Graduate level course work.
3. Submit three letters of recommendation, preferably from faculty and/or work supervisors, who can attest to an applicant's ability to be successful in graduate studies. (See application form for further instruction.)
4. Personal interview with program director.

Other Policies

An application is complete when the applicant submits the following required items:

1. A completed Mount Mercy application, including personal statement and two letters of recommendation.
2. Official transcripts of all previous academic work from which undergraduate and graduate grade point averages can be computed. Transcripts should be mailed directly to the Graduate Admissions Office. Official transcripts must be submitted in a sealed envelope and display the appropriate seal and signature of the institution.

Final admission decisions rest with the program director. In all cases, admission requirements can be waived at the discretion of the program director.

International Students

Mount Mercy welcomes international students to its campus, recognizing that they enrich the educational experience for all students by contributing to the intellectual, social, and cultural diversity of the Mount Mercy community. The following additional items are required for admission for international students:

1. Official or true certified copies of the applicant's post-secondary academic record (transcripts, examination scores, mark sheets,

etc.) evaluated by a foreign credential evaluation agency, which is a member of NACES: www.naces.org/members.htm (<http://www.naces.org/members.htm>). (<http://www.naces.org/members.htm>) If a transcript is evaluated, a course-by-course evaluation is required to register.

2. Official or true certified copies of the applicant's diploma or degree certificate in both English and the original language needed to register.
3. Documentation of English language proficiency for all non-native speakers of English.
 - a. TOEFL 79 iBT; 213 CBT; 550 paper-based
 - b. IELTS - 6.5
 - c. STEP - Eiken (Grade 1)
 - d. Completed ELS Level 112
 - e. Program Directors may waive the English language proficiency test scores upon interviewing a student who meets one of the following criteria:
 - i. Undergraduate education in English
 - ii. Worked in United States in a professional job for more than 1 year
 - iii. Studied for at least two semesters in the United States
 - iv. English is native language
4. Students who need Mount Mercy to issue an I-20 form for the F-1 (student) visa must also provide a Certificate of Finance (http://www.mtmercy.edu/sites/default/files/uploads/MMU_Certificate%20of%20Finance.pdf) form or letter with affidavit from their bank stating that they have sufficient funds to study in the U.S.
5. Copy of the information page of the passport for the student and any dependents who seek an F-2 visa.

Submitting Digital Transcripts/Proof of Degree

For international candidates only, we are able to review your application using unofficial, digitally duplicated copies of your transcript submitted from a Mount Mercy partnered international recruiting service.

These records must be legible and include:

- The subjects you studied by year, with grades, marks, or percentages;
- Grades, marks, or percentages earned in year-end examinations;
- Proof that the degree was conferred. I.E., diplomas, titles, degrees, or certificates awarded.

If you are offered admission, the offer will be contingent upon receipt and verification of official transcripts. You will not be able to register until this has been completed.

Graduate Special Student Status (or Non-degree Status)

A student with a baccalaureate degree who wishes to earn graduate credit, but not a graduate degree, may be accepted for admission to study as a graduate student with special status. Up to 9 semester hours earned as a graduate student with special status with a grade of "B" or above may be applied to a graduate degree at Mount Mercy upon admission to the program and with the approval of both the Program Director. Special student status students are not eligible for financial aid.

Transfer Policies

Upon admission to the program, students may transfer in graduate courses with the approval of the Program Director. The maximum number of transferable credit hours is 12. Credit allowance for

graduate courses is considered on an individual basis; however, students must have earned a "B" or higher for the course to be considered. Course syllabi, college catalog, and a sample of previous course work may be requested for consideration of a class. While enrolled at Mount Mercy, students should not enroll for academic credit at other institutions without the permission of the Provost. Approval, via a petition, must be granted prior to a course being taken at another institution and will only be granted for extenuating circumstances.

Readmission

When a student withdraws or is terminated from any of the graduate programs at Mount Mercy, a recommendation will be made by the Program Director at the time of withdrawal or termination about whether the student will be eligible for readmission. Documentation of this recommendation will be maintained. The student who has withdrawn or has been terminated from any graduate program and wishes to be readmitted will be considered for readmission by the Program Director according to the following criteria: the recommendation made by the Program Director at the time of the student's withdrawal or termination and evidence the student has improved in all needed areas. Students who wish to be readmitted to a graduate program must complete the application process. Letters of recommendation and personal statement can be waived by Graduate Program Director.

Delayed Admissions

Students have one year from date of acceptance to begin classes. Students who do not enroll for classes within the year deadline must reapply for admission.

Graduate Policies

Grading Policies

Graduate courses are graded as follows:

Grade	Grade Points/Description
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
F	Failure: no credit earned. A student earning an "F" grade may not repeat the course for which the "F" was received without the approval of the Program Director.
I	Students whose work had been satisfactory, but who for acceptable reasons have been unable to complete courses, may be given marks of I (incomplete). The courses must be completed and a new grade submitted to the registrar no later than one calendar month from the original due date for grades. If no change is reported, the I becomes an F.

IP	Incomplete in Process: a temporary grade given when a practicum, research project, and/or thesis work has not been completed on time.
P	Pass: a mark used to show satisfactory performance.
W	Withdraw: A non-punitive grade which will be entered on the permanent record if a student withdraws from a class within the published withdrawal period.
NA	Non-attendance

The cumulative grade point average is calculated by dividing cumulative grade points by cumulative hours graded.

Academic Standing/Probation

A student is required to achieve a minimum grade point average of 3.00. A student whose cumulative grade point average falls below 3.00 will be placed on probation, and the student will have two enrolled terms to remove that status. If the student fails to earn a minimum grade point average of 3.00 within that time, the student will be dismissed from the program.

Only two "C" grades (C+, C or C-) are permitted in the graduate program. A third grade of "C+" or below will result in academic dismissal from the program. No course with a grade of "C-" or below will count toward a graduate degree. Any grade of "F" may be cause for dismissal from the program. A second "C+" or below in a repeated course may be cause for dismissal from the program. Dismissals may be appealed through the appeal process.

Departments can identify courses in which a "B" is the minimum grade required. Students must earn at least a "B" average for an endorsement to be granted in the Education program.

Incomplete Grades

The incomplete (I) is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. To remove an incomplete grade, a student must complete all required work in the course no later than 30 days from the close of the term. Failure to do so automatically results in failure in the course. Extensions may be given by the course instructor. If a student agrees to take an "I" grade, they no longer have the option to drop the course. An Incomplete in Process is given for practicum, thesis, or dissertation work that has not been completed by the end of the semester. The Incomplete in Process must be completed within six months of the close of the term in which it was given.

Repeating Courses

A student receiving a "C+", "C" or "C-" may repeat a graduate course once. For the MSN and DNP programs, a maximum of one course may be repeated. For all other programs, a maximum of two different courses in a student's degree program may be repeated. Both the original course and the repeated course remain on the transcript. The cumulative grade point average will include only the second grade.

Military Education/Credit

Please be sure to identify your military service in your initial advising appointment as credit hours may have been earned for your military training. Military education is evaluated by the Registrar's Office upon the receipt of a Joint Services Transcript (<https://jst.doded.mil/>) or official transcript from Community College of the Air Force (<http://www.airuniversity.af.mil/Barnes/CCAF/>).

Be sure to contact your respective branch office or Educational Services Officer prior to enrolling in classes or sending transcripts. It is important to have your military transcripts reviewed by the Registrar during your initial review prior to admission. The number of hours that you are able to pursue through Mount Mercy's partner institutions may be affected by the number of hours transferring from your military education. Some military education credits transfer as two-year institutional credits.

Veteran and Military Services

Students eligible for educational benefits from the Veterans Administration or Department of Defense should report to the Registrar's Office prior to the first term of attendance. After the necessary documents have been supplied, enrollment certification will be submitted or confirmed. It is the student's responsibility to notify the Registrar of any changes in registration. Failure to properly alert the Registrar of changes in enrollment may result in loss, delay, or repayment of educational benefits.

More information on military policies can be found here (<http://catalog.mtmercy.edu/academicpolicyinformation/#militaryvettext>).

Academic Policies

Attendance

Attendance requirements in graduate courses are established by programs and individual instructors. Attendance policies are stated in each course syllabus. Official attendance will be taken on the first day of class for classes in the block schedule for purposes of validating class rosters and meeting Federal regulations.

Students enrolled in an online course must actively engage in the course by the end of the first Thursday (11:59pm CST) or earlier as designated by instructor. Simply logging in to the class does not count as engagement for attendance purposes. Students that are "No-Showed" (removed from the class due to non-attendance) for a given course, after the course has started, will receive a grade of NA and will not be charged.

Continuous Enrollment

Students do not have to be contiguously enrolled in graduate classes and may take one semester off without reapplying unless Federal regulations dictate otherwise. However, students must be enrolled in classes for the following semester or the student will need to withdraw from the program. Students should be aware there may be financial aid implications of not being contiguously enrolled in classes and should consult with the Student Financial Services Office.

NOTE: To complete the MSN program students must be enrolled in summer courses.

Statute of Limitations

Students enrolled in a graduate program must complete all degree requirements no later than six years after the date of first enrollment in the program. A student may petition the Associate Provost for an extension for a limited period if such extension is sought before the six-year limit expires.

Dismissal from Mount Mercy

In order to safeguard its scholastic integrity and its moral atmosphere, Mount Mercy reserves the right to remove and/or suspend any student who violates the stated policies for behavior and academic integrity outlined in the *Good Book*.

Enrollment Status and Student Load

To determine enrollment status, blocks 1, 2 and 3 comprise the Fall semester; block 4 is the Winter term; blocks 5, 6 and 7 comprise

the Spring semester; and blocks 8 and 9 comprise the Summer semester. *Note:* Loan Servicers use the enrollment status to defer loans. Students must be enrolled in a minimum of 6 semester hours per semester to be considered full-time status. A student has to be enrolled in at least 3 credit hours per semester to be considered part-time status. Students should contact the Mount Mercy Student Financial Services Office to determine hours needed to be eligible for state or federal financial assistance.

Additional Master's Degree

A student may pursue an additional Master's Degree at Mount Mercy. The degree must be in a program other than the original degree program. (Example: Students are not allowed to earn more than one MBA degree regardless of emphasis.)

A maximum of 18 credits from the initial Mount Mercy degree may be accepted toward the additional Mount Mercy degree. A maximum of 9 credits from a transfer degree may be accepted toward an additional Mount Mercy degree.

At least 18 hours must be earned at Mount Mercy beyond the initial degree. At least 12 of the 18 additional hours must be earned after graduation from the initial Master's Degree program. Only courses for which the student received a grade of "B" or above will double count towards the additional master's degree.

Additional Emphasis Area

Students are not allowed to earn two emphasis areas simultaneously. A student is allowed to return as a non-degree student post-graduation with the original emphasis to complete an additional emphasis.

Students must do a least 9 unique hours in the additional emphasis area not used in the original emphasis area.

Students are allowed to earn multiple education endorsements simultaneously.

Independent Study (IS)

Independent study courses, which are specially designed by the student and the instructor, are listed under course numbers identified by each program and are subject to the following regulations:

1. Not more than 2 courses may be taken independently.
2. Independent study credit is not given for a paid job.
3. The application form, which can be obtained from the Advisor or Instructor, must fully describe the rationale and objectives of the course, the content and sources from which the content is to be obtained, methods and activities to be used, evaluation procedure, and any pertinent deadlines to be met by the student. The form is to be completed by the student in conference with the instructor who has agreed to direct the study.
4. The student discusses the course with their advisor who arranges for the additional approvals from the Program Director and Associate Provost.
5. The application form with all the necessary signatures must be delivered to the Registrar's Office in order for the registration to be completed.
6. Faculty members are not required to direct an independent study.

Directed Study (DS)

A Directed Studies course is an individualized delivery of an existing course found in the Catalog and is only offered in exceptional circumstances. Course outcomes and objectives for the DS course are the same as if the course was being taken in the normal, classroom delivery mode. Contact the Program Director for the approval form prior to registering for the class.

Course Continuation

Master of Arts in Education

Master of Arts in Education students may elect to complete an education thesis in order to graduate. After finishing ED 601 Action Research Project students must continuously enroll in a 1-3 credit Education Thesis (ED 602 Education Thesis) course until the thesis receives final approval from the student's thesis committee. Students will receive 3 credit hours the first semester registered for the course and 1 credit hour each semester after that (Fall, Spring, and Summer) until the student is finished. A continuation fee, equivalent to one credit hour, will be assessed for every semester the student is enrolled in ED 602 Education Thesis. An incomplete will be given in Education Thesis until the final thesis is approved by the committee. Upon approval of the thesis, the grade will be changed to a Pass. If a student does not enroll in Education Thesis once the project has begun, the incomplete grade will turn to a Fail (F).

A continuation fee, equivalent to one credit hour, will be assessed for every semester the student is enrolled in ED 604 Education Research Project and ED 605 Comprehensive Examination in the same manner as ED 602 Education Thesis.

Master of Arts in Marriage and Family Therapy

MFT students may elect to complete a thesis in order to graduate. Students must continuously enroll in a 1-3 credit MFT Thesis (MF 695 Thesis) course until the thesis receives final approval from the student's thesis committee. Students will receive 3 credit hours the first semester registered for the course (course should be taken during the Spring semester of the second year) and 1 credit hour each semester after that (Fall, Spring, and Summer) until the student is finished. A continuation fee, equivalent to one credit hour, will be assessed for every semester the student is enrolled in MF 695 Thesis. An incomplete will be given in MFT Thesis until the final thesis is approved by the committee. Upon approval of the thesis, the grade will be changed to a Pass.

Any student who chooses the thesis option and fails to complete the thesis will not be able to graduate without additional coursework. In such cases, the student will need to complete the elective that was forgone in favor of the thesis option. Once the elective course has been completed the student will become eligible for graduation, assuming that all other course work has been completed satisfactorily. If a student does not enroll in MFT Thesis or complete additional coursework, the incomplete grade will turn to a Fail (F).

Doctor of Nursing Practice

DNP students are required to complete a project in order to graduate. Students must complete NU 890 Innovation & Change for Future: DNP Clinical Practice Project prior to graduation. Students are required to enroll in NU 893 Innovation & Change for Future: DNP Clinical Practice Project Continuation each semester after that (Fall, Spring, and Summer) until the student is finished. A continuation fee, equivalent to one credit hour, will be assessed for every semester the student is enrolled in NU 893 Innovation & Change for Future: DNP Clinical Practice Project Continuation after the 3-hour requirement has been met. If a student does not enroll in NU 893 Innovation & Change for Future: DNP Clinical Practice Project Continuation, any incomplete grade in a project course will turn to a Fail (F).

After completing 3 credit hours of NU 890 Innovation & Change for Future: DNP Clinical Practice Project, a student has three years to complete the DNP project.

Doctor of Philosophy in Marriage and Family Therapy

Dissertation

MFT doctoral students are required to complete a dissertation in order to graduate. Students must continuously enroll in a MFT Dissertation (MF 895 Dissertation) course until the dissertation receives final approval from the student's committee.

Students must complete at least 11 credit hours in MF 895 Dissertation and 1 hour of MF 897 Dissertation Defense prior to graduation. Students are required to complete 1 credit hour each semester after that (Fall, Spring, and Summer) until the student is finished. A continuation fee, equivalent to one credit hour, will be assessed for every semester the student is enrolled in MF 895 Dissertation after the 12-hour requirement has been met. An incomplete will be given in MF 895 Dissertation until the final dissertation is approved by the committee. Upon approval of the thesis, the grade will be changed to a Pass. If a student does not enroll in MF 895 Dissertation, the incomplete grade will turn to a Fail (F).

Internship

MFT doctoral students are required to complete an internship in order to graduate. Students must continuously enroll in a MFT Internship (MF 892 Internship III) until the internship is completed.

Students must complete a minimum of 12 credit hours of internship prior to graduation. Students are required to complete 1 credit hour each semester after that (Fall, Spring, and Summer) until the student is finished. A continuation fee, equivalent to one credit hour, will be assessed for every semester the student is enrolled in MF 892 Internship III after the 12-hour requirement has been met.

An incomplete will be given in MF 892 Internship III until the final dissertation is approved by the committee. Upon approval of the internship, the grade will be changed to a Pass. If a student does not enroll in MF 892 Internship III the incomplete grade will turn to a Fail (F).

MMU PLUS - Undergraduate students taking graduate classes

Mount Mercy undergraduate students who meet the following criteria may take graduate courses for credit. Students must have:

1. Junior or Senior status
2. Be eligible for admission to graduate study or secure permission from the Program Director
3. Secure the approval of the department in which they wish to earn graduate credit. Undergraduate students may earn a maximum of 13 graduate credits.

Graduate credits earned under this policy may be applied to a graduate program only with the approval of the appropriate Program Director. Master level courses must be accepted to count towards the total hours need for the bachelor's degree. Students are not permitted to pursue a graduate and undergraduate degree concurrently.

Master level students taking doctoral level classes

Mount Mercy graduate students enrolled in a Master's level program may earn a maximum of 10 credit hours of doctoral course work. Credits earned under this policy may be applied to a doctoral program only with the approval of the appropriate Program Director. Doctoral level courses must be accepted to count towards the total hours needed for the master's degree. Students are not permitted to pursue a master's and doctoral degree concurrently.

Graduation Requirements

In order to be eligible to graduate, a student must meet the following requirements:

1. Minimum GPA of 3.0
2. Complete all course work with no incompletes
3. Meet all program specific requirements
4. Apply for graduation

The student is, in every case, responsible to see that he or she properly applies for graduation and meets the graduation requirements.

Tuition and Fees

Deferred Billing

Tuition for students in the Graduate program is due the day the class starts. If you are reimbursed by your employer, and have a completed Deferred Payment Plan Enrollment Form on file with the Student Accounts team, tuition is due 45 days from the end of each block.

Add/Drop and Tuition Refund Policy

The block calendar add/drop dates are located in the "Block Academic Calendar (p. 53)" section of this *Catalog*. To drop a course without charge, a student must drop prior to the first day of the block in order to have the registration dropped and no tuition charge assessed. If the course is dropped on, or after the block start date, but before the first week ends for an online class (Sunday 11:59pm CST) OR prior to the second course meeting for an on-campus class, the student will receive a grade of "W" on the academic transcript reflecting the withdrawal, but will not be charged. Students dropping a given course during the second week of class or after will be charged 100% of the tuition.

Attendance is taken the first week of class for Department of Education requirements. On-campus students will have attendance taken in person, while online students must actively engage in the course by the end of the first Thursday (11:59pm CST) or earlier as designated by instructor. Simply logging in to the class does not count as engagement for attendance purposes. Students that are "No-Showed" (removed from the class due to non-attendance for a given course once it has begun), will receive a grade of NA and will not be charged.

After conclusion of the add/drop or withdrawal period, all change requests must be approved by the Program Director. Late adds and drops are limited to unusual circumstances that must be documented in writing.

If a student wishes to withdraw from a graduate program course, they must do so by the fourth Sunday (11:59 pm CST) of a five week block, the ninth Sunday (11:59 pm CST) of a ten week block, or the fourteenth Sunday (11:59 pm CST) of a 15 week block to receive a "W". Students who do not withdraw from a course by these deadlines will receive a letter grade for the course.

Withdrawal Policy

Students exiting from Mount Mercy during a block in which they are registered, will receive a grade of "W" for the course. Students withdrawing during the first week of the block (before Sunday 11:59 pm CST) will receive a tuition refund. Students withdrawing during the second week of the block or after will not receive a tuition refund. Registrations in subsequent blocks will be dropped and there will be no tuition charge for the dropped registrations. Students should contact their advisor to initiate the exit process. Withdrawing from Mount

Mercy will change the student's enrollment status, and students should consider how the decision to withdraw will impact any of the following: tuition charges, financial aid, social security, employer-reimbursement, veteran's benefits, or scholarships (Please refer to the Financial Aid section (<http://catalog.mtmercy.edu/online/financialaid/>) for more information). The student's ability to maintain a student visa or to purchase insurance as a student may also be impacted as a result of the decision to withdraw from coursework at Mount Mercy. Students withdrawing from the institution will be required to re-apply for admission if they desire to return.

Tuition

Tuition is charged per semester hour. Current tuition rates are:

Program	Rate
Master of Arts in Education	\$582/semester hour
Master of Arts in Marriage and Family Therapy	\$582/semester hour
Master of Business Administration	\$738/semester hour
Master of Science in Education	\$582/semester hour
Master of Science in Nursing*	\$738/semester hour
Master of Science in Supply Chain Management	\$738/semester hour
Master of Strategic Leadership	\$738/semester hour
Doctor of Nursing Practice	\$950/semester hour
PhD in Marriage and Family Therapy	\$796/semester hour

Additional Fees

(All fees are non-refundable)

Student Cost	Amount
Audit fee for a course	\$100
Official transcript	\$11
Replacement diploma	\$75
Returned check	\$25

For a full list of applicable fees please see here. (<http://catalog.mtmercy.edu/collegethings/>)

* Nursing Informatics students are responsible for paying applicable University of Minnesota tuition and fees for courses taken through the University of Minnesota and are subject to their enrollment policies and deadlines.

Delinquent Accounts

All students, except those on employer reimbursement, are required to have their entire account paid in full by the last day of class. Any balance remaining after this date will be considered delinquent. Students who are reimbursed by their employers are required to have their entire account paid in full within 45 days of receiving their grade report for each class or their account will be considered delinquent. It is the student's responsibility to notify the Student Accounts team that s/he is eligible for employer reimbursement as well as notify them of any changes in reimbursement status.

Students with delinquent accounts may be subject to the following actions until the balance is paid in full:

1. All current and future registrations will be cancelled
2. All financial aid for future terms will be cancelled

3. Accounts will be turned over to a collection agency unless arrangements have been made for the timely payment of the delinquent amount due.

Financial Aid

A student enrolled in any of the graduate programs at Mount Mercy is eligible to apply for federal financial aid. Institutional financial aid is not available for graduate program students. To qualify for any financial aid at Mount Mercy, students must:

1. Receive notification from the Graduate Office at Mount Mercy of acceptance as a REGULAR student for admission into an eligible degree program as defined by the U. S. Department of Education.
2. File the Free Application for Federal Student Aid (FAFSA) or Renewal Application to be eligible for most federal programs.

Currently enrolled students may obtain information about financial aid in the Financial Aid Office. New students to Mount Mercy must inform the Financial Aid Office of their interest in receiving financial aid once they are registered for coursework at Mount Mercy. To be eligible for loan assistance, the student is required to be enrolled at least half-time for each semester in which the loan is to be received, and must be half-time to continue deferments on most student loans. The following chart illustrates how the block schedule equates to the semester format:

Blocks 1, 2, and 3 = Fall Semester

Block 4 = Winter Term

Blocks 5, 6 and 7 = Spring Semester

Blocks 8 and 9 = Summer Semester

For example, a student must be enrolled in at least 3 credit hours during blocks 1, 2, and 3 combined to be eligible for a loan during the Fall Semester. Taking one 3-credit course in any block would satisfy the 3-hour requirement for financial aid. A student must be enrolled in at least 6 credit hours per semester to be considered full-time.

Block 4 is combined with the Spring Semester to determine financial aid eligibility. Students are encouraged to contact the Financial Aid Office if they have questions regarding financial aid.

The Summer Semester (blocks 8 and 9) is considered the end of the academic year at Mount Mercy for financial aid purposes. If you are interested in financial aid for the summer blocks, students are required to have completed the FAFSA form for the current school year, and are encouraged to register for these blocks up front. For more information contact the Mount Mercy Financial Aid Office at 368-6467. Please see main Financial Aid (<http://catalog.mtmercy.edu/financialaid/>) page of this *Catalog* for complete details regarding financial aid.

Return of Title IV Funds

A student earns aid based solely on the length of time he/she attends. Until a student has passed the 60% point of the days they are scheduled to attend only a portion of the student's dispersible aid has been earned. If a student completely withdraws prior to the 60% point, then the Return of Title IV Funds policy applies.

Title IV funds refer to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and include the following programs: Direct Unsubsidized loans, Direct Subsidized loans, Direct PLUS loans, Federal Pell Grant, Federal SEOG, and Federal TEACH Grant. Though the Federal Work Study program is also included in Title IV funds, it is not included when calculating the Return of Title IV Funds.

A student starts the withdrawal process with their Program Director. This can either be done in person or over the phone. The withdrawal date is the date on which the student starts the withdrawal process or the date that the student otherwise provides notification to Mount

Mercy of his or her intent to withdraw. However, if Mount Mercy can document an academically related activity different than the date the student officially withdrew, that date may be used.

If a student leaves school and fails to follow the withdrawal process or fails all of their courses, it is assumed the student withdrew at the midpoint of the period of enrollment unless academically related activity can be documented past the 60% point. The Financial Aid Office is responsible for the calculation of the amount of Title IV funds a student has earned at the point of withdrawal. The software provided by the Department of Education is used and review of this software is available upon request from the Financial Aid Office.

Mount Mercy will return any unearned aid that was applied to a student's institutional charges. The student must return any unearned funds allocated to a loan program under the terms and conditions of the promissory note. If a student owes a grant over-payment, the student must make satisfactory repayment arrangements with the Financial Aid Office at Mount Mercy.

In accordance with Federal regulations the student must return unearned aid for which the student is responsible by repaying funds to the following for their loans.

Example of Return of Title IV Calculation

This example is for illustration purposes only. Actual charges and refund amounts may vary. The following is an example of a return of funds for a student who completely withdrew from their courses. This student was enrolled in Blocks 1, 2 and 3 so the total days of attendance for the Fall semester would be 105 days. The student withdrew in the first week of Block 2 and completed 45 days of the semester. The student completed 42.9% of the semester (45/105=42.9%).

The student would have earned 42.9% of the financial aid for the Fall semester. The remaining amount would have to be returned to the appropriate source.

Original Financial Aid	Loan Name	Revised Financial Aid
\$6250	Direct Stafford Loans	\$3568

Enrollment Changes

Any enrollment change may result in a financial aid adjustment. If the enrollment change is dropping all credits within a current block, students will need to confirm future enrollment with the Financial Aid Office to avoid being withdrawn from the university. Students are encouraged to speak with a Financial Aid Counselor prior to dropping any courses.

Programs

Mount Mercy offers high-quality, high-demand graduate programs for working adults who need to balance graduate school with full-time employment and family. Programs are offered in the face-to-face accelerated and online formats. Courses are available in convenient 5-week blocks on a year-round calendar, allowing students to earn their degrees quickly. Face-to-Face classes primarily meet at night but with some weekend offerings. Click on any of the programs to the left to see a listing of course work within each of our graduate programs.

Master of Arts in Education

Master of Arts in Education Program Core: 9 semester hours + Research Options

A three-course core provides a vibrant shared experience for all Master of Arts in Education students. These courses focus on developing the broader perspectives needed for leadership in the profession. Understanding legal and policy issues, building leadership skills, examining cultural and ethical implications, and applying the tools of research are but a few of the outcomes targeted by the program's core experiences. All Master's students will complete either an independent Action Research Project or an Education Research Project and will present the project to the Mount Mercy community in a poster session.

This graduate degree prepares students to: effectively use researched instructional strategies; conduct, interpret and evaluate assessments; acquire and apply the skills needed to become reflective practitioners and teacher leaders; formulate and evaluate research; and analyze research results and communicate the results in written and oral presentations.

Required Core Courses:

ED 600	Educational Research	3
Research Options		6
ED 601	Action Research Project	
And		
ED 602	Education Thesis	
Or		
ED 604	Education Research Project	
And		
ED 605	Comprehensive Examination	
Total Hours		9

Emphasis in Special Education

The Master of Arts in Education with emphasis in Special Education program is designed to prepare teachers to provide appropriate levels of instruction to students with disabilities at the elementary and secondary levels. Five options are available under this program:

- Instructional Strategist I K-8 endorsement
- Instructional Strategist I 5-12 endorsement
- Instructional Strategist II K-12 Behavior Disorders/Learning Disabilities endorsement
- Instructional Strategist II K-12 Intellectual Disabilities endorsement

The goal of this degree is to provide teachers with updated research, legal procedures, knowledge, and best practices to be successful with students who struggle to learn and/or behave appropriately in general and special classroom settings.

Required courses (all options):

Program Core		9
Required Courses ¹		
ED 550	Special Education: Law, Collaboration and Consultation	3
ED 555	Assessment in Special Education	3
ED 560	Behavior Interventions	3

ED 595	Seminar in Special Education	3
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Total Hours		21
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Instructional Strategist I K-8: 33 semester hours

Requirements:

Program Core		9
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Required Courses		12
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ED 514	Family and Community Relationships	3
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ED 530	Diagnostic Assessment of Reading & Writing	3
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ED 570	Methods: Instructional Strategist I K-8	3
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ED 650	Student Teaching: Instructional Strategist I K-8	3
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Total Hours		33
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Instructional Strategist I 5-12: 33 semester hours

Requirements:

Program Core		9
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Required Courses		12
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ED 575	Methods: Instructional Strategist I 5-12	3
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ED 525	Content Area Reading and Writing	3
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ED 580	Transitions and Career Planning	3
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ED 651	Student Teaching: Instructional Strategist I 5-12	3
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Total Hours		33
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Instructional Strategist II K-12 BD/LD: 35 semester hours

Requirements:

Program Core		9
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Required Courses		12
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ED 580	Transitions and Career Planning	3
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ED 585	Methods: Instructional Strategist II K-12 BD/LD	3
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ED 530	Diagnostic Assessment of Reading & Writing	3
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ED 652	Student Teaching: Instructional Strategist II K-8 BD/LD	3
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or ED 653	Student Teaching: Instructional Strategist II 5-12 BD/LD	
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ED 654	Student Teaching-Alternate Level: Instructional Strategist II K-8 BD/LD	2
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or ED 655	Student Teaching-Alternate Level: Instructional Strategist II 5-12 BD/LD	
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Total Hours		35
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Instructional Strategist II K-12 ID: 35 semester hours

Requirements:

Program Core		9
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Required Courses		12
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ED 576	Trends and Strategies in Teaching Children with Autism	3
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ED 580	Transitions and Career Planning	3
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ED 586	Methods: Instructional Strategist II, Intellectual Disabilities (K-12)	3
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ED 656	Student Teaching: Instructional Strategist II (K-8), Intellectual Disabilities	3
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or ED 657	Student Teaching: Instructional Strategist II (5-12), Intellectual Disabilities	
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ED 658	Student Teaching: Instructional Strategist II (K-8) —Alternate Level, Intellectual Disabilities	2
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or ED 659	Student Teaching: Instructional Strategist II (5-12)—Alternate Level, Intellectual Disabilities	
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Total Hours		35
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Emphasis in Reading

The Master of Arts in Education with emphasis in Reading program is designed to prepare teachers for K-8 or 5-12 reading instruction. Students pursuing this degree will also be eligible for the K-8 and/or 5-12 reading endorsement from the State of Iowa upon completion of the program. Students may take this emphasis with or without an endorsement option.

The goal of the program is to prepare teachers as reading strategists who have a dynamic understanding of the reading process and who take with them a variety of resources for enhancing literacy for K-8 and 5-12 learners that go beyond the undergraduate experience. Candidates will add to their existing knowledge base by engaging in an in-depth analysis of current research as well as their own individual research. Three options are available under this program:

Reading (K-8) Endorsement: 34 hours

Requirements:

Program Core ²		9
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ED 510	Foundations of Reading	3
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ED 515	Children's Literature: Enhancing Instruction	3
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ED 520	Language, Literacy and Culture	3
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ED 525	Content Area Reading and Writing	3
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ED 530	Diagnostic Assessment of Reading & Writing	3
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ED 535	Prescriptive Reading	4
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ED 540	Reading Research Seminar	3
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ED 570	Methods: Instructional Strategist I K-8	3
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Total Hours		34
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Reading (5-12) Endorsement 34 hours

Requirements:

Program Core ²		9
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ED 510	Foundations of Reading	3
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ED 516	Young Adult Literature	3
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ED 520	Language, Literacy and Culture	3
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ED 525	Content Area Reading and Writing	3
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ED 530	Diagnostic Assessment of Reading & Writing	3
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ED 535	Prescriptive Reading	4
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ED 540	Reading Research Seminar	3
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ED 575	Methods: Instructional Strategist I 5-12	3
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Total Hours		34
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Reading Specialist (K-12) Endorsement 40 hours

All courses in this endorsement must be taken at the graduate level.

Requirements:

Program Core		9
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ED 510	Foundations of Reading	3
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ED 515	Children's Literature: Enhancing Instruction	3
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ED 520	Language, Literacy and Culture	3
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or ED 516	Young Adult Literature	
ED 525	Content Area Reading and Writing	3
ED 535	Prescriptive Reading	4
ED 540	Reading Research Seminar	3
ED 554	Assessment for School Leaders	3
ED 610	Reading Specialist	3
ED 570	Methods: Instructional Strategist I K-8	3
or ED 575	Methods: Instructional Strategist I 5-12	
ED 630	Advanced Diagnostic Assessment	3

Total Hours 40

Reading No Endorsement: 31 hours

Requirements:

Program Core		9
ED 510	Foundations of Reading	3
ED 515	Children's Literature: Enhancing Instruction	3
or ED 516	Young Adult Literature	
ED 520	Language, Literacy and Culture	3
ED 525	Content Area Reading and Writing	3
ED 535	Prescriptive Reading	4
ED 540	Reading Research Seminar	3
Electives:		3
ED 545	Topics in Literacy Instruction	
ED 596	Education: Travel Abroad	
ED 599	Special Topics in Education	

Total Hours 31

Emphasis in Teacher Leadership: 33 semester hours

Requires an additional interview with the Director of Graduate Program in Education if undergraduate or other graduate degree is not in education. Additional coursework beyond that listed in the catalog may be required for those students without a degree in education and/or teaching license.

Program Core		9
ED 500	Educational Policy	3
ED 505	Educational Leadership	3
ED 511	Collaboration and Mentoring	3
ED 521	Issues in Educational Psychology	3
ED 531	Technology Strategies for Teachers	3
ED 554	Assessment for School Leaders	3
ED 594	Seminar: Leadership in Education	3
ED 660	Leadership Practicum	3

Total Hours 33

Emphasis in Effective Teaching: 33 semester hours

This emphasis does not require teacher education licensure and does not lead to teacher education licensure.

Program Core		9
ED 500	Educational Policy	3
ED 511	Collaboration and Mentoring	3
ED 525	Content Area Reading and Writing	3
ED 531	Technology Strategies for Teachers	3

ED 551	Culturally Responsive Teaching	3
ED 554	Assessment for School Leaders	3
ED 561	Instructional Design	3
ED 594	Seminar: Leadership in Education	3

Total Hours 33

Emphasis in English as a Second Language: 35 semester hours

This emphasis is designed to prepare ESL teachers for teaching K-12 education and provides, if needed, the K-12 ESL endorsement from the State of Iowa upon completion. Designed for the teaching professional, a four-course core provides a shared experience for all graduate education students. These courses (i.e., 12 credit hours) focus on developing the broader perspectives needed for research and leadership in the profession. ESL graduate students take an additional 23 credits when completing the K-12 English as a Second Language endorsement.

Program Core		9
ED 501	Grammar for Teaching English as a Second Language	3
ED 502	Linguistics and Second Language Acquisition	3
ED 503	Language, Culture, and Schooling	3
ED 504	Assessment in Teaching English as a Second Language	3
ED 506	Methods for Teaching Academic Content and Practicum	3
ED 507	ESL Reading and Language Arts Methods and Practicum	3
ED 540	Reading Research Seminar	3
ED 661	Student Teaching in ESL (K-8, elementary)	3
or ED 662	Student Teaching in ESL (5-12, secondary)	
ED 663	Student Teaching: ESL Alternate Level (Elementary)	2
or ED 664	Student Teaching: ESL Alternate Level (Secondary)	

Total Hours 35

Emphasis in Teaching and Learning: 30 semester hours

This emphasis is designed to prepare a pathway for graduate students, particularly second degree students, for obtaining their Master's degree after completing their teacher education program. Students completing this emphasis area may have taken some of their graduate coursework as they obtained their Iowa teaching license. Eighteen (18) or more elective credits hours will be taken from one or more of the following emphasis areas: Effective Teaching, English as a Second Language, Reading, Special Education, Early Childhood Inclusive Classroom, or Teacher Leadership. Additionally, a four-course core provides a shared experience for all graduate education students. These courses (i.e., 12 credit hours) focus on developing the broader perspectives needed for research and leadership in the profession. Eligible students must have earned a Bachelor's degree (non-teaching) and be enrolled in a Teacher Education Program.

ED 600	Educational Research	3
Choose One:		3
ED 540	Reading Research Seminar	
ED 594	Seminar: Leadership in Education	
ED 595	Seminar in Special Education	

Choose One Option:	6
ED 601 Action Research Project & ED 602 and Education Thesis	
OR	
ED 604 Education Research Project & ED 605 and Comprehensive Examination	
Must complete an additional 18 or more credit hours at the graduate level. ³	18
Total Hours	30

Early Childhood Inclusive Classroom: 36 semester hours

This emphasis is designed to prepare early childhood teachers to teach in birth through grade 3 inclusive classrooms. Designed for the teaching professional, a four-course core provides a shared experience for all graduate education students. These courses (i.e., 12 credit hours) focus on developing the broader perspectives needed for research and leadership in the profession.

Program Core	9
ED 512 Human Growth and Development	3
ED 513 Health, Nutrition, and Safety	3
ED 514 Family and Community Relationships	3
ED 517 Early Childhood Curriculum, Birth-Kindergarten	3
ED 518 Early Childhood Assessment and Intervention	3
ED 519 Supervision and Administration of Early Childhood Programs	3
ED 595 Seminar in Special Education	3
ED 668 Student Teaching: Early Childhood Inclusive Classroom-Preschool	3
ED 669 Student Teaching: Early Childhood Inclusive Classroom-Elementary (K-3)	3
Total Hours	36

¹ Students are also required to complete ED 263 Educating the Exceptional Person or equivalent.

² Students are also required to complete a college-level basic composition course (<http://catalog.mtmercy.edu/curriculum/english/>).

³ Graduate courses may be from any of the following emphasis areas:

- Effective Teaching
- English as a Second Language (ESL)
- Reading
- Special Education
- Early Childhood Inclusive Classroom
- Teacher Leadership

Courses

ED 500 Educational Policy: 3 semester hours

This course will examine the different governing bodies that influence policy and how it is created, the ethic of critique, the ethic of care, the ethic of justice, and professional ethics; educational law; the theory of change and the process for implementing change; and review educational standards.

ED 501 Grammar for Teaching English as a Second Language: 3 semester hours

This course covers aspects of modern English grammar important for teaching English as a Second Language (ESL). The basic structure of words (morphology), sentences (syntax), and meanings (semantics), including basic rules of writing mechanics most problematic for English language learners, are also studied.

ED 502 Linguistics and Second Language Acquisition: 3 semester hours

This course examines second language (L2) acquisition from a linguistic perspective and compares first and second language acquisition. Factors contributing to L2 variation, including linguistic universals, transfer, age, input, and affective considerations are studied. The course also examines a range of variables and strategies that teachers might need to teach students who use English as a second or additional language.

ED 503 Language, Culture, and Schooling: 3 semester hours

Language is the primary means by which we represent the world to ourselves and to others. This course will examine some of the ways in which growth in language reflects and enables cognitive development. Topics covered in this course include a sociolinguistic perspective of language, language diversity, language ideology and power, national language policies, World English, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English, and the impact language has on children's success in our communities and schools.

ED 504 Assessment in Teaching English as a Second Language: 3 semester hours

This course takes an in-depth look at assessment of bilingual/ESL learners and programs. It includes individual as well as large-scale standardized assessments, alternative assessments, and social justice issues involved in the assessment of English language learners. Prerequisite: ED 502 or ED 503.

ED 505 Educational Leadership: 3 semester hours

This course will examine the various types of leadership. Students will observe and examine the school culture and the primary leadership style. Students will use leadership inventories to help them determine their main leadership style.

ED 506 Methods for Teaching Academic Content and Practicum: 3 semester hours

This course covers methods and strategies for making math, science, and social studies accessible to ELs in grades K-12. Students will learn how to promote L2 language development so ELs can successfully engage in academic content learning. A 10-hour practicum is required in an ESL classroom or in a classroom with a significant number of ELL students. Prerequisite: ED 504.

ED 507 ESL Reading and Language Arts Methods and Practicum: 3 semester hours

The content of this course includes research-based ESL listening, speaking, reading, and writing strategies on which to build a solid foundation for success with second language learners. A practicum of 30 hours of tutoring ESL students is required. Prerequisite: ED 504.

ED 510 Foundations of Reading: 3 semester hours

Practitioners will read, analyze, and evaluate current and historical research in reading and writing processes. Research on instructional strategies, motivation, and the major reading and writing components will be examined.

ED 511 Collaboration and Mentoring: 3 semester hours

This course will explore the ways teacher leaders interact with peers and other building and district staff to enhance instructional, interpersonal, and communicative skills. The course will examine current research in the areas of teacher mentoring and collegial collaboration, including Professional Learning Communities, Cognitive Coaching, and other models directed at the mentor/colleague relationship. The course will offer ample opportunities to examine case studies and role play and practice skills in classroom/school situations.

ED 512 Human Growth and Development: 3 semester hours

In this course students will learn about the nature of human growth and development throughout the lifespan, but a specific focus will be on infants and toddlers (birth-age 2), preprimary children (ages 3 through 5), and primary school children (ages 6 through 8). Typical and atypical development in the areas of cognition, language development, physical motor, social-emotional, mental health, aesthetics, and adaptive behavior will be studied with a focus on how these areas may impact development and learning in the early years of life. Students will also study the etiology, characteristics, and classifications of common disabilities in infants and young children and how these may affect a child's development and learning.

ED 513 Health, Nutrition, and Safety: 3 semester hours

In this course, students will learn to implement basic health, nutrition, and safety procedures, including the design of physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning. Signs of emotional distress, physical and mental abuse, and neglect in young children will be studied, as well as mandatory reporting procedures. Students will be asked to demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures, and first aid.

ED 514 Family and Community Relationships: 3 semester hours

In this course, students will learn how to build family and community relationships, how successful early childhood education depends on partnerships between families, communities, and agencies, and how these partnerships have complex and diverse characteristics. Also, students will learn why families should be involved in their children's development and learning.

ED 515 Children's Literature: Enhancing Instruction: 3 semester hours

This course provides a broad up-dated survey of children's and adolescent literature with a focus on locating and using literature in the classroom to support reading, writing, and cross-curricular instruction.

ED 516 Young Adult Literature: 3 semester hours

This course provides a broad survey of adolescent/young adult literature with an emphasis on critically evaluating literature and investigating and utilizing research-based strategies for teaching secondary reading, writing, and response to text.

ED 517 Early Childhood Curriculum, Birth-Kindergarten: 3 semester hours

The student will use content knowledge to build a meaningful early childhood curriculum. Prerequisite: ED 263 and an elementary methods course in each of the following areas: literacy, mathematics, social studies, science, physical education and wellness, and visual and performing arts.

ED 518 Early Childhood Assessment and Intervention: 3 semester hours

The student will learn to use technically sound formal and informal assessments that minimize bias and evaluation results to adapt and guide instruction and interventions for early childhood learners. Also, the student will learn, understand, and apply curricula, assessments, and teaching and intervention strategies that align with learner and program goals, including the development of individualized family service plans (IFSPs) and individualized education programs (IEPs). The student will also learn about the transition process in early childhood education settings. Note: includes practicum of 40 hours in early childhood special education setting (such as observing/assisting students in extended school year settings) Prerequisite: ED 263.

ED 519 Supervision and Administration of Early Childhood Programs: 3 semester hours

The student will learn about early childhood program criteria set by various professional organizations; learn to collaborate with supervisors, mentors, and colleagues; learn about the significance of ongoing professional development; learn how to improve the practices for young children and their families; learn ethical principles, practices, and codes of conduct; learn to advocate for students in early childhood education; and learn how to provide guidance to paraeducators, tutors, and volunteers. Prerequisite: ED 263.

ED 520 Language, Literacy and Culture: 3 semester hours

This course will examine some ways in which growth in language reflects and enables cognitive development and how language empowers and constrains children as they attempt to make sense of their world. First and second language reading and writing processes and the role socioeconomic status and cultural diversity have on children's literacy learning within various ethnic communities and school environments will be studied. Drawing on readings in psychology, anthropology, linguistics, and education, students will formulate ideas on the role language plays before children enter school and the role it plays once they begin their formal education.

ED 521 Issues in Educational Psychology: 3 semester hours

This course focuses on educational psychology and cognitive science and how to apply these to student and adult learning and teaching. Emphasized in this course will be the research behind brain-based learning, multiple intelligences, motivational theory and practice, and issues related to learner diversity, as well as other current topics related both to student learning and professional development.

ED 525 Content Area Reading and Writing: 3 semester hours

This course examines best practices for the integration of reading and writing across the language arts and content area subjects. Specific attention will be given to embedding the teaching of reading and writing skills into content area instruction. Practitioners will investigate how reading, writing, listening and speaking supports the acquisition of new knowledge across all subject areas.

ED 530 Diagnostic Assessment of Reading & Writing: 3 semester hours

This course focuses on the diagnostics of reading and writing proficiencies and needs. Tests, testing procedures, and formal and informal diagnostic techniques will be examined, discussed, and evaluated. The practitioner will reflect on assessment results to inform instructional decisions in light of the nature and causes of reading/writing disabilities.

ED 531 Technology Strategies for Teachers: 3 semester hours

This course will focus on the integration of educational technology for teaching and learning in the classroom, for professional development, and for school management. In addition, it will examine assistive technology for students with special needs. This course will engage the student in the application of current research and theory into the instructional design process. Students will complete a research project to show the application of educational technology in a specialized content area.

ED 535 Prescriptive Reading: 4 semester hours

Current research-based methods and strategies for instructing less proficient readers will be studied and implemented (including strategies related to phonemic awareness, phonics, fluency, comprehension and vocabulary). Additionally, the impacts of factors including motivation, memory, cognitive processing and critical thinking will be examined. Graduate students will complete a clinical field-based experience of at least 24 hours where they assume the role of literacy-coach. In this role, they will mentor pre-service teacher candidates through modeling, coteaching, observation, reviewing student assessment data and suggesting resources. Additionally, they will evaluate the effectiveness and appropriateness of interventions using both assessment data and first-hand observations. Prerequisites: Graduate Standing, ED 530 or equivalent, previous experience with reading intervention.

ED 540 Reading Research Seminar: 3 semester hours

Practitioners will select and explore a topic of professional interest through a review of the research and professional publications. Practitioners will prepare a literature review of a selected topic and share their findings with peers. Discussion, questioning and collegial feedback will frame the professional development paradigm for this course.

ED 541 Assessment and Differentiation: 3 semester hours

In this course, practitioners will examine research and best practices related to classroom assessment and differentiation. An emphasis will be placed on using assessment to design instruction to meet the varied learning needs of all learners.

ED 545 Topics in Literacy Instruction: 3 semester hours

This course will offer a specialized study of current topics, issues, and trends in the field of literacy. Topics may include: Literacy Coaching, Word-Study, Writing Process, English Language Learners, Gender Issues, Interest and motivation, Phonemic Awareness, Phonics, Word Identification, Fluency, Vocabulary, Comprehension, or Reading Research. Practitioners may complete more than one topics course as an elective in the graduate program.

ED 550 Special Education: Law, Collaboration and Consultation: 3 semester hours

This course provides the most current legal information regarding students/schools in regard to special education. Additionally, collaboration with professionals and parents, as well as the consultant role, will be explored.

ED 551 Culturally Responsive Teaching: 3 semester hours

In this course, students will examine major themes related to family and community engagement. According to Ladson-Billings (1994; 2006), "Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning" (n.d.). Since culture is central to learning, "it plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals." This pedagogy acknowledges, responds to, and celebrates fundamental cultures and offers full, equitable access to education for students from all cultures. P. C. Gorski and K. Swalwell (2015) add that "Schools can commit to a more robust multiculturalism by putting equity, rather than culture, at the center of the diversity conversation" (p. 34). Gorski and Swalwell insist that "at the heart of such a curriculum that is meaningfully multicultural lie principles of equity and social justice" (p. 36).

ED 554 Assessment for School Leaders: 3 semester hours

This course will examine current research and practice regarding the array of assessment tools available to teachers and schools. These will include but are not limited to the use of common standardized tests, instruments used in the assessment of students with special needs, and international measurements, like PISA. Students will also react to issues such as assessment in the differentiated classroom, NCLB, National Board Certification, standards-based grading, and program and policy assessment tools.

ED 555 Assessment in Special Education: 3 semester hours

This course provides knowledge and application of the collection and use of assessment data (academic and behavioral) for educational diagnosis and evaluation of individuals with disabilities.

ED 560 Behavior Interventions: 3 semester hours

This course is designed to provide strategies for identifying, anticipating, and managing individual and group behavior issues in regular and special education classes.

ED 561 Instructional Design: 3 semester hours

In this course, students will examine the major theories related to instructional design and curriculum development. Focus will be placed on the selection of instructional strategies, media, and evaluation strategies. Students in this course will gain the skills necessary to provide leadership in the development, evaluation, and modification of instructional materials (i.e., print, web, or multi-media based).

ED 562 Supporting Readers in Content Literacy: 3 semester hours

In this course, practitioners will examine best practices for integrating reading, writing, and content area subjects. Practitioners will examine how reading, writing, listening, and speaking support the acquisition of new knowledge across all subject areas. Specific attention will be given to diagnosing and supporting readers for whom reading proficiency is lacking.

ED 565 Teaching Social Competency: 3 semester hours

This course will provide exploration into the social skills necessary for success both in school and in society in general. Included will be exposure to curricula in social skills.

ED 570 Methods: Instructional Strategist I K-8: 3 semester hours

This course addresses the characteristics and trends in serving students with mild/moderate disabilities. It offers theoretical and practical approaches which are research-based interventions.

ED 571 Universal Design: 3 semester hours

This course will provide explore the multiple means of representation to give learners various ways of acquiring information and knowledge, multiple means of expression to provide learners alternatives for demonstrating what they know, and multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

ED 575 Methods: Instructional Strategist I 5-12: 3 semester hours

This course addresses the characteristics and trends in serving students with mild/moderate disabilities. It offers theoretical and practical approaches which are research-based interventions.

ED 576 Trends and Strategies in Teaching Children with Autism: 3 semester hours

This course will provide information on autism as it relates to methods and materials to use in the special education setting.

ED 580 Transitions and Career Planning: 3 semester hours

This course provides an understanding of the process for transition from high school to post-secondary options for students with disabilities. It includes creating a transition plan.

ED 581 Leadership & Culturally Responsive Teaching: 3 semester hours

In this course, students will examine major themes related to culturally responsive teaching and school leadership. They will examine the role of K-12 school and school system leaders in creating an equitable and just society. Students will study segregation and racial oppression and how these may negatively impact the areas of learning, living, and working in the lives of students of color. They will learn how inequity is reproduced through both action and inaction.

ED 582 School & Community Relations for School Leaders: 3 semester hours

In this course, students will learn and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, the community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

ED 583 Operations & Management: 3 semester hours

In this course, students will learn how to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

ED 584 Professional Culture & Capacity: 3 semester hours

In this course, students will learn how to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. Requirement: Evaluator Training is embedded in this course.

ED 585 Methods: Instructional Strategist II K-12 BD/LD: 3 semester hours

This course provides an in-depth look at the strategies and approaches used with students diagnosed with moderate to severe learning disabilities, behavior disorders, autism, and Asperger's, as well as other disabilities.

ED 586 Methods: Instructional Strategist II, Intellectual Disabilities (K-12): 3 semester hours

This course will provide students with an overview of the various characteristics and methods for teaching individuals with intellectual disabilities, as well as the current trends in educational programming and curriculum for teaching students with intellectual disabilities, the educational alternatives and related services needed for them, and the importance of providing appropriate educational programming for these individuals from age 5 through age 21. A 20-hour practicum is included in this course outside of the in- classroom hours.

ED 590 Curriculum Adaptations in Special Education: 3 semester hours

This course will provide an opportunity to explore curricula designed to teach students with mild, moderate, or severe disabilities. It will also address best practices for adapting content, strategies, instructional environments, and behavior expectations for students' individual needs.

ED 594 Seminar: Leadership in Education: 3 semester hours

Students will self-select and explore a topic of professional interest through a review of the research and professional publications in the area of leadership in education. They will prepare a literature review of a selected topic and share their findings with peers. Discussion, questioning, and collegial feedback will frame the professional development paradigm for this course.

ED 595 Seminar in Special Education: 3 semester hours

Practitioners will self-select and explore a topic of professional interest through a review of the research and professional publications in the area of special education. They will prepare a literature review of a selected topic and share their findings with peers. Discussion, questioning, and collegial feedback will frame the professional development paradigm for this course.

ED 596 Education: Travel Abroad: 1 semester hour

Students in the Education Graduate Program will research, explore, compare, and contrast the education system and teacher preparation programs in another country (e.g., United Kingdom) with those in the United States, particularly in Iowa. Students will be asked to attend classes at MMU prior to their departure and upon their return and will be asked to attend Education classes at a college in the country they visit (e.g., at Canterbury Christ Church University). Additionally, they will observe in Prek-12 schools in the country they visit to examine school curricula and routines as well as school policies concerning discipline, teaching methods, service delivery, etc. Students will visit and explore various sites in a city in the country they visit (e.g., London) to observe/experience the inhabitants and the culture (e.g., exhibits, buildings, art, food) and to determine the impact this diversity may have on their future teaching in their home schools.

ED 598 Instrumental Proficiency on Secondary Instrument through Performance: 1 semester hour

This course will provide instrumental music teachers with the opportunity to strengthen their musical and technical abilities on a secondary instrument. These abilities will be enhanced through participation in the Mount Mercy University Concert Band. Repeatable.

ED 599 Special Topics in Education: 1 semester hour

This course will be offered as an elective to address special topics in education that Mount Mercy does not currently offer in its Master of Arts in Education program (e.g., seminars related to special education, teacher leadership, and/or literacy; conference credits given by Mount Mercy as a result of attendance, participation, and work completed in accordance with conference guidelines).

ED 600 Educational Research: 3 semester hours

This course is an introduction to educational research, designed to help students become critical evaluators and consumers of research. Students will evaluate research findings and analyze their application to classroom practice. This course provides a foundation for students to be able to conduct original action research or educational research.

ED 601 Action Research Project: 3 semester hours

Thesis Option: Students will design an action research project that will be implemented in a K-12 classroom and/or school setting. Students will present a formal proposal of their research to a faculty committee. Prerequisites: ED 540, ED 594, or ED 595 and ED 600.

ED 602 Education Thesis: 3 semester hours

Thesis Option: Students will meet with the project advisor weekly until they complete their Action Research Project. Students will report on the data gathered in a presentation to a faculty committee and to the greater Mount Mercy community. Students will continuously enroll in this course until the project is complete. Prerequisite: ED 600 and ED 601.

ED 604 Education Research Project: 3 semester hours

Non-thesis Option: This course is designed to allow students to explore current thinking regarding an education topic of their choice. The project requires extensive examination of a variety of courses as well as a synthesis of research as it applies to an educational classroom, school, district, or community situation. Topics are determined by the instructor and student and are largely open to any addressed in coursework or in a seminar course in the Master of Arts in Education program (for example, a topic may have been addressed in Teacher Leadership coursework or in Seminar: Leadership in Education in the Teacher Leadership emphasis area). Prerequisites: ED 540, ED 594, or ED 595 and ED 600.

ED 605 Comprehensive Examination: 3 semester hours

Non-thesis Option: Students will be required to complete a written and oral comprehensive examination which is generally taken at the end of the student's MA program. This will include a take-home written examination after which there will be an oral examination over the written responses. At a maximum, 10 weeks will be allowed for the examination process. After the student receives the comprehensive questions, he/she will have five (5) weeks to submit his/her written responses. Written responses will be due to the Graduate Program Director at least 3-4 weeks prior to his/her oral examination to allow ample time for faculty to read the responses prior to the student's oral examination. Prerequisites ED 600 and ED 604.

ED 610 Reading Specialist: 3 semester hours

This course will offer a specialized study of the role of the reading specialist. It will examine the four major roles literacy specialists can fulfill in a school district (i.e., vision, curriculum and professional development, teacher advocacy, and student advocacy). The content of this course is aligned with the administrative requirement for the state K-12 Literacy Specialist endorsement. 4.

ED 630 Advanced Diagnostic Assessment: 3 semester hours

This course will prepare reading practitioners to critically evaluate assessment tools and practices as they relate to the diagnosis of reading proficiencies and needs. Formal and informal tests, testing procedures, and diagnostic techniques will be examined, discussed, and evaluated regarding reading theory and epistemological viewpoints. Additionally, practitioners will become familiar with various causes of reading difficulty and programs designed to meet their specific needs. This course is designed to meet the needs of practitioners who have had significant experiences in the area of reading assessment and instruction. Those completing this course should be prepared to assume leadership roles in the area of reading assessment and instruction.

ED 650 Student Teaching: Instructional Strategist I K-8: 3 semester hours

A student will complete a supervised teaching assignment in a level I/II or co-teaching setting. He/she will apply knowledge, skills, and dispositions of relevant education theory to actual classroom situations while teaching special education strategies to elementary students with mild to moderate disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

ED 651 Student Teaching: Instructional Strategist I 5-12: 3 semester hours

A student will complete supervised teaching assignment in a level I or co-teaching setting. He/she will apply knowledge, skills, and dispositions of relevant education theory to actual classroom situations while teaching special education strategies to elementary students with moderate to severe disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

ED 652 Student Teaching: Instructional Strategist II K-8 BD/LD: 3 semester hours

A student will complete a supervised teaching assignment in a level II/III classroom. He/she will apply knowledge, skills, and dispositions of relevant education theory to actual classroom situations while teaching special education strategies to elementary students with moderate to severe disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

ED 653 Student Teaching: Instructional Strategist II 5-12 BD/LD: 3 semester hours

A student will complete a supervised teaching assignment in a Level II/III classroom. He/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching special education strategies to secondary students with moderate to severe disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

ED 654 Student Teaching-Alternate Level: Instructional Strategist II K-8 BD/LD: 2 semester hours

A student will complete a supervised student teaching assignment in a Level II/III classroom. He/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching special education strategies to elementary students with moderate to severe disabilities. During this 20-day placement, the student will be asked to lead teach for the majority of the time.

ED 655 Student Teaching-Alternate Level: Instructional Strategist II 5-12 BD/LD: 2 semester hours

A student will complete a supervised student teaching assignment in a Level II/ III classroom. He/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching special education strategies to secondary students with moderate to severe disabilities. During this 20-day placement, the student will be asked to lead teach for the majority of the time.

ED 656 Student Teaching: Instructional Strategist II (K-8), Intellectual Disabilities: 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to elementary students with moderate to severe intellectual disabilities. During this 8-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

ED 657 Student Teaching: Instructional Strategist II (5-12), Intellectual Disabilities: 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to secondary students with moderate to severe intellectual disabilities. During this 8-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

ED 658 Student Teaching: Instructional Strategist II (K-8)—Alternate Level, Intellectual Disabilities: 2 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to elementary students with moderate to severe intellectual disabilities. During this 4-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

ED 659 Student Teaching: Instructional Strategist II (5-12)—Alternate Level, Intellectual Disabilities: 2 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to secondary students with moderate to severe intellectual disabilities. During this 4-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

ED 660 Leadership Practicum: 3 semester hours

Students in this course will engage in a practicum experience at their school site or at an alternative site where they can put teacher leadership theory into practice, working with a local school administrator, curriculum coordinator, AEA consultant, or colleague as well as the instructor. Students will design and implement a series of collegial, supervisory, curricular, and/or professional development activities that address issues examined in their coursework. On completion of the activities, students will develop a final report that includes artifacts as well as an analysis and reflective commentary on the practicum. Prerequisites: ED 500, ED 505, ED 511, ED 521, ED 531, ED 554. If a student has not completed one or more of the prerequisite courses, he/she needs permission of the Program Director to register for ED 660 Leadership Practicum.

ED 661 Student Teaching in ESL (K-8, elementary): 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in an elementary ESL classroom or an elementary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 8-week placement (40 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

ED 662 Student Teaching in ESL (5-12, secondary): 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in an secondary ESL classroom or a secondary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 8-week placement (40 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

ED 663 Student Teaching: ESL Alternate Level (Elementary): 2 semester hours

The student enrolled in this course will complete a supervised teaching assignment in an elementary ESL classroom or an elementary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 4-week placement (20 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

ED 664 Student Teaching: ESL Alternate Level (Secondary): 2 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a secondary ESL classroom or a secondary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 4-week placement (20 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

ED 668 Student Teaching: Early Childhood Inclusive Classroom-Preschool: 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a Preschool early childhood inclusive classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching and adapting strategies and interventions to meet the needs of all students, including those with disabilities. During this placement, the student will lead teach for the majority of the time. Prerequisite: ED 263 and ED 517.

ED 669 Student Teaching: Early Childhood Inclusive Classroom-Elementary (K-3): 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in an elementary early childhood inclusive classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching and adapting strategies and interventions to meet the needs of all students, including those with disabilities. During this placement, the student will lead teach for the majority of the time. Prerequisite: ED 263 and ED 517.

ED 690 Internship - Preschool: 1.5 semester hour

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

ED 691 Internship - Elementary: 1.5 semester hour

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

ED 692 Internship - Secondary: 1.5 semester hour

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

ED 693 Internship - Special Education: 1.5 semester hour

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

ED 698 Professional Development Credit: 1 semester hour

1 - 2 day workshop or conference which is used for Graduate Credit.

ED 699 Independent Study: 3 semester hours

If a student wishes to independently study or research a particular topic, he/she may propose to work with an appropriate faculty member within their discipline. No more than 2 courses may be taken as independent study by any student.

Master of Science in Education

The Master of Science in Education is a 36-credit hour program for teachers who want to obtain the PreK-12 Principal/PreK-12 Special Education Supervisor endorsement (#189) through the Iowa Board of Educational Examiners (BoEE).

emphasis in educational leadership and administration

ED 500	Educational Policy	3
ED 505	Educational Leadership	3
ED 550	Special Education: Law, Collaboration and Consultation	3
ED 554	Assessment for School Leaders	3
ED 561	Instructional Design	3
ED 581	Leadership & Culturally Responsive Teaching	3
ED 582	School & Community Relations for School Leaders	3
ED 583	Operations & Management	3
ED 584	Professional Culture & Capacity	3
ED 594	Seminar: Leadership in Education	3
ED 690	Internship - Preschool	1.5
ED 691	Internship - Elementary	1.5
ED 692	Internship - Secondary	1.5
ED 693	Internship - Special Education	1.5

Total Hours **36**

Courses

ED 500 Educational Policy: 3 semester hours

This course will examine the different governing bodies that influence policy and how it is created, the ethic of critique, the ethic of care, the ethic of justice, and professional ethics; educational law; the theory of change and the process for implementing change; and review educational standards.

ED 501 Grammar for Teaching English as a Second Language: 3 semester hours

This course covers aspects of modern English grammar important for teaching English as a Second Language (ESL). The basic structure of words (morphology), sentences (syntax), and meanings (semantics), including basic rules of writing mechanics most problematic for English language learners, are also studied.

ED 502 Linguistics and Second Language Acquisition: 3 semester hours

This course examines second language (L2) acquisition from a linguistic perspective and compares first and second language acquisition. Factors contributing to L2 variation, including linguistic universals, transfer, age, input, and affective considerations are studied. The course also examines a range of variables and strategies that teachers might need to teach students who use English as a second or additional language.

ED 503 Language, Culture, and Schooling: 3 semester hours

Language is the primary means by which we represent the world to ourselves and to others. This course will examine some of the ways in which growth in language reflects and enables cognitive development. Topics covered in this course include a sociolinguistic perspective of language, language diversity, language ideology and power, national language policies, World English, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English, and the impact language has on children's success in our communities and schools.

ED 504 Assessment in Teaching English as a Second Language: 3 semester hours

This course takes an in-depth look at assessment of bilingual/ESL learners and programs. It includes individual as well as large-scale standardized assessments, alternative assessments, and social justice issues involved in the assessment of English language learners. Prerequisite: ED 502 or ED 503.

ED 505 Educational Leadership: 3 semester hours

This course will examine the various types of leadership. Students will observe and examine the school culture and the primary leadership style. Students will use leadership inventories to help them determine their main leadership style.

ED 506 Methods for Teaching Academic Content and Practicum: 3 semester hours

This course covers methods and strategies for making math, science, and social studies accessible to ELs in grades K-12. Students will learn how to promote L2 language development so ELs can successfully engage in academic content learning. A 10-hour practicum is required in an ESL classroom or in a classroom with a significant number of ELL students. Prerequisite: ED 504.

ED 507 ESL Reading and Language Arts Methods and Practicum: 3 semester hours

The content of this course includes research-based ESL listening, speaking, reading, and writing strategies on which to build a solid foundation for success with second language learners. A practicum of 30 hours of tutoring ESL students is required. Prerequisite: ED 504.

ED 510 Foundations of Reading: 3 semester hours

Practitioners will read, analyze, and evaluate current and historical research in reading and writing processes. Research on instructional strategies, motivation, and the major reading and writing components will be examined.

ED 511 Collaboration and Mentoring: 3 semester hours

This course will explore the ways teacher leaders interact with peers and other building and district staff to enhance instructional, interpersonal, and communicative skills. The course will examine current research in the areas of teacher mentoring and collegial collaboration, including Professional Learning Communities, Cognitive Coaching, and other models directed at the mentor/colleague relationship. The course will offer ample opportunities to examine case studies and role play and practice skills in classroom/school situations.

ED 512 Human Growth and Development: 3 semester hours

In this course students will learn about the nature of human growth and development throughout the lifespan, but a specific focus will be on infants and toddlers (birth-age 2), preprimary children (ages 3 through 5), and primary school children (ages 6 through 8). Typical and atypical development in the areas of cognition, language development, physical motor, social-emotional, mental health, aesthetics, and adaptive behavior will be studied with a focus on how these areas may impact development and learning in the early years of life. Students will also study the etiology, characteristics, and classifications of common disabilities in infants and young children and how these may affect a child's development and learning.

ED 513 Health, Nutrition, and Safety: 3 semester hours

In this course, students will learn to implement basic health, nutrition, and safety procedures, including the design of physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning. Signs of emotional distress, physical and mental abuse, and neglect in young children will be studied, as well as mandatory reporting procedures. Students will be asked to demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures, and first aid.

ED 514 Family and Community Relationships: 3 semester hours

In this course, students will learn how to build family and community relationships, how successful early childhood education depends on partnerships between families, communities, and agencies, and how these partnerships have complex and diverse characteristics. Also, students will learn why families should be involved in their children's development and learning.

ED 515 Children's Literature: Enhancing Instruction: 3 semester hours

This course provides a broad up-dated survey of children's and adolescent literature with a focus on locating and using literature in the classroom to support reading, writing, and cross-curricular instruction.

ED 516 Young Adult Literature: 3 semester hours

This course provides a broad survey of adolescent/young adult literature with an emphasis on critically evaluating literature and investigating and utilizing research-based strategies for teaching secondary reading, writing, and response to text.

ED 517 Early Childhood Curriculum, Birth-Kindergarten: 3 semester hours

The student will use content knowledge to build a meaningful early childhood curriculum. Prerequisite: ED 263 and an elementary methods course in each of the following areas: literacy, mathematics, social studies, science, physical education and wellness, and visual and performing arts.

ED 518 Early Childhood Assessment and Intervention: 3 semester hours

The student will learn to use technically sound formal and informal assessments that minimize bias and evaluation results to adapt and guide instruction and interventions for early childhood learners. Also, the student will learn, understand, and apply curricula, assessments, and teaching and intervention strategies that align with learner and program goals, including the development of individualized family service plans (IFSPs) and individualized education programs (IEPs). The student will also learn about the transition process in early childhood education settings. Note: includes practicum of 40 hours in early childhood special education setting (such as observing/assisting students in extended school year settings) Prerequisite: ED 263.

ED 519 Supervision and Administration of Early Childhood Programs: 3 semester hours

The student will learn about early childhood program criteria set by various professional organizations; learn to collaborate with supervisors, mentors, and colleagues; learn about the significance of ongoing professional development; learn how to improve the practices for young children and their families; learn ethical principles, practices, and codes of conduct; learn to advocate for students in early childhood education; and learn how to provide guidance to paraeducators, tutors, and volunteers. Prerequisite: ED 263.

ED 520 Language, Literacy and Culture: 3 semester hours

This course will examine some ways in which growth in language reflects and enables cognitive development and how language empowers and constrains children as they attempt to make sense of their world. First and second language reading and writing processes and the role socioeconomic status and cultural diversity have on children's literacy learning within various ethnic communities and school environments will be studied. Drawing on readings in psychology, anthropology, linguistics, and education, students will formulate ideas on the role language plays before children enter school and the role it plays once they begin their formal education.

ED 521 Issues in Educational Psychology: 3 semester hours

This course focuses on educational psychology and cognitive science and how to apply these to student and adult learning and teaching. Emphasized in this course will be the research behind brain-based learning, multiple intelligences, motivational theory and practice, and issues related to learner diversity, as well as other current topics related both to student learning and professional development.

ED 525 Content Area Reading and Writing: 3 semester hours

This course examines best practices for the integration of reading and writing across the language arts and content area subjects. Specific attention will be given to embedding the teaching of reading and writing skills into content area instruction. Practitioners will investigate how reading, writing, listening and speaking supports the acquisition of new knowledge across all subject areas.

ED 530 Diagnostic Assessment of Reading & Writing: 3 semester hours

This course focuses on the diagnostics of reading and writing proficiencies and needs. Tests, testing procedures, and formal and informal diagnostic techniques will be examined, discussed, and evaluated. The practitioner will reflect on assessment results to inform instructional decisions in light of the nature and causes of reading/writing disabilities.

ED 531 Technology Strategies for Teachers: 3 semester hours

This course will focus on the integration of educational technology for teaching and learning in the classroom, for professional development, and for school management. In addition, it will examine assistive technology for students with special needs. This course will engage the student in the application of current research and theory into the instructional design process. Students will complete a research project to show the application of educational technology in a specialized content area.

ED 535 Prescriptive Reading: 4 semester hours

Current research-based methods and strategies for instructing less proficient readers will be studied and implemented (including strategies related to phonemic awareness, phonics, fluency, comprehension and vocabulary). Additionally, the impacts of factors including motivation, memory, cognitive processing and critical thinking will be examined. Graduate students will complete a clinical field-based experience of at least 24 hours where they assume the role of literacy-coach. In this role, they will mentor pre-service teacher candidates through modeling, coteaching, observation, reviewing student assessment data and suggesting resources. Additionally, they will evaluate the effectiveness and appropriateness of interventions using both assessment data and first-hand observations. Prerequisites: Graduate Standing, ED 530 or equivalent, previous experience with reading intervention.

ED 540 Reading Research Seminar: 3 semester hours

Practitioners will select and explore a topic of professional interest through a review of the research and professional publications. Practitioners will prepare a literature review of a selected topic and share their findings with peers. Discussion, questioning and collegial feedback will frame the professional development paradigm for this course.

ED 541 Assessment and Differentiation: 3 semester hours

In this course, practitioners will examine research and best practices related to classroom assessment and differentiation. An emphasis will be placed on using assessment to design instruction to meet the varied learning needs of all learners.

ED 545 Topics in Literacy Instruction: 3 semester hours

This course will offer a specialized study of current topics, issues, and trends in the field of literacy. Topics may include: Literacy Coaching, Word-Study, Writing Process, English Language Learners, Gender Issues, Interest and motivation, Phonemic Awareness, Phonics, Word Identification, Fluency, Vocabulary, Comprehension, or Reading Research. Practitioners may complete more than one topics course as an elective in the graduate program.

ED 550 Special Education: Law, Collaboration and Consultation: 3 semester hours

This course provides the most current legal information regarding students/schools in regard to special education. Additionally, collaboration with professionals and parents, as well as the consultant role, will be explored.

ED 551 Culturally Responsive Teaching: 3 semester hours

In this course, students will examine major themes related to family and community engagement. According to Ladson-Billings (1994; 2006), "Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning" (n.d.). Since culture is central to learning, "it plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals." This pedagogy acknowledges, responds to, and celebrates fundamental cultures and offers full, equitable access to education for students from all cultures. P. C. Gorski and K. Swalwell (2015) add that "Schools can commit to a more robust multiculturalism by putting equity, rather than culture, at the center of the diversity conversation" (p. 34). Gorski and Swalwell insist that "at the heart of such a curriculum that is meaningfully multicultural lie principles of equity and social justice" (p. 36).

ED 554 Assessment for School Leaders: 3 semester hours

This course will examine current research and practice regarding the array of assessment tools available to teachers and schools. These will include but are not limited to the use of common standardized tests, instruments used in the assessment of students with special needs, and international measurements, like PISA. Students will also react to issues such as assessment in the differentiated classroom, NCLB, National Board Certification, standards-based grading, and program and policy assessment tools.

ED 555 Assessment in Special Education: 3 semester hours

This course provides knowledge and application of the collection and use of assessment data (academic and behavioral) for educational diagnosis and evaluation of individuals with disabilities.

ED 560 Behavior Interventions: 3 semester hours

This course is designed to provide strategies for identifying, anticipating, and managing individual and group behavior issues in regular and special education classes.

ED 561 Instructional Design: 3 semester hours

In this course, students will examine the major theories related to instructional design and curriculum development. Focus will be placed on the selection of instructional strategies, media, and evaluation strategies. Students in this course will gain the skills necessary to provide leadership in the development, evaluation, and modification of instructional materials (i.e., print, web, or multi-media based).

ED 562 Supporting Readers in Content Literacy: 3 semester hours

In this course, practitioners will examine best practices for integrating reading, writing, and content area subjects. Practitioners will examine how reading, writing, listening, and speaking support the acquisition of new knowledge across all subject areas. Specific attention will be given to diagnosing and supporting readers for whom reading proficiency is lacking.

ED 565 Teaching Social Competency: 3 semester hours

This course will provide exploration into the social skills necessary for success both in school and in society in general. Included will be exposure to curricula in social skills.

ED 570 Methods: Instructional Strategist I K-8: 3 semester hours

This course addresses the characteristics and trends in serving students with mild/moderate disabilities. It offers theoretical and practical approaches which are research-based interventions.

ED 571 Universal Design: 3 semester hours

This course will provide explore the multiple means of representation to give learners various ways of acquiring information and knowledge, multiple means of expression to provide learners alternatives for demonstrating what they know, and multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

ED 575 Methods: Instructional Strategist I 5-12: 3 semester hours

This course addresses the characteristics and trends in serving students with mild/moderate disabilities. It offers theoretical and practical approaches which are research-based interventions.

ED 576 Trends and Strategies in Teaching Children with Autism: 3 semester hours

This course will provide information on autism as it relates to methods and materials to use in the special education setting.

ED 580 Transitions and Career Planning: 3 semester hours

This course provides an understanding of the process for transition from high school to post-secondary options for students with disabilities. It includes creating a transition plan.

ED 581 Leadership & Culturally Responsive Teaching: 3 semester hours

In this course, students will examine major themes related to culturally responsive teaching and school leadership. They will examine the role of K-12 school and school system leaders in creating an equitable and just society. Students will study segregation and racial oppression and how these may negatively impact the areas of learning, living, and working in the lives of students of color. They will learn how inequity is reproduced through both action and inaction.

ED 582 School & Community Relations for School Leaders: 3 semester hours

In this course, students will learn and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, the community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

ED 583 Operations & Management: 3 semester hours

In this course, students will learn how to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

ED 584 Professional Culture & Capacity: 3 semester hours

In this course, students will learn how to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. Requirement: Evaluator Training is embedded in this course.

ED 585 Methods: Instructional Strategist II K-12 BD/LD: 3 semester hours

This course provides an in-depth look at the strategies and approaches used with students diagnosed with moderate to severe learning disabilities, behavior disorders, autism, and Asperger's, as well as other disabilities.

ED 586 Methods: Instructional Strategist II, Intellectual Disabilities (K-12): 3 semester hours

This course will provide students with an overview of the various characteristics and methods for teaching individuals with intellectual disabilities, as well as the current trends in educational programming and curriculum for teaching students with intellectual disabilities, the educational alternatives and related services needed for them, and the importance of providing appropriate educational programming for these individuals from age 5 through age 21. A 20-hour practicum is included in this course outside of the in- classroom hours.

ED 590 Curriculum Adaptations in Special Education: 3 semester hours

This course will provide an opportunity to explore curricula designed to teach students with mild, moderate, or severe disabilities. It will also address best practices for adapting content, strategies, instructional environments, and behavior expectations for students' individual needs.

ED 594 Seminar: Leadership in Education: 3 semester hours

Students will self-select and explore a topic of professional interest through a review of the research and professional publications in the area of leadership in education. They will prepare a literature review of a selected topic and share their findings with peers. Discussion, questioning, and collegial feedback will frame the professional development paradigm for this course.

ED 595 Seminar in Special Education: 3 semester hours

Practitioners will self-select and explore a topic of professional interest through a review of the research and professional publications in the area of special education. They will prepare a literature review of a selected topic and share their findings with peers. Discussion, questioning, and collegial feedback will frame the professional development paradigm for this course.

ED 596 Education: Travel Abroad: 1 semester hour

Students in the Education Graduate Program will research, explore, compare, and contrast the education system and teacher preparation programs in another country (e.g., United Kingdom) with those in the United States, particularly in Iowa. Students will be asked to attend classes at MMU prior to their departure and upon their return and will be asked to attend Education classes at a college in the country they visit (e.g., at Canterbury Christ Church University). Additionally, they will observe in Prek-12 schools in the country they visit to examine school curricula and routines as well as school policies concerning discipline, teaching methods, service delivery, etc. Students will visit and explore various sites in a city in the country they visit (e.g., London) to observe/experience the inhabitants and the culture (e.g., exhibits, buildings, art, food) and to determine the impact this diversity may have on their future teaching in their home schools.

ED 598 Instrumental Proficiency on Secondary Instrument through Performance: 1 semester hour

This course will provide instrumental music teachers with the opportunity to strengthen their musical and technical abilities on a secondary instrument. These abilities will be enhanced through participation in the Mount Mercy University Concert Band. Repeatable.

ED 599 Special Topics in Education: 1 semester hour

This course will be offered as an elective to address special topics in education that Mount Mercy does not currently offer in its Master of Arts in Education program (e.g., seminars related to special education, teacher leadership, and/or literacy; conference credits given by Mount Mercy as a result of attendance, participation, and work completed in accordance with conference guidelines).

ED 600 Educational Research: 3 semester hours

This course is an introduction to educational research, designed to help students become critical evaluators and consumers of research. Students will evaluate research findings and analyze their application to classroom practice. This course provides a foundation for students to be able to conduct original action research or educational research.

ED 601 Action Research Project: 3 semester hours

Thesis Option: Students will design an action research project that will be implemented in a K-12 classroom and/or school setting. Students will present a formal proposal of their research to a faculty committee. Prerequisites: ED 540, ED 594, or ED 595 and ED 600.

ED 602 Education Thesis: 3 semester hours

Thesis Option: Students will meet with the project advisor weekly until they complete their Action Research Project. Students will report on the data gathered in a presentation to a faculty committee and to the greater Mount Mercy community. Students will continuously enroll in this course until the project is complete. Prerequisite: ED 600 and ED 601.

ED 604 Education Research Project: 3 semester hours

Non-thesis Option: This course is designed to allow students to explore current thinking regarding an education topic of their choice. The project requires extensive examination of a variety of courses as well as a synthesis of research as it applies to an educational classroom, school, district, or community situation. Topics are determined by the instructor and student and are largely open to any addressed in coursework or in a seminar course in the Master of Arts in Education program (for example, a topic may have been addressed in Teacher Leadership coursework or in Seminar: Leadership in Education in the Teacher Leadership emphasis area). Prerequisites: ED 540, ED 594, or ED 595 and ED 600.

ED 605 Comprehensive Examination: 3 semester hours

Non-thesis Option: Students will be required to complete a written and oral comprehensive examination which is generally taken at the end of the student's MA program. This will include a take-home written examination after which there will be an oral examination over the written responses. At a maximum, 10 weeks will be allowed for the examination process. After the student receives the comprehensive questions, he/she will have five (5) weeks to submit his/her written responses. Written responses will be due to the Graduate Program Director at least 3-4 weeks prior to his/her oral examination to allow ample time for faculty to read the responses prior to the student's oral examination. Prerequisites ED 600 and ED 604.

ED 610 Reading Specialist: 3 semester hours

This course will offer a specialized study of the role of the reading specialist. It will examine the four major roles literacy specialists can fulfill in a school district (i.e., vision, curriculum and professional development, teacher advocacy, and student advocacy). The content of this course is aligned with the administrative requirement for the state K-12 Literacy Specialist endorsement. 4.

ED 630 Advanced Diagnostic Assessment: 3 semester hours

This course will prepare reading practitioners to critically evaluate assessment tools and practices as they relate to the diagnosis of reading proficiencies and needs. Formal and informal tests, testing procedures, and diagnostic techniques will be examined, discussed, and evaluated regarding reading theory and epistemological viewpoints. Additionally, practitioners will become familiar with various causes of reading difficulty and programs designed to meet their specific needs. This course is designed to meet the needs of practitioners who have had significant experiences in the area of reading assessment and instruction. Those completing this course should be prepared to assume leadership roles in the area of reading assessment and instruction.

ED 650 Student Teaching: Instructional Strategist I K-8: 3 semester hours

A student will complete a supervised teaching assignment in a level I/II or co-teaching setting. He/she will apply knowledge, skills, and dispositions of relevant education theory to actual classroom situations while teaching special education strategies to elementary students with mild to moderate disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

ED 651 Student Teaching: Instructional Strategist I 5-12: 3 semester hours

A student will complete supervised teaching assignment in a level I or co-teaching setting. He/she will apply knowledge, skills, and dispositions of relevant education theory to actual classroom situations while teaching special education strategies to elementary students with moderate to severe disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

ED 652 Student Teaching: Instructional Strategist II K-8 BD/LD: 3 semester hours

A student will complete a supervised teaching assignment in a level II/III classroom. He/she will apply knowledge, skills, and dispositions of relevant education theory to actual classroom situations while teaching special education strategies to elementary students with moderate to severe disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

ED 653 Student Teaching: Instructional Strategist II 5-12 BD/LD: 3 semester hours

A student will complete a supervised teaching assignment in a Level II/III classroom. He/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching special education strategies to secondary students with moderate to severe disabilities. During this 8-week placement, the student will be asked to lead teach for the majority of the time.

ED 654 Student Teaching-Alternate Level: Instructional Strategist II K-8 BD/LD: 2 semester hours

A student will complete a supervised student teaching assignment in a Level II/III classroom. He/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching special education strategies to elementary students with moderate to severe disabilities. During this 20-day placement, the student will be asked to lead teach for the majority of the time.

ED 655 Student Teaching-Alternate Level: Instructional Strategist II 5-12 BD/LD: 2 semester hours

A student will complete a supervised student teaching assignment in a Level II/III classroom. He/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching special education strategies to secondary students with moderate to severe disabilities. During this 20-day placement, the student will be asked to lead teach for the majority of the time.

ED 656 Student Teaching: Instructional Strategist II (K-8), Intellectual Disabilities: 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to elementary students with moderate to severe intellectual disabilities. During this 8-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

ED 657 Student Teaching: Instructional Strategist II (5-12), Intellectual Disabilities: 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to secondary students with moderate to severe intellectual disabilities. During this 8-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

ED 658 Student Teaching: Instructional Strategist II (K-8)—Alternate Level, Intellectual Disabilities: 2 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to elementary students with moderate to severe intellectual disabilities. During this 4-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

ED 659 Student Teaching: Instructional Strategist II (5-12)—Alternate Level, Intellectual Disabilities: 2 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a moderate/severe classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching researched instructional strategies to secondary students with moderate to severe intellectual disabilities. During this 4-week placement, the student will be asked to lead teach the majority of the time. Prerequisite: ED 586.

ED 660 Leadership Practicum: 3 semester hours

Students in this course will engage in a practicum experience at their school site or at an alternative site where they can put teacher leadership theory into practice, working with a local school administrator, curriculum coordinator, AEA consultant, or colleague as well as the instructor. Students will design and implement a series of collegial, supervisory, curricular, and/or professional development activities that address issues examined in their coursework. On completion of the activities, students will develop a final report that includes artifacts as well as an analysis and reflective commentary on the practicum. Prerequisites: ED 500, ED 505, ED 511, ED 521, ED 531, ED 554. If a student has not completed one or more of the prerequisite courses, he/she needs permission of the Program Director to register for ED 660 Leadership Practicum.

ED 661 Student Teaching in ESL (K-8, elementary): 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in an elementary ESL classroom or an elementary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 8-week placement (40 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

ED 662 Student Teaching in ESL (5-12, secondary): 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in an secondary ESL classroom or a secondary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 8-week placement (40 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

ED 663 Student Teaching: ESL Alternate Level (Elementary): 2 semester hours

The student enrolled in this course will complete a supervised teaching assignment in an elementary ESL classroom or an elementary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 4-week placement (20 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

ED 664 Student Teaching: ESL Alternate Level (Secondary): 2 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a secondary ESL classroom or a secondary classroom with a significant number of ESL students. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching ESL students, using methods and strategies learned in previous ESL courses. During this 4-week placement (20 calendar days), the student will lead teach the majority of the time. Prerequisite: ED 506 and ED 507; Must have the approval of the Education Program Director or course instructor.

ED 668 Student Teaching: Early Childhood Inclusive Classroom-Preschool: 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in a Preschool early childhood inclusive classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching and adapting strategies and interventions to meet the needs of all students, including those with disabilities. During this placement, the student will lead teach for the majority of the time. Prerequisite: ED 263 and ED 517.

ED 669 Student Teaching: Early Childhood Inclusive Classroom-Elementary (K-3): 3 semester hours

The student enrolled in this course will complete a supervised teaching assignment in an elementary early childhood inclusive classroom setting. Here he/she will apply knowledge, skills, and dispositions of relevant educational theory to actual classroom situations while teaching and adapting strategies and interventions to meet the needs of all students, including those with disabilities. During this placement, the student will lead teach for the majority of the time. Prerequisite: ED 263 and ED 517.

ED 690 Internship - Preschool: 1.5 semester hour

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

ED 691 Internship - Elementary: 1.5 semester hour

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

ED 692 Internship - Secondary: 1.5 semester hour

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

ED 693 Internship - Special Education: 1.5 semester hour

This course provides successful candidates an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings. This internship will provide candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. Course may be taken as a co-requisite with other Endorsement #189 courses, but it cannot be taken before taking other courses with the endorsement. Internship Hours: minimum of 50 clock hours in placement. Candidates must accumulate at least 400 hours throughout their four practicum courses in the graduate endorsement program.

ED 698 Professional Development Credit: 1 semester hour

1 - 2 day workshop or conference which is used for Graduate Credit.

ED 699 Independent Study: 3 semester hours

If a student wishes to independently study or research a particular topic, he/she may propose to work with an appropriate faculty member within their discipline. No more than 2 courses may be taken as independent study by any student.

Master of Arts in Marriage and Family Therapy

The Master of Arts in Marriage and Family Therapy at Mount Mercy has a mission to develop highly qualified professionals at the master's level, who possess the knowledge, skills and dispositions to use a systemic perspective to improve the lives of individuals, couples and families. Marriage and Family Therapists believe that individuals, couples and families are complex systems influenced by a wide variety of biopsychosocial dynamics. All human systems are subject to occasionally becoming sufficiently disorganized that they need outside help to become stable again. Students in our program will be trained to help these human systems through a deep understanding of systems, human development and intimate human relationships. The program provides the academic and experiential training needed for students to apply for licensure as Marriage and Family Therapists. To become fully licensed in Iowa students are required to complete a two year post-graduate supervised clinical experience, the completion of 3,000 clinical hours (1500 direct client contact) and the passage of the national MFT examination. Graduates will be prepared for work as therapists and consultants in clinical and counseling settings, in private practice as therapists, and in businesses, schools, hospitals and churches.

The MFT program aims to develop the student's ability, for example, to: assess, evaluate, and create treatment plans and goals for individuals, families and couples experiencing distress; cultivate empathetic, respectful and congruent interpersonal skills; and research and evaluate the latest advances in the field.

Course requirements (60 Total Credits):**MFT Specialization Courses**

MF 503	Family Systems	3
MF 518	Models of Marriage and Family Therapy	3
MF 545	Micro-Counseling	3
MF 546	Pre-Practicum	3
MF 569	Ethical and Professional Issues in Marriage and Family Counseling	3

MF 582	Models of Couples Therapy	3
MF 602	The Cross-Cultural Family	3

Total Hours **21**

General Courses

MF 524	Human Development and the Family	3
MF 550	Systemic Sex Therapy	3
MF 626	Psychopathology and the Family	3
MF 640	Research Methods for Marriage and Family Therapy	3
MF 671	Therapeutic Techniques with Parents and Children	3

Total Hours **15**

Elective Course (12 hrs)

MF 571	Introduction to Play Therapy & Family Therapy	3
MF 605	Neuroscience for Marriage and Family Therapy	3
MF 630	Trauma, Violence & Addiction	3
MF 655	Spirituality and the Family	3
MF 647	Medical Family Therapy	3
MF 665	Applications of Play Therapy	3
Thesis Option		1
		-3

MF 695 Thesis

Clinical Courses

MF 590	Practicum in Marriage and Family Therapy I	4
MF 690	Practicum in Marriage and Family Therapy II	4
MF 692	Practicum in Marriage and Family Therapy III	4

Total Hours **12**

Academic Requirements

1. All students are required to achieve a minimum GPA of 3.0. Only two C grades are permitted in the graduate program. A third grade of C or below will result in suspension or dismissal from the program. No MFT Specialization course can be accepted with a grade below 80%. A student receiving a C+, C-, or C may repeat a graduate course once. A maximum of two courses may be repeated. Any grade below a C- or "Fail" is grounds for dismissal from the program. Additionally, students have a maximum of six years from the entrance date to complete the program and graduate.
2. Pending Clinical Director approval, Masters students may take up to 9 credit hours of electives from the Doctoral program's elective courses. These are the "non-advanced" doctoral courses. There are several options within the advanced couples; leadership; and neuroscience tracks that are available. In all cases, it requires Program Director approval. These are doctoral level courses; there will not be masters-level remediation for the course work; students will be expected to do the doctoral level work.

See the Doctor of Philosophy in Marriage and Family Therapy (p. 48) page for more information on doctoral study.

Courses

MF 503 Family Systems: 3 semester hours

Marriage and family therapists emphasize the systemic viewpoint of human functioning, which holds that the individual is influenced in important ways by the family, then extended family and the society surrounding him or her. This course studies the family as a system, including family life cycle stages, tasks and difficulties. Communication patterns and interpersonal perceptions and expectations make up a large part of the therapeutic focus of marriage and family therapy. Students will be able to articulate how the systemic viewpoint differs from individual models of human functioning, and how the systemic model would conceptualize the goals of therapy, the process of change and the role of the therapist.

MF 518 Models of Marriage and Family Therapy: 3 semester hours

This graduate seminar is designed to introduce models of marriage and family therapy. These include strategic, structural, Bowen, intergenerational, contextual, communications, behavioral, cognitive, object relations, solution-focused, narrative, and collaborative language systems. Current trends in assessment and intervention in marriage and family therapy will also be covered. If a student has not taken an undergraduate course in individual theories of counseling and psychotherapy, supplemental reading will be expected. Students will be able to conceptualize cases from each perspective, stating the goals of therapy, the process of change and the role of the therapist.

MF 524 Human Development and the Family: 3 semester hours

This course is designed to supplement material taught in lifespan development, PS 124 Developmental Psychology (or equivalent). The course is designed to emphasize how developmental issues impact systems, especially families. The course will emphasize the family life cycle and family subsystems. Students will be able to describe their own developmental path, as well as the predicted outcome of several developmental issues.

MF 545 Micro-Counseling: 3 semester hours

This experientially-based course will review the values, knowledge and skills necessary to work theoretically with individuals, counselors and families. Counseling practice with peers and community volunteers is required. If a student has not taken an undergraduate course in basic counseling skills, supplemental reading and practice will be required. Students will be able to demonstrate listening and basic helping skills.

MF 546 Pre-Practicum: 3 semester hours

This course is designed as an orientation to the clinic, including observation of counseling through a one-way mirror, or by way of a video camera. Students also discuss cases, learn a model for an intake interview, demonstrate skill in conducting an intake interview and learn to write case notes. Prerequisites: MF 518, MF 524 and MF 545.

MF 550 Systemic Sex Therapy: 3 semester hours

This course is designed to supplement material taught in SW 250 Human Sexuality (or equivalent). The course is designed to emphasize how normal and abnormal sexuality affect family systems, including sexual addiction. If a student has not taken an undergraduate course in human sexuality, supplemental reading will be expected. Students will be able to describe the categories of sexual disorders and interventions to treat them, as well as stating strategies for sexual enrichment.

MF 569 Ethical and Professional Issues in Marriage and Family Counseling: 3 semester hours

This course deals with ethical, legal and professional responsibilities of MFT counselors. The ethical code of the AAMFT will be examined and ethical dilemmas will be discussed. Students will examine legal responsibilities and liabilities of MFTs, issues in independent practice and the role of the professional organization. Students will be able to state categories of ethical concerns and apply ethical principles to hypothetical cases. They will be able to state legal responsibilities of MFTs and apply the law to hypothetical cases.

MF 571 Introduction to Play Therapy & Family Therapy: 3 semester hours

This course offers an overview of the essential elements and principles of play therapy. The course will address both theoretical and practical interventions for using play therapy in the treatment of a variety of presenting problems. This course will include a review of the history of play therapy and the profession, the role of the play therapist in a variety of settings. Participants will discover basic and advanced play therapy techniques. In addition, the process for becoming credentialed as a play therapist will be examined along with the increasing international demand for therapists with specialization in play therapy. Students will be introduced to the Association for Play Therapy and the State of Iowa branch for play therapy.

MF 582 Models of Couples Therapy: 3 semester hours

This course focuses on dynamics in dyadic relationships. A variety of therapeutic interventions and therapeutic models intended to enhance and improve couples' relationships will be examined. Special attention will be given to Evidence Based Methods (Gottman and Emotionally Focused Couples Therapy, Johnson). Marital Enrichment and pre-marital programs will also be considered.

MF 590 Practicum in Marriage and Family Therapy I: 4 semester hours

The practicum courses are intended to place the student in a professional counseling setting where they will provide direct client services under the supervision of a licensed mental health care provider. Students will be encouraged to develop sites that are of particular interest to them or to choose from a list of approved sites. Students will be required to accumulate 300 direct client contact hours providing therapeutic services and a minimum of 60 hours of supervision over the course of three courses. In addition to on-site supervision students will receive supervision in a weekly group supervision section at the University.

MF 602 The Cross-Cultural Family: 3 semester hours

This course will examine the impact of culture on individual and family functioning. The course will emphasize the family in social context, both historically and contemporarily. It will study the impact of changing social conditions on individual and family functioning. Students will be able to describe how culture has impacted him/herself, as well as hypothetical clients.

MF 605 Neuroscience for Marriage and Family Therapy: 3 semester hours

This course will introduce students to the basic facts of developmental neurobiology, brain structure, relation of structure to function and the physiological and psychological effects of environment on the brain. Special emphasis will be placed on the reciprocal influence of relationships on brain development and the influence of brain development on relationships and their effects on couples and families.

MF 610 Treatment of Substance Abuse with Marriage and Family Therapy: 3 semester hours

This course will introduce students to the basic theoretical and practical dimensions of Marriage and Family Therapy in the treatment of Substance Abuse Disorders (SA). The course will examine the etiology, progression and short and long term effects of SA on individuals, families and society. Traditional and investigational models of SA treatment will be discussed and opportunities for assessment, treatment planning and treatment options will be provided.

MF 626 Psychopathology and the Family: 3 semester hours

This course will provide systemic and relational perspectives for the Diagnostic and Statistics Manual of the American Psychological Association (DSM) as well as an introduction to the how the DSM is organized and the diagnostic categories and content of the Manual. A biopsychosocial and systemic framework will be utilized to conceptualize and understand the cause and effect of mental illness as well as alternative conceptualizations of mental illness from a systemic epistemology. Students will be able to describe the symptoms of major categories of mental illness, distinguish between different diagnostic categories and demonstrate competence in assigning DSM diagnoses and relating those diagnoses to relational and family issues.

MF 630 Trauma, Violence & Addiction: 3 semester hours

This course will explore a foundational understanding for working with clients that have presenting concerns of current or historical trauma, violence and addiction. This course will highlight some of the neurobiology/physiological underpinnings of trauma, violence and addiction and their interrelatedness. This course will also explore traditional and systemic frameworks for assessment and treatment and building resource connections with the community at large. Prerequisites: MF 503, MF 518, MF 569, MF 626.

MF 640 Research Methods for Marriage and Family Therapy: 3 semester hours

This course will introduce students to basic research methods in the social sciences, research methods used predominantly in MFT, and exposure to both quantitative and qualitative methodologies. Students will be able to access, read and interpret research articles in primary MFT and related mental health journals in order to critically evaluate and apply research findings to clinical practice.

MF 647 Medical Family Therapy: 3 semester hours

Extant research and practice suggests that integrating medical and psychotherapy services significantly improves treatment outcomes, patient health, and provider satisfaction. Consequently, there is burgeoning interest—locally and nationally—in developing and maintaining better integrated healthcare services within outpatient and inpatient medical settings. In this course, you will examine the theoretical frameworks that inform medical family therapists, study and apply a psychosocial typology for understanding chronic and acute illness, and you will practice the skills and techniques required to succeed as a systemic therapist practicing within integrated medical teams. Further, you will examine how your own experiences with illness have shaped your self of the therapist.

MF 655 Spirituality and the Family: 3 semester hours

This course will explore the place of spirituality in the family functioning, including mindfulness, meditative practice, spiritual disciplines and forgiveness. The role of spirituality in mental health, addictive behavior and substance abuse will be explored. Interventions with a spiritual focus will be addressed. Students will state how spirituality affects their own functioning, as well as describing how a hypothetical family is affected by spiritual issues.

MF 665 Applications of Play Therapy: 3 semester hours

Applications of Play Therapy will provide students with the opportunity to further their education and training in play therapy following completion of the course MF 571. Students will learn and practice a variety of evidence based play therapy theories such as Adlerian Play Therapy, Filial, Theraplay, and Sand Tray Therapy. Students will learn how to discern which theories to use based on child and family assessment, how to apply theories and interventions, treatment planning and how to work through the stages of therapy with each specific approach. Prerequisite: MF 571.

MF 671 Therapeutic Techniques with Parents and Children: 3 semester hours

This course covers interventions in families with children and teens. Students will be trained in assessment of children and adolescents, and in therapeutic techniques in families, such as parent education, behavior modification and play therapy. Students will be able to conceptualize cases from each perspective, including describing interventions from that perspective.

MF 690 Practicum in Marriage and Family Therapy II: 4 semester hours

The practicum courses are intended to place the student in a professional counseling setting where they will provide direct client services under the supervision of a licensed mental health care provider. Students will be encouraged to develop sites that are of particular interest to them or to choose from a list of approved sites. Students will be required to accumulate 300 direct client contact hours providing therapeutic services and a minimum of 60 hours of supervision over the course of three courses. In addition to on-site supervision students will receive supervision in a weekly group supervision section at the University.

MF 692 Practicum in Marriage and Family Therapy III: 4 semester hours

The practicum courses are intended to place the student in a professional counseling setting where they will provide direct client services under the supervision of a licensed mental health care provider. Students will be encouraged to develop sites that are of particular interest to them or to choose from a list of approved sites. Students will be required to accumulate 300 direct client contact hours providing therapeutic services and a minimum of 60 hours of supervision over the course of three courses. In addition to on-site supervision students will receive supervision in a weekly group supervision section at the University.

MF 695 Thesis: 3 semester hours

The thesis is a culminating experience that provides a record of a student's achievement in the program. The thesis requires research leading to the discovery of new knowledge or enhancement of existing knowledge in the field of interest. A project that helps solve a practical problem may also be acceptable. The thesis is a complete documentation of the research study, including the theoretical background, description of the problem, the method used to investigate or solve the problem, presentation of results, interpretation of results, and explanation of the significance of the results. The thesis is optional but is recommended for students considering an advance degree.

MF 699 Independent Study: 3 semester hours

If a student wishes to independently study or research a particular topic, he/she may propose to work with an appropriate faculty member within their discipline. No more than 2 courses may be taken as independent study by any student.

MF 700 MFT Practicum IV: 1 semester hour

MF 700 - 703 are designed to provide additional registrations for students who do not complete the required number of hours during the regular sequence of practicum courses. Students select the course number based on the number of hours remaining to be acquired.

MF 701 MFT Practicum IV: 1 semester hour

MF 700 - 703 are designed to provide additional registrations for students who do not complete the required number of hours during the regular sequence of practicum courses. Students select the course number based on the number of hours remaining to be acquired.

MF 702 MFT Practicum IV: 2 semester hours

MF 700 - 703 are designed to provide additional registrations for students who do not complete the required number of hours during the regular sequence of practicum courses. Students select the course number based on the number of hours remaining to be acquired.

MF 703 MFT Practicum IV: 3 semester hours

MF 700 - 703 are designed to provide additional registrations for students who do not complete the required number of hours during the regular sequence of practicum courses. Students select the course number based on the number of hours remaining to be acquired.

MF 704 Advanced Family Systems: 3 semester hours

Advanced Family Systems will provide an in depth analysis and integration of primary sources and advanced theoretical discussion and application of systemic epistemology as applied to MFT theories.

MF 718 Advanced Models of MFT: 3 semester hours

This course will offer students the experience of applying and integrating advanced thinking and analytic skills to the practice of family therapy. The course will integrate advanced knowledge with practice through clinical experiences and teaching of theories.

MF 740 Advanced Research Methods I: 3 semester hours

This course will introduce students to basic research methods in the social sciences. If a student has not had a graduate research methods course, supplemental reading will be expected. Students will be able to access, read, and interpret research articles in primary counseling journals in order to evaluate evidence based best practices in counseling and therapy. In addition, students will learn the basics of statistical procedures and multiple research methodologies including quantitative and qualitative. Students will be able to design and interpret a basic research study.

MF 750 Professional and Community Leadership in MFT: 3 semester hours

Professional and Community Leadership in MFT will provide students with the skills, knowledge and tools to integrate systemic principles and analysis into leadership roles in Mental Health and in particular leadership advocacy for MFTs and systemic theory and therapy in organizations. As a specialization course within the Leadership specialization in the DMFT program this course will provide essential knowledge for those seeking to increase their position in the field.

MF 755 Advanced Spirituality and the Family: 3 semester hours

Advanced Spirituality in MFT will offer students the opportunity to direct and develop spiritual and holistic interventions and experiences for themselves and clients. A deep integration of alternative and complimentary healing strategies will be presented.

MF 760 Gender Affirming Couple and Family Therapy: 3 semester hours

This course is designed to deepen students' understanding of best practices for offering gender affirming care for transgender and gender non-binary individuals and their couple and/or family system. Students will be challenged to deconstruct gender norms, learn best practices for supporting youth and adults in exploring their gender identity and expression, and learn how to assist parents and partners in exploring what it means to be transgender or gender non-binary. Students will learn the GRACE model, a family therapy model for transgender youth and their families. Student will explore the intersectionality of gender diversity and neuro divergence. Students will also explore how to assist couples and families in navigating social and medical transitions and ways to best support their child or partner.

MF 769 Advanced Ethics and Professional Issues in MFT: 3 semester hours

Advanced Family Therapy will offer students the experience of applying and integrating advanced thinking and analytic skills to the practice of family therapy. The course will integrate advanced knowledge with practice through clinical experiences and teaching of theories.

MF 782 Advanced Models of Couples Therapy: 3 semester hours

Advanced Models of Couples Therapy will provide an opportunity to become proficient in the application and function of models of couple's therapy beyond the introductory level of the master's class. Students will have the opportunity to integrate theory with practice in class role plays and in actual client contact in the clinic. Students who have not had the Master's level introductory courses will have to do additional readings and in class work to demonstrate competency.

MF 802 Advanced Cross Cultural Families: 3 semester hours

This course will take a deeper dive beyond the introductory level of the master class, examining the impact of cross-cultural factors and social justice issues on the individual and family functioning of the clients we serve. The course will emphasize the family in social context, both historically and contemporarily. It will study the impact of changing social conditions on individual and family functioning. Students will connect these cultural factors and issues of social justice to the professional mandate as a Marriage and Family Therapist in our code of ethics of the "commitment to service, advocacy, and public participation. The areas of service, advocacy, and public participation are recognized as responsibilities to the profession equal in importance to all other aspects (AAMFT, 2015)". This will be demonstrated by identifying cultural factors or social justice needs in our community and completing a service or advocacy project to address it as the capstone of this course. Students who have not had the Master's level introductory courses will have to do additional readings and in class work to demonstrate competency.

MF 805 Neurophysiological Essentials for Treatment: 3 semester hours

This course will focus on the knowledge needed to assess and design treatment protocols for application of EEG Biofeedback. Emphasis will be placed on the functional aspects of the brain, especially as measured by EEG. Detailed knowledge of how the brain produces, uses, and integrates electrical aspects into human abilities and normal function will be gained. The ability to discern how and where and in what ways dysfunction in electrical function interferes with normal function will also be discovered. Basic knowledge of brain structure, integration with other physical systems, effects of injury and disease and effects of medication and relational aspects will all be discussed and integrated into a model for effective intervention.

MF 811 Mental Health Public Policy: 3 semester hours

This course will consist of an advanced examination of mental health public policy and the impact of policy on mental health care. This will include examining the implications for mental health access, funding, and services delivery based on local and national policy initiatives. The course will consider these topics through a social justice lens to identify the systemic and cultural implications of public policy on maintaining systems of oppression within the context of mental health policy and practice. Students will also gain advanced knowledge of policy-making within the field of marriage and family therapy. The advocacy and policy efforts of the American Association of Marriage and Family Therapy (AAMFT). This course will prepare students to fulfill the ethical mandate of marriage and family therapists to maintain a “commitment to service, advocacy, and public participation. The areas of service, advocacy, and public participation are recognized as responsibilities to the profession equal in importance to all other aspects (AAMFT, 2015)”.

MF 820 Communication Processes in Couples: 3 semester hours

This course will enable students to observe, analyze and intervene in the communication processes of couples. Principles of communication theory and systemic processes of communication will be studied and applied to intimate human communication with the intent of being able to interrupt or modify dysfunctional patterns and establish healthy ones.

MF 822 Attachment and Differentiation in Couple Therapy: 3 semester hours

A growing body of research over the past 60 years has compelled counselors, therapists and psychologists to take into account the experience of attachment and differentiation in individuals and families. Additional study has revealed that the influence of attachment and differentiation on individual development has a profound effect on how a couple is able to form and provide healthy interactions and human bonding. This course will seek to better understand how attachment theory is integral to couple’s happiness and function. It will also examine how to use this understanding to best effect change and growth in distressed or unhappy couples.

MF 823 Couples in Crisis: 3 semester hours

MFTs tend to experience two sorts of couples as initiators or seekers of therapy. One type realizes that things are not going as well as they might and they are unhappy and they seek therapy as a possible resource to improve their relationship. Another type of couple is one that is in severe crisis and who present as needing a sort of “emergency” treatment. This may be as a result of domestic violence, a trauma experienced by one or another of the members, a sudden and unexpected shift in attachment and relationship. This course will train students to know how to assess and intervene in “emergency” situations presented by the second type of client. Students will learn what theories are most suited, what things to be cautious of, when to refer for more extensive or perhaps medical treatment and the all-important, when to say no.

MF 840 Advanced Research Methods II: 3 semester hours

In this course students will move from a basic understanding of research to full implementation and analysis. Students will design, interpret and complete an independent research project that was conceptualized in the first research course. Students will be required to understand and apply statistical or qualitative methodology appropriate to a wide range of projects, as well as demonstrate knowledge of alternative methods and research principles. The course focuses heavily on appropriate data analysis and interpretation of results. Prerequisite: MF 740.

MF 841 Neuroscience and Emotional Regulation: 3 semester hours

This course will focus on attachment influences on behavior throughout the life cycle, with an emphasis on concomitantly changing neuroscience. The course will give students the opportunity to inquire into relationships from both an emotional and neuroscientific stance. The course will examine attachment with respect to etiology, intervention, assessment and diagnosis, and treatment from a systemic perspective. In addition the course will include discussion about evaluation of study designs and outcomes.

MF 843 Complementary and Alternative Healthcare: 3 semester hours

Students in this course will have the opportunity to learn about and experience some of the many complementary and alternative healthcare practices. Mental health care has been involved in integrating a wider range of healing practices into standard mental health care efforts. These include meditation, breath work, acupuncture, neuroscience, supplements, nutrition and diet, and exercise. Students will learn more about these and other practices, how they work, the mechanisms of effect and how to integrate them into MFT. The class will include both theoretical and experiential aspects.

MF 844 Principles and Application of Neurofeedback: 3 semester hours

This course will enable students to record, analyze, interpret and apply EEG recordings in order to design and apply protocols to address and change dysfunctional EEG patterns related to distressing symptoms of mental or physical dysfunction. Students will have a hands-on opportunity to set-up and record 19 channel EEG. They will learn to analyze the EEG using computer based normed databases and determine specific training protocols for the individual. They will learn to apply the protocols through individual electrodes or with full cap 19 channel LORETA z score training. They will learn how to provide ongoing assessment and follow-up to insure effective outcomes.

MF 847 Advanced Medical Family Therapy: 3 semester hours

Extant research and practice suggests that integrating medical and psychotherapy services significantly improves treatment outcomes, patient health, and provider satisfaction. Consequently, there is burgeoning interest—locally and nationally—in developing and maintaining better integrated healthcare services within outpatient and inpatient medical settings. In this course, you will have opportunities to teach masters level graduate students on topics related to medical family therapy. Further, you will demonstrate how you are integrating hallmarks of medical family therapy—collaboration, systemic conceptualization of disease, innovation—into your clinical practice. Finally, you will identify gaps in the research of medical family therapy and will design a related study.

MF 890 Internship I: 4 semester hours

Internship is an application course in which students provide clinical services independently while under the supervision of assigned faculty or other designated supervisors with appropriate experience and credentials. Students will have the opportunity to provide and practice a variety of clinical skills and theories to community members who come to the Olson Clinic for issues and problems in their lives. Continued enrollment is required each term of attendance (fall, spring, summer) once course is begun until successful completion.

MF 891 Internship II: 4 semester hours

Internship is a non-academic course in which students provide clinical services independently while under the supervision of assigned faculty or other designated supervisors with appropriate experience and credentials. Students will have the opportunity to provide and practice a variety of clinical skills and theories to community members who come to the Olson Clinic for issues and problems in their lives. Continued enrollment is required each term of attendance (fall, spring, summer) once course is begun until successful completion.

MF 892 Internship III: 4 semester hours

Internship is an application course in which students provide clinical services independently while under the supervision of assigned faculty or other designated supervisors with appropriate experience and credentials. Students will have the opportunity to provide and practice a variety of clinical skills and theories to community members who come to the Olson Clinic for issues and problems in their lives. Continued enrollment is required each term of attendance (fall, spring, summer) once course is begun until successful completion.

MF 895 Dissertation: 11 semester hours

Dissertation/capstone project is the culmination of doctoral studies. Students will be required to enroll in a minimum of 12 credit hours. Students will choose a mentor who will serve as their dissertation/project advisor. Generally, this would be the faculty member in their area of specialization. The student will work closely with their mentor in the design, implementation and completion of their dissertation, research or project. The student will also solicit a committee to aid in the direction and evaluation of the dissertation/research/project. The final results will be presented in a public oral presentation/defense. Continued enrollment is required each term of attendance (fall, spring, summer) once course is begun until successful completion. Course can be taken for a range of 1 - 11 hours. Prerequisite: Completion of all required program coursework.

MF 896 Dissertation Continuation: 1 semester hour

Students will take one credit hour of dissertation continuation until the dissertation has been successfully completed and approved by the student's dissertation chair and committee. Students must maintain continuous enrollment in dissertation to satisfy program requirements for graduation. Prerequisite: Completion of all required program coursework.

MF 897 Dissertation Defense: 1 semester hour

This course is required for students who have completed at least 11 hours of dissertation direction in order to complete their defense. Prerequisite: Completion of all required program coursework.

Master of Business Administration

Characterized by its emphasis on ethical and socially responsible leadership, the Master of Business Administration program at Mount Mercy University challenges students to think globally and strategically while using a multidisciplinary approach to solve business problems. Students can take coursework in any of the following formats: face-to-face, live/online or exclusively online.

The block format allows students to complete the program in less than two years, while maintaining full-time employment. Face-to-face classes are offered on weeknights. In several classes students work together to create solutions to real business problems with non-profit organizations in the community as clients, also gaining an interdisciplinary approach to leadership development in the tradition of Mercy values.

Courses are offered in both 5 and 10 week blocks and meet one night a week. In the 5-week format, students are expected to complete more assignments/coursework outside of the classroom. Upon graduating, MBA students should be able to interpret data and employ quantitative methods to evaluate organizations in economic terms, differentiate between effective and dysfunctional team behaviors, and make strategic decisions based on a systematic approach.

Prerequisite Courses

Students must complete the following prerequisite courses with a grade of C or above (C- does not count) prior to enrolling in MBA courses (the MBA Program Director may make exceptions to this on a case by case basis). The following prerequisites are offered both in the traditional and accelerated format at Mount Mercy:

BC 265	Principles Of Accounting I	3
BC 266	Principles Of Accounting II	3
Total Hours		6

Core Requirements

BA 505	Statistics for Managerial Decision Making	3
BA 515	Organizational Ethics	3
BC 500	Corporate Financial Reporting	3
BN 500	Organizational Effectiveness	4
BN 620	Principles of Project Management	3
BN 650	Business Capstone	3
EC 580	Managerial Economics	3
LS 640	Systems Thinking and Growth Mindset	3
Total Hours		25

Business Administration Emphasis

BN 560	Budgeting and Forecasting	3
LS 628	Conflict Resolution	3
BN 600	Strategic Human Resource Management	3
BN 510	Operations Management	3
BK 500	Managerial Marketing	3
Total Hours		15

Finance Emphasis Electives

BA 520	Applied Financial Reporting	3
BA 544	Investments	3
BA 560	Securities Analysis	3
BA 620	Cases in Finance	3
Total Hours		12

Health Care Administration Emphasis

BN 600	Strategic Human Resource Management	3
HS 509	Analysis and Application of Health Insurance	3
HS 520	Health Care Law, Regulations, and Compliance	3
HS 615	Health Care Informatics	3
HS 630	Financial Issues in Health in Healthcare Organizations	3
Total Hours		15

Human Resources Emphasis

BN 510	Operations Management	3
BN 601	Talent Development	3

BN 602	Employment Law	3
BN 603	Total Rewards Systems	3
LS 628	Conflict Resolution	3
Total Hours		15

Leadership Emphasis

BN 600	Strategic Human Resource Management	3
LS 608	Coaching Skills for Leaders	3
LS 618	Decision Making for Leaders	3
LS 628	Conflict Resolution	3
LS 635	Leadership Foundations	3
Total Hours		15

Supply chain management emphasis

BN 510	Operations Management	3
BN 576	Global Supply Chain Management	3
BN 577	Supply Chain Strategy & Customer Value	3
BN 579	Supply Chain Analytics	3
BN 618	Supply Chain Distribution	3
Total Hours		15

BA Courses

BA 500 Legal Environment Of Management: 3 semester hours

This course examines the legal and regulatory environment of business, and managerial decision making within the context of laws, regulations, and court decisions. Focus is on analysis of the legal system, including contracts, agencies, and governmental regulations, torts, corporate and other types of business entities.

BA 503 Commercial Law: 3 semester hours

This course is designed to meet the needs of someone working in the fields of finance, real estate, banking and business leadership. It is essential for someone preparing for the CPA exam. The legal topics covered are property, sales, debtor- creditor, commercial paper, security regulation and business organizations. Prerequisite: BA203 or permission of program director.

BA 505 Statistics for Managerial Decision Making: 3 semester hours

This course provides students with analytical tools and methodologies useful in management. The emphasis is on the use of data for modeling and solving problems in the areas of marketing, finance, human resources, and operations. Topics covered include data analysis and modeling, simple and multiple regression, nonparametric statistics, and statistical quality control.

BA 510 The Global Business Environment: 3 semester hours

This course introduces the students to the economic, political, legal and social dimensions in conducting international business operations. Students will be introduced to basic economic principles of international trade and comparative advantage. The course will address political and legal conditions in different regions and how they impact business operations and will discuss how social and cultural contexts affect business operations and decisions. This course will enable the students to see how a global business operation differs from a domestic one in terms of strategy, management, finance and marketing. The knowledge and the skills that students develop in this class will help them become better strategic planners, managers, communicators and decision makers in an international business context.

BA 515 Organizational Ethics: 3 semester hours

This course will explore how values shape individual ethical behaviors, and how these behaviors influence leadership and decision making. The course will provide practical knowledge and tools needed to effectively manage the everyday ethical issues that can arise in business. Students will discuss how legal, philosophical, and corporate practices influence ethical behavior for individuals and companies. Students will examine how social, environmental, and stakeholder responsibilities, as well as different values, impact ethical behavior in companies.

BA 520 Applied Financial Reporting: 3 semester hours

This course will teach students how to analyze financial statements in detail. The financial statements will be approached from the users' perspective rather than the preparers' perspective. The course will combine the case approach with the lecture approach so students can apply the concepts learned to real businesses. Students will examine the financial statements of actual businesses in order to assess the presentation of the financials to judge whether the financial statements are presented fairly or are misleading in any way. Prerequisite: BC 600.

BA 544 Investments: 3 semester hours

This course teaches students about a broad range of investment opportunities as well as how to analyze those opportunities. These opportunities are discussed in conjunction with investment goals. Additionally, the course teaches students about various securities valuation techniques. Students will apply those valuation techniques to the stocks of publicly held corporations. Students will also analyze several companies and assess the risk of the company, its projected growth in EPS, and the value of its shares to judge whether the market is fairly valuing, overvaluing, or undervaluing the stock. Prerequisites: BC 265, BC 266 and BC 600.

BA 560 Securities Analysis: 3 semester hours

This course is intended to be a follow-up course to the Investments course. This course will involve a very hands-on approach to valuing entire entities. Students will learn how to assess the prospects and the risk of a company and they will learn to value companies using a variety of approaches such as discounted cash flow analysis and various valuation metrics. Students will be required to examine and judge the inputs that go into the valuation of a specific company's stock and compare and contrast this with another company in the same industry. Prerequisite: BA 344 or BA 544 and BC 600.

BA 610 Entrepreneurial Endeavors: 3 semester hours

This elective will expose students to the "entrepreneurial mindset" of what it takes to start, grow, and maintain a business. Critical to this effort is to understand the vital aspect of "strategic fit..." does the market want or need what I (my business) have to offer? Starting and operating a new venture involves considerable risk in today's fast-paced business environment. In the creation and growth of a new enterprise, the entrepreneur assumes all the risk for development and survival yet stands to receive the ultimate reward, if/when successful. Key to continued success is the entrepreneur's ability to seek partners that insure future growth, vision, and profitability.

BA 620 Cases in Finance: 3 semester hours

This course will teach students how to analyze financial cases. The case method of instruction simulates the "real world" by exposing students to actual situations where financial decisions must be made. Students must use their prior knowledge of finance and common sense to arrive at recommendations for each case. This process will enable students to sharpen their technical finance skills and enhance their ability to use subjective judgment in decision-making. It will also require students to build financial models useful to the analysis of financial decisions. Prerequisites: BA 344 or BA 544 and BC 600.

BA 640 International Business Strategy & Culture: 3 semester hours

What does it take to do business with another country? This travel course will examine international business strategies, foreign exchange, tariffs and trade, economic conditions and culture of destination countries. We will have a firsthand look at international businesses in operation as well as lectures from in-country experts. Students will utilize all of their skills and knowledge as they examine business strategies and operations for successful sustainable growth in foreign countries. BA 640 should be taken in the final year of the MBA or MSL program. Students must complete 6 of the 9 core courses in the MSL before taking this course. This course can be taken as an elective OR as a substitute for the MSL/MBA Capstone.

BC Courses**BC 500 Corporate Financial Reporting: 3 semester hours**

This course will be taught from a financial statement user's perspective, as opposed to a preparer's perspective. Students will learn to read, interpret and analyze the information contained in the financial statements of public companies, prepared in accordance with generally accepted accounting principles, to aid in effective management decision making.

BC 600 Managerial Finance: 3 semester hours

This course builds on the basic concepts introduced in the Corporate Finance Reporting course. The course will equip students with a solid grounding in the core financial concepts and the necessary tools they need to make good decisions. Along with the core concepts of finance, the course will focus on the various methods of financial analysis. Prerequisite: BC 500 Corporate Financial Reporting.

BC 620 International Financial Reporting Standards: 3 semester hours

The course is proposed to be offered as an elective in the MBA Program. The course's focus is to develop advanced skills for the students when applying the International Financial Reporting Standards. The course will enable students to gain a fundamental understanding of how the key elements of financial statements are derived, to implement the most frequently used accounting standards and translate these to specific international standards, to apply and demonstrate a high level of technical knowledge of international accounting standards, to apply a number of key standards in practical situations, and to formulate insights as to the likely future developments in the process of setting standards. Prerequisite: BC 500 - Corporate Financial Reporting.

BK Courses**BK 500 Managerial Marketing: 3 semester hours**

Students will use a managerial approach to solving advanced topics in marketing with a heavy emphasis on case analysis. Students will use research data to make strategic marketing recommendations. Topics will include: market analysis, strategic planning, and implementation of marketing strategy.

BN Courses**BN 500 Organizational Effectiveness: 4 semester hours**

This course introduces students to the basic principles of human behavior and how these principles apply to the management of individuals and groups in organizations. Topics include: individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

BN 510 Operations Management: 3 semester hours

This course focuses on managerial issues in manufacturing including project management, PERT, critical path analysis, and time-cost models. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. Prerequisite: BA 505 Statistics for Managerial Decision Making.

BN 520 Communicating Virtually: 3 semester hours

By understanding the right channel to deliver communication, one can influence the richness and scope of the message. Students will explore tools and technology to enhance the virtual communication process.

BN 525 Leading A Remote Workforce: 3 semester hours

Work dynamics change when coworkers no longer connect in person. Leaders need to know how to lead in a virtual environment. Students will analyze leadership knowledge, skills, and abilities necessary to achieve organizational outcomes at a distance.

BN 530 Remote Workforce Management: 3 semester hours

Organizational policies, procedures, and standards need to adjust to a remote workforce that mirror the desired culture. The locations of the organization and employees drive cultural norms and the standards in which the remote workforce follows. This course takes an in-depth look at how working remotely affects the desired culture of an organization.

BN 560 Budgeting and Forecasting: 3 semester hours

This course examines the entire budgeting process from start to finish, including how to create a disciplined culture of budgeting in an organization, the various methods for building budgets, techniques to analyze results, and how to increase the chances of organizational performance improvements.

BN 570 Exploratory Learning: 3 semester hours

This course is designed as "learning by doing," ... a process in which students explore their strengths while learning new things while identifying skills, attitudes, and behaviors required to improve overall performance. Applying knowledge will be gained through hands-on experiences (internships, externships, apprenticeships) involving employers, business leaders, non-profit involvement, and project assignments.

BN 575 Principles of Supply Chain Management: 3 semester hours

This course as an elective will focus on developing sustainable supply chain solutions that provide the best TCO (Total Cost of Ownership) in the industrial, consumer and service business sectors. The course provides an overview of the topic for students in degree programs other than Supply Chain Management, equipping them to analyze and evaluate the quality of supply chain management in any organization, as well as, develop critical thinking skills to assure that the management of the supply chain is deeply integrated into every aspect of business.

BN 576 Global Supply Chain Management: 3 semester hours

This course discusses the subject of global supply chain management and prepares students for careers in the field of supply chain management. This Global Supply Chain Management course discusses emerging issues in orchestrating a supply chain across borders for competitive success. It studies the roles of global economies, politics, infrastructure and competence in the context of supply chain management.

BN 577 Supply Chain Strategy & Customer Value: 3 semester hours

This focuses on developing sustainable supply chain solutions that provide the best TCO (Total Cost of Ownership) in the industrial, consumer and service business sectors. This course will introduce students to a strategic view of Supply Chain Management, how it is used to enhance customer value, and will equip them to analyze and evaluate the quality of supply chain management in any organization, as well as develop the critical thinking skills to assure that the strategic management of the supply chain is deeply integrated into every aspect of business.

BN 578 Supply Chain Technology & Product Innovation: 3 semester hours

Applying a preventative thought process to the supply chain demonstrates the importance of guiding new product innovation through the use of the most up to date supply chain technology in order to provide the end customer with a product that they value highly. The application of collaborative design methods, data analysis techniques with regard to design form/fit/function and the ability of a supplier to provide the best possible solution meeting a customer's needs is a necessary part of the product innovation process in today's product development world.

BN 579 Supply Chain Analytics: 3 semester hours

Making good decisions requires the ability to analyze data in straightforward, direct ways that produce high integrity results. This course requires students to apply the decision support models that are most frequently used in supply chain applications. Quantitative and statistical methods for decision making, hypothesis testing, regression and correlation analysis, forecasting, linear programming, and decision analysis will be explored. Specific case studies requiring data modeling and analysis will be used to demonstrate the use of the tools presented, requiring students to apply the tool correctly, not simply learn about it.

BN 582 Corporate Social Responsibility: 3 semester hours

Triple bottom line (people, planet, profit) concepts will be examined in this course. Students will explore the psychological, cultural, ethical, and economic sustainability issues affecting an increasingly broad range of global stakeholders. While using systems thinking students will study how and why leaders implement innovation, collaborate to solve local and global sustainability challenges and face outsourcing, poverty and human rights, globally. Students will have the opportunity to research Blue Zone programs sustainability.

BN 585 Organizational Change: 3 semester hours

In today's competitive global economy, managing change effectively is more important than ever. People are the common denominator of organization endeavor, regardless of the organizations' size or purpose. The course will explore how leaders can effect change. Special emphasis will be placed on the nature of change, resistance to change and strategies to overcome resistance.

BN 599 Special Topics in Business: 3 semester hours

This course will be offered as an elective to address special topics in business that Mount Mercy University does not currently offer. Topics may include: change management, organizational psychology, upper echelon of leadership, diversity and discrimination, crisis management, or other advanced studies in business. Students may complete more than one special topics course for elective credit.

BN 600 Strategic Human Resource Management: 3 semester hours

Global competition combined with the transition to a knowledge-based economy requires organizations to take an integrated, strategic approach to preparing a workforce that can meet the business demands of the future. This course focuses on the history and changes in human resources, understanding business strategies and devising HR practices to support them, identifying how organizations gain sustainable competitive advantage through effective human resource strategies, and how workforce diversity and globalization is capable of enhancing an organization's human talent to drive successful business results. Particular focus will be given to measuring human resource outcomes and the integration with overall business strategy.

BN 601 Talent Development: 3 semester hours

The course's focus is to develop advanced skills in identifying and measuring employee performance and determining what training opportunities are best for the workplace. The course will instruct individuals how to apply a systematic process of discovering and analyzing human performance gaps, plans for future improvements in performance, design and develop cost-effective and ethical solutions to close the gaps.

BN 602 Employment Law: 3 semester hours

The focus of this course is to develop advanced skills and understanding aspects of the law that impact human capital in the workplace. This is an ever changing topic and will be imperative for businesses to stay abreast on the legal aspects of managing people.

BN 603 Total Rewards Systems: 3 semester hours

Understanding compensation and benefits as part of an organization's rewards system is critical for today's human resource professionals and managers. Often these costs are the most significant budget line item to an organization. The practices surrounding compensation and benefits are constantly changing and without a solid understanding of this facet of management, managers could make decisions that would possibly incur unnecessary costs to the organization. This course includes tools that are needed to make quality, educated decisions and requires students to apply their learning to evaluate and implement compensation and benefit programs inside their organizations.

Prerequisite: BN 600.

BN 608 Coaching Skills for Leaders: 3 semester hours

In this course, students will develop skills and knowledge to assist them to be effective coaches in the organizational environment. An extra fee is charged for this course. Prerequisite: BN500 or approval of the MSL program director.

BN 610 Quantitative Modeling For Decision Making: 3 semester hours

This course is a survey of statistical and mathematical programming models and their applications in business and management. These techniques include statistical distributions, multiple regression, linear and Integer Programming, Network Models, and transportation and assignment method, Game Theory, Decision Theory, Queuing and Goal Programming.

BN 617 Supply Chain Planning & Control: 3 semester hours

Supply Chain Planning and Control allows an organization to most efficiently and effectively plan their operations, while optimizing inventory levels and maximizing output to satisfy actual customer demand. This class focuses on all of the steps, techniques, processes, calculations, etc. involved in transitioning from the highest-level aggregate plan to providing the most timely and lowest cost detailed customer delivery results. A majority (no more than three remaining) of the SCM classes should be taken prior to taking this course.

BN 618 Supply Chain Distribution: 3 semester hours

Supply chain Distribution is the methods used to get products to your customers. Advantages of a well-tuned distribution network include: reduced delivery cycle times, lower inventories and resulting increased cash flow, lower costs and higher quality to delivery performance, etc. The choice of the distribution channel, and the performance of the partners operating the distribution mechanics, go a long way towards improving the perception of your organization's performance in the eyes of your customer.

BN 620 Principles of Project Management: 3 semester hours

Effective management of a project is a skill many (if not all) MBA students will need to have at some time during their professional career. The goal of this course is to give students the effective tools and knowledge to accomplish this successfully. Students will learn how projects get started, how to successfully manage a project and its resources, and how organizations select the "right" project to work on.

BN 625 Sustainability & Growth: 3 semester hours

This course is a survey of environmental economics and management. The course covers economic theories and management practices that balance short and medium term commercial gain against the long term goals of preserving natural resources and productive capacity. Economic topics include externality theory, regulation economics and the evaluation of public policy. Management topics include sustainable growth policies and practices, product and process design and the impact of corporate practices on consumers and communities. The course will address local, national and global impacts of government public policy and corporate environmental practices.

BN 630 Methods of Quality Management: 3 semester hours

This course as an elective will provide the historical context of quality management and introduce the student to a number of quality management systems including Total Quality Management (TQM), ISO, the National Baldrige Award, Lean and Six Sigma that are currently being implemented in today's organizations. The course will host several guest lecturers from the community who are specialists in quality management.

BN 635 Leadership Foundations: 3 semester hours

The focus of the course is to provide a review of Leadership theories both from an historical perspective and the current day leadership styles that have evolved over the decades since the Industrial Revolution. The course will include the opportunity for students to self-assess, develop and create their own leadership style.

BN 645 Quality Practices in the Global Marketplace: 3 semester hours

With the ever-increasing activity in selling goods and services internationally, the increasing demand and sophistication of customers has practically forced companies to embrace total quality programs as a means of competitive advantage in pricing, service and performance. This course thoroughly examines how total quality applications are most effectively utilized to drive organizational sustainability while competing in and international marketplace. Prerequisite: BN 630.

BN 650 Business Capstone: 3 semester hours

The Business Capstone course will give students the opportunity as individuals to conduct an organizational assessment of an organization. The students will also work in small teams to specifically frame and analyze an area of concern suggested by an organization utilizing their learning from the MBA curriculum. Prerequisites: 9 of core classes must be complete before enrolling in this course.

BN 652 Supply Chain Business Analysis: 3 semester hours

This class is intended to be the drawing together of knowledge from all other SCM classes into a final, overall study of the impact of the value of the supply chain from raw materials through final customer support. The primary output from the class will be a report and presentation developed throughout the course providing a detailed analysis of a companies of choice selected by teams of students in the class. A majority (no more than three remaining) of the SCM classes should be taken prior to taking this course.

BN 699 Independent Study: 3 semester hours

If a student wishes to independently study or research a particular topic, he/she may propose to work with an appropriate faculty member within their discipline. No more than 2 courses may be taken as independent study by any student.

EC Courses

EC 580 Managerial Economics: 3 semester hours

Students will apply the principles of economics to managerial decision making. Topics will include: interest rates, inflation, international trade, business cycles and supply and demand. Case studies will be used to demonstrate the impact of pricing policies, and the relationship between market structure and strategy.

EC 590 Labor Economics: 3 semester hours

This course addresses the theory and practice of labor markets. From the firm's perspective, it will cover the Economic efficiency of human resource policies and decisions - that is Micro level decisions. The Macro perspective deals with government policies and labor regulations: costs and benefits, the impact on productivity, employment and unemployment. As necessary components of labor economics, we will discuss the economics of human capital, gender and racial equality, discrimination, compensation and immigration as part of the international labor markets. Included is the study labor market institutions: like government, unions, the impact of culture and work ethics. Applications will be provided from manufacturing, financial, healthcare and other service industries. Prerequisite: EC 580 - Managerial Economics.

Master of Science in Nursing

Mount Mercy University's Master of Science in Nursing (MSN) program recognizes the heritage of the Sisters of Mercy in meeting the needs of others. The MSN program is dedicated to preparing graduates to lead the nursing profession while meeting the challenges of an ever-changing, complex healthcare system.

MSN students embrace the culture of the nursing profession while engaging in experiences that promote personal and professional development. MSN students engage in analysis and synthesis of research, policy, systems and practice using critical inquiry allowing them to implement appropriate evidence based nursing interventions. Whether employed in the community or an acute care setting, nurses will acquire the knowledge and skills related to health promotion, disease prevention, population based nursing practice, education, management and leadership to lead, teach, advocate and practice at an advanced level with individuals, families and communities.

The MSN program has three areas of emphasis:

1. Health Advocacy
2. Nursing Education
3. Nursing Administration

Students in the MSN program to take one class at a time and have the option to develop additional knowledge and skills in specific areas of interest. A full-time student may complete the MSN program in approximately 18 - 24 months. This non-thesis program includes a professional practicum experience with a clinical project integrating track competencies.

Requirements

Nursing Education Emphasis

NU 500	Research I: Theory & Critique	3
NU 501	Health Care: Systems Thinking and Organizations	3
NU 503	Health Promotion/Disease Prevention	3
NU 504	Professional Role and Skill Development	3
NU 511	Advanced Integrated Physical Assessment, Pathophysiology, & Pharmacology	3

NU 621	Nurse Educator: Roles and Responsibilities	3
NU 622	Nurse Educator: Curriculum & Instructional Design	3
NU 623	Nurse Educator: Teaching/Learning Strategies	3
NU 624	Nurse Educator: Assessment and Evaluation	3
NU 625	Nurse Educator: Clinical Specialty I	3
NU 626	Nurse Educator: Clinical Specialty II	3
NU 660	Professional Practicum	3

Total Hours **36**

Health Advocacy Emphasis

NU 500	Research I: Theory & Critique	3
NU 501	Health Care: Systems Thinking and Organizations	3
NU 503	Health Promotion/Disease Prevention	3
NU 504	Professional Role and Skill Development	3
NU 511	Advanced Integrated Physical Assessment, Pathophysiology, & Pharmacology	3
NU 631	Health Advocate: Vulnerable Populations	3
NU 632	Health Advocate: Assessment, Policy Development & Assurance	3
NU 633	Health Advocate: Community Program Planning and Design	3
NU 634	Health Advocate: Leadership and Management	3
NU 660	Professional Practicum	3

Choose 2 from this list. Total of 6 elective credits required. 6

All courses are not offered every block. Contact MSN-DNPGradAdmAssistant@mtmercy.edu for questions regarding offerings or to discuss options with the Program Director.

NU 513	Environmental Health	
NU 514	Global/International Health	
NU 643/ BN 630	Nurse Administrator: Methods of Quality Management	
NU 644/ BN 500	Nurse Administrator: Organizational Effectiveness	
BN 620	Principles of Project Management	
LS 640	Systems Thinking and Growth Mindset	

Total Hours **36**

Nursing Administration Emphasis

NU 500	Research I: Theory & Critique	3
NU 501	Health Care: Systems Thinking and Organizations	3
NU 503	Health Promotion/Disease Prevention	3
NU 504	Professional Role and Skill Development	3
NU 511	Advanced Integrated Physical Assessment, Pathophysiology, & Pharmacology	3
NU 641	Nurse Administrator: Leadership & Management in Nursing and Health Care	3
NU 642	Nurse Administrator: Financial & Human Resource Management in Nursing and Health Care	3
NU 643/BN 630	Nurse Administrator: Methods of Quality Management	3
NU 644/BN 500	Nurse Administrator: Organizational Effectiveness	3

NU 660	Professional Practicum	3
Choose 2 from this list. Total of 6 elective credits required.		6
All courses are not offered every block. Contact MSN-DNPGradAdmAssistant@mtmercy.edu for questions regarding offerings or to discuss options with the Program Director.		
NU 513	Environmental Health	
NU 514	Global/International Health	
BN 620	Principles of Project Management	
LS 640	Systems Thinking and Growth Mindset	

Total Hours **36**

Courses

NU 500 Research I: Theory & Critique: 3 semester hours

This course will examine the theoretical and scientific foundations of nursing. A thorough understanding of these foundations will be the basis for further development of knowledge in evidence-based practice and research. The processes for evaluation, translating and utilizing research will be emphasized.

NU 501 Health Care: Systems Thinking and Organizations: 3 semester hours

This course prepares leaders to develop skills in systems thinking and systems organization in rapidly changing, complex healthcare delivery systems. Students will examine concepts that define systems, influence policy, measure the effectiveness of care, and evaluate technology. A comparison of healthcare systems throughout the world will consider financial, technological and global issues.

NU 503 Health Promotion/Disease Prevention: 3 semester hours

This course establishes the foundation for the unique focus on Health Promotion and Disease Prevention in the master's degree curriculum. Students will focus on the concepts of health promotion and disease prevention that minimize the need for restoration of health. Through an understanding of clinical prevention and population health, students will examine the issues and interventions that promote health in individuals, families and communities.

NU 504 Professional Role and Skill Development: 3 semester hours

This course will examine the development of the professional role of the master's degree prepared nurse in a variety of practice settings focusing on ethical, evidence-based decision making; population health improvement; quality improvement and safety management; expert clinical practice; and intra-and inter-professional teamwork. Knowledge and skill development will include health assessment, ethical decision-making, evidence-based decision-making, population health management, quality and safety improvement, and teamwork.

NU 511 Advanced Integrated Physical Assessment, Pathophysiology, & Pharmacology: 3 semester hours

This course uses a systematic in-depth process to review physical assessment, pathophysiology, and pharmacology of human body systems. Students will explore and integrate knowledge of evidence based, collaborative prevention and condition management therapies to ensure safe, effective, quality patient-centered care. Students will develop and utilize best-evidence assessment and condition management information for teaching/learning practices used to care for and educate others.

NU 513 Environmental Health: 3 semester hours

This course will offer students the opportunity to study the influence of environmental forces on the health of individuals, populations and communities. Students will explore the impact of governmental controlling agencies, community services and individual responses to the environment on a local, national and international level. Specific environmental factors will be examined for their impact on specific diseases and conditions. The research evidence-base for studying the environment will be emphasized.

NU 514 Global/International Health: 3 semester hours

This course will examine the concepts and context of global/international health. An exploration of the historical development of international health will be included as will opportunities for students to study the problems that exist and the forces that influence healthcare in the international community. The collaboration of governmental and non-governmental organizations and populations will be studied as students examine specific health problems, systems and solutions.

NU 621 Nurse Educator: Roles and Responsibilities: 3 semester hours

This course assists the student to develop and use the skills and knowledge of the nurse educator. Focus will be on role development with attention to self-development and role responsibilities to oneself, the students, the institution, and the profession. The role of regulatory bodies and accreditation will be examined.

NU 622 Nurse Educator: Curriculum & Instructional Design: 3 semester hours

A variety of learning theories and conceptual frameworks relating to curriculum and instructional design will be explored. Students will investigate the process of curriculum development, program evaluation, regulatory and accreditation standards, and trends at the professional and community level.

NU 623 Nurse Educator: Teaching/Learning Strategies: 3 semester hours

This course assists student to develop strategies for teaching nursing in the classroom and clinical settings. In addition to learning to assess students' learning styles, content will include classroom assessment, planning, organizing, presenting and evaluating teaching/learning experiences. The focus is on best practices and evidence-based strategies to promote various learning styles and create an active learning environment for diverse student populations. Strategies will address basic and continuing nursing education.

NU 624 Nurse Educator: Assessment and Evaluation: 3 semester hours

Recognizing that assessment and evaluation are essential to understanding the value and worth of teaching/learning in nursing education, faculty must be familiar with the foundations of evaluation. Evaluation of nursing education programs, courses and individual learner requires knowledge of the focus, design, tools and dissemination of outcome data. This course will examine the effectiveness of evaluation methods. Attention will be given to the systematic evaluation processes that lead to on-going program improvement.

NU 625 Nurse Educator: Clinical Specialty I: 3 semester hours

This course provides additional clinical specialty experiences for nurse educator students. Students in consultation with faculty will determine an area of clinical specialty practice (e.g.; pediatrics, mental health, public health) to complete a minimum of 100 hours of clinical experience. In the clinical setting, students will work collaboratively with the practicing nurse expert to gain knowledge and skills for nursing practice at the expert level. Prerequisite: NU 500, NU 501, NU 503, NU 504.

NU 626 Nurse Educator: Clinical Specialty II: 3 semester hours

This course provides additional clinical specialty experiences for nurse educator students after completion of Nurse Educator: Clinical Specialty I course. Students in consultation with faculty will determine an area of clinical specialty practice (e.g.; pediatrics, mental health, public health) to complete a minimum of 100 hours of clinical experience. In the clinical setting, students will work collaboratively with the practicing nurse expert to gain knowledge and skills for nursing practice at the expert level. Prerequisite: NU 500, NU 501, NU 503, NU 504.

NU 631 Health Advocate: Vulnerable Populations: 3 semester hours

This course will focus on developing competence in working with multicultural population in society. The overview of culturally diverse communities will give the student the foundation needed to develop health promotion program for specific populations. The influence of social, economic and political inequalities related to healthcare will be examined. An emphasis on community-based, participatory research methods will be included in this course.

NU 632 Health Advocate: Assessment, Policy Development & Assurance: 3 semester hours

The core functions of public health will be the focus of this course as students develop competencies in assessment, policy development and assurance. Student will further examine inter-professional collaborations, regulations and program assessment and effectiveness.

NU 633 Health Advocate: Community Program Planning and Design: 3 semester hours

The focus of this course is to explore the foundation of different frameworks for public health programs and designs. The four major functions of public health programming will address assessment, development, implementation and evaluation. Students will learn strategies for promoting social change through various methods including marketing techniques and health literacy. Students will develop plans for navigating the healthcare system for themselves as professionals and for clients, families and groups.

NU 634 Health Advocate: Leadership and Management: 3 semester hours

In this course students will examine current and emerging leadership and management issues in the role of an advocate for health care, and study strategies to communicate and collaborate with stakeholders in the health care arena. Recognizing that health care is a multifaceted, constantly-changing system, students will explore the role of the health advocacy leader in managing the development, implementation and evaluation of programs that assist populations and clients to promote health and prevent disease.

NU 641 Nurse Administrator: Leadership & Management in Nursing and Health Care: 3 semester hours

This course assists the student to develop and use the skills and knowledge of the nurse to lead and manage the care of patient populations. Focus is on role development necessary to meet responsibilities to patients, nursing staff and other healthcare personnel, the organization, and the profession. The transformation of data into information and evidence-based decision-making to develop and change processes to achieve quality patient care outcomes, organizational goals, and regulatory and accreditation standards will be stressed.

NU 642 Nurse Administrator: Financial & Human Resource Management in Nursing and Health Care: 3 semester hours

Managing people efficiently, effectively, and ethically is essential to the achievement of population-focused and patient centered, quality, safe, effective and efficient care regardless of the health care organization's size or purpose. Management of non-personnel resources (supplies, equipment, and infrastructure) is also essential to achieving quality and other organizational goals. The emphasis of this course includes: management of human and financial resources, intra- and interdisciplinary collaboration, teamwork, change management, development of employee capabilities, and financial concepts and tools necessary to make effective decisions and achieve organizational goals.

NU 643 Nurse Administrator: Methods of Quality Management: 3 semester hours

This course will provide the historical context of quality management and introduce the student to a number of quality management systems including Total Quality Management (TQM), ISO, the National Baldrige Award, Lean and Six Sigma that are currently being implemented in today's organizations. The course will host several guest lecturers from the community who are specialists in quality management. Cross-listed with BN 630.

NU 644 Nurse Administrator: Organizational Effectiveness: 3 semester hours

This course introduces students to the basic principles of human behavior and how these principles apply to the management of individuals and groups in organizations. Topics include: individual differences in abilities and attitudes, attribution motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design. Cross listed with BN 500.

NU 660 Professional Practicum: 3 semester hours

In collaboration with faculty, students will develop a practicum experience related to their chosen emphasis. An individual project, relevant to the practice setting and role will be completed. Prerequisites: NU 500, NU 501, NU 503, NU 504.

NU 699 Independent Study: 3 semester hours

If a student wishes to independently study or research a particular topic, he/she may propose to work with an appropriate faculty member within their discipline, at the discretion of the Program Director. No more than 2 courses may be taken as independent study by any student. Prerequisite: Permission of the Program Director for Graduate Nursing Programs.

NU 700 Advanced Practice: Integrative Review & Synthesis: 3 semester hours

This course reviews the ethical conduct of research in practice. Appropriate literature and evidence will be critiqued and synthesized to support evidence based advanced practice nursing in the clinical setting. Students will identify and describe knowledge, practice gaps, or quality improvement processes that could be implemented in an advanced practice nursing clinical setting. Prerequisite: MSN Degree.

NU 701 Role Transition in Advanced Practice Nursing: 3 semester hours

Students will examine the history, progression, and transition into the role of an advanced practice nurse, including association between emotions and behaviors that maximize leadership in the health care delivery system. Students will compare and contrast different quality improvement metrics, patient safety initiatives, and change management concepts applied to role transition in advanced practice nursing. Prerequisite: MSN Degree.

NU 702 Advanced Practice: DNP Transforming Healthcare: 3 semester hours

This course applies DNP knowledge, skills and roles to transform healthcare as highlighted by the Institute of Medicine and other health care initiatives. Strategies and tools used in this course will build upon and extend previous learning on interprofessional relationships and transformational science, including quality improvement, change management, project management and project evaluation. In this course, the student will envision and present a transformational approach to improve healthcare. Prerequisite: NU 706 and NU 700.

NU 703 LEEP: Legal, Ethical, Entrepreneurial, and Policy: 3 semester hours

This course explores the legal and ethical aspects of advanced practice nursing using local, state and federal rules and regulations. Students will gain entrepreneurial skills and identify strategies to implement emerging and innovative ideas. The course will engage students to participate, lead, and advocate for policy analysis and development. Prerequisite: MSN degree and NU 702.

NU 704 Advanced Pathophysiology: 3 semester hours

This course integrates basic and advanced pathophysiology of all body systems, including at the genetic, cellular and organ system levels. Students will focus on acute, chronic and complex illness and disease diagnoses and management across the lifespan. Students will gain an appreciation for the relationship between basic human pathophysiological responses over time and our current national health crisis with chronic illnesses, decreasing lifespan, escalating health care costs, and challenge for quality initiatives. Prerequisite: MSN degree.

NU 705 Advanced Pharmacology: 3 semester hours

This course builds on previous pharmacology coursework, pathophysiology, biochemistry, and clinical experience, and explores the information that every prescriber must know. This course will focus on evaluating drug information, guidelines and policies, critically comparing treatment options including cost for given conditions, developing mastery of information on drug categories and key drugs. The student will learn quality initiatives from a pharmacological standpoint and how using leadership skills will help to improve overall care delivery. Prerequisite: NU 704.

NU 706 Biostatistics for Health Care: 3 semester hours

This graduate level course will explore and apply the use of statistical methodology in designing, analyzing, interpreting, and presenting biological experiments, observations, and data. The course will cover descriptive statistics, elements of experimental design, probability, hypothesis testing and statistical inference, analysis of variance, correlation, regression techniques, factor analysis, and non-parametric statistical methods. Students will use data from laboratory and field studies. Prerequisite: Undergraduate course in statistics with final grade of C or higher.

NU 707 Epidemiology: 3 semester hours

Critical analysis of epidemiological, environmental, and social determinants of health data guide the design and development of population-based care delivery models that improve health and prevent disease. The course includes the concepts and processes of epidemiology with attention to the biostatistics essential to the study and analysis of disease occurrences, risk prediction and impact of disease on populations.

NU 708 Technology in Health Care: 3 semester hours

In preparation for health care leadership in rapidly changing, complex health care delivery systems, students will examine and evaluate patient-care technologies, clinical informatics models, electronic based health records, health information technology (HIT), health information exchange (HIE), clinical decision support systems, and of other technology that influences healthcare delivery models, practices, and patient outcomes. Students will identify how data and information systems are utilized to manage and individual and aggregate information, to predict health care risks, support quality improvement methods, and develop evidence for improved health care and outcomes.

NU 800 Adult & Pediatric I - Primary Care - Populations: 3 semester hours

This is the first family nurse practitioner (infant, pediatric, adolescents, adults and aging adult) primary care course providing students with content including communication and interaction techniques, growth & development, anticipatory guidance, episodic acute health concerns, evidence-based health promotion & screening, diagnostic testing, pharmacological & non-pharmacological methods, health management, and care coordination. This course also includes content related to women's health, mental & behavioral health, and occupational health. Prerequisites: NU 701, NU 512, NU 703, NU 651, NU 705.

NU 801 Adult & Pediatric I - Primary Care - Assessment: 2 semester hours

This family nurse practitioner (infant, pediatric, adolescents, adults and aging adult) primary care health assessment course preparing students to use patient centered interviewing for complete health history assessment, including chief complaint, health history, review of systems, physical assessment of body systems, functional assessment, family history and pedigree, SOAP note documentation, differential diagnoses (including ICD & evaluation and management billing), and plan of care. Course includes didactic and laboratory experiences to learn and demonstrate knowledge, skills and techniques. Prerequisite: NU 800.

NU 802 Adult & Pediatric I - Primary Care - Clinical: 3 semester hours

This course provides students with family nurse practitioner (infant, pediatric, adolescents, adults and aging adult) primary care clinical experiences 1:1 with a licensed health care provider preceptor (ARNP, MD, or PA). Students will work collaboratively with preceptor to provide primary wellness and illness health care services. Content from NU800 & NU801 will be applied during the clinical experiences. This course requires a minimum of 150 direct patient care clinical hours. Prerequisite: NU 801.

NU 803 Adult & Pediatric II - Specialty Care - Populations: 3 semester hours

This course builds upon knowledge, skills, and experiences gained in Adult & Pediatric I – Primary Care courses (NU 800, NU 801, NU 802) providing students with knowledge regarding complex and/or comorbid acute and chronic health conditions, diagnostic testing, pharmacological & non-pharmacological methods, health management, case management, and care coordination. Prerequisite: NU 802.

NU 804 Adult & Pediatric II - Specialty Care - Assessment: 2 semester hours

This course builds upon knowledge, skills, and experiences gained in Adult & Pediatric I – Primary Care courses (NU 800, NU 801, NU 802) and the first Adult & Pediatric II – Specialty Care – Populations. This course prepares students to conduct specific primary care advanced health assessment skills based on body systems and learn to perform primary care FNP skills. Prerequisite: NU 803.

NU 805 Adult & Pediatric II - Specialty Care - Clinical: 3 semester hours

This course provides students with family nurse practitioner (infant, pediatric, adolescents, adults and aging adult) primary care clinical experiences 1:1 with a licensed health care provider preceptor (ARNP, MD, or PA). Students will work collaboratively with preceptor to continue providing primary wellness and illness health care services including complex and/or comorbid acute and chronic health conditions. Content from NU 800, NU 801, NU 802, NU 803, & NU 804) will be applied during the clinical experiences. This course requires a minimum of 150 direct patient care clinical hours. Prerequisite: NU 804.

NU 806 Advanced Clinical III: 3 semester hours

This clinical course builds the student's proficiency in comprehensive health evaluation and management across the lifespan within the context of family, community, and culture in a primary care setting. Using an evidence-based practice framework, the student focused on transitioning from novice-level FNP towards proficiency. The student will gain fluency in recommending appropriate health promotion/ disease prevention and screenings and performance improvement in the assessment and management of most common acute and chronic health conditions. Growth of the student's family nurse practitioner's role and responsibilities in the provision of patient centered, ethical, culturally competent care is a course expectation. Using an evidence-based practice framework and student's self-evaluation of FNP competencies attainment gap analysis, the student focuses is on addressing competency gaps, with support of faculty and the preceptor, in the clinical experience while transitioning to program completion. Prerequisite: NU 805.

NU 807 Advanced Clinical IV: 3 semester hours

This final clinical course builds on the student's FNP practice achievements in focused, expanded, detailed, and comprehensive health evaluation across the lifespan within the context of family, community, and culture in a primary care setting. The student will utilize a NU806 self-assessment of FNP competency attainment and self-direct needed areas of practice to close any learning gaps. The students will demonstrate a deeper comprehension of advanced pathophysiology and pharmacologic knowledge according to professional standards of care across the lifespan in primary health care clinical settings. Continued growth of the student's family nurse practitioner's role and responsibilities in the provision of patient centered, ethical, culturally competent care is a course expectation. Prerequisite: NU 806.

NU 890 Innovation & Change for Future: DNP Clinical Practice Project: 1.5 semester hour

This course will guide a student through the process of defining, implementing, evaluating and disseminating a scholarly clinical DNP Project. This 1-credit course is required three times throughout the DNP and DNP-FNP Programs. The student and DNP Project Chair to collaborate to enact the DNP Project with the student to serve as leader, under the direction of the DNP Project Chair The ongoing progression and final outcome of this course is related to innovation, quality improvement, evidence-based practice, health care system changes, or aggregate health improvements. Students will disseminate project findings through presentations and written assignments prior to graduation. Prerequisite: NU 702.

NU 893 Innovation & Change for Future: DNP Clinical Practice Project Continuation: 1 semester hour

This DNP Project continuation course is required if a DNP student is not able to successfully complete their DNP Project by the end of NU892. A continuation fee, equivalent to one credit hour, will be assessed for every semester the student is enrolled in NU893. Students are required to be continuously enrolled (fall, spring, summer) in NU893 until the DNP Project has been successfully completed. Students have three years to complete their DNP Project once enrolling in NU893. Students will disseminate project findings through presentations and written assignments prior to graduation. This section is for students who do not complete the project through NU 890, NU 891, and NU 892. Prerequisite: NU 892.

Master of Science in Supply Chain Management

Our world is a constant flow of supply and demand. Supply chain management is the act of integrating procurement, manufacturing and logistics processes to ensure goods and services are available to customers. This program will also cover managing the flow of materials, finances, information and labor from product or service design to customer delivery, and emphasizing quality and efficiency throughout the process.

master of science in supply chain management

BN 500	Organizational Effectiveness	4
BN 510	Operations Management	3
BN 576	Global Supply Chain Management	3
BN 577	Supply Chain Strategy & Customer Value	3
BN 578	Supply Chain Technology & Product Innovation	3
BN 579	Supply Chain Analytics	3

BN 617	Supply Chain Planning & Control	3
BN 618	Supply Chain Distribution	3
BN 652	Supply Chain Business Analysis	3
LS 640	Systems Thinking and Growth Mindset	3

Total Hours 31

Courses

BN 500 Organizational Effectiveness: 4 semester hours

This course introduces students to the basic principles of human behavior and how these principles apply to the management of individuals and groups in organizations. Topics include: individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design.

BN 510 Operations Management: 3 semester hours

This course focuses on managerial issues in manufacturing including project management, PERT, critical path analysis, and time-cost models. The major operations management issues are quality management and control, capacity management, plant location, layout and design, production planning and scheduling, supply chain management, and inventory management. Prerequisite: BA 505 Statistics for Managerial Decision Making.

BN 520 Communicating Virtually: 3 semester hours

By understanding the right channel to deliver communication, one can influence the richness and scope of the message. Students will explore tools and technology to enhance the virtual communication process.

BN 525 Leading A Remote Workforce: 3 semester hours

Work dynamics change when coworkers no longer connect in person. Leaders need to know how to lead in a virtual environment. Students will analyze leadership knowledge, skills, and abilities necessary to achieve organizational outcomes at a distance.

BN 530 Remote Workforce Management: 3 semester hours

Organizational policies, procedures, and standards need to adjust to a remote workforce that mirror the desired culture. The locations of the organization and employees drive cultural norms and the standards in which the remote workforce follows. This course takes an in-depth look at how working remotely affects the desired culture of an organization.

BN 560 Budgeting and Forecasting: 3 semester hours

This course examines the entire budgeting process from start to finish, including how to create a disciplined culture of budgeting in an organization, the various methods for building budgets, techniques to analyze results, and how to increase the chances of organizational performance improvements.

BN 570 Exploratory Learning: 3 semester hours

This course is designed as "learning by doing," ... a process in which students explore their strengths while learning new things while identifying skills, attitudes, and behaviors required to improve overall performance. Applying knowledge will be gained through hands-on experiences (internships, externships, apprenticeships) involving employers, business leaders, non-profit involvement, and project assignments.

BN 575 Principles of Supply Chain Management: 3 semester hours

This course as an elective will focus on developing sustainable supply chain solutions that provide the best TCO (Total Cost of Ownership) in the industrial, consumer and service business sectors. The course provides an overview of the topic for students in degree programs other than Supply Chain Management, equipping them to analyze and evaluate the quality of supply chain management in any organization, as well as, develop critical thinking skills to assure that the management of the supply chain is deeply integrated into every aspect of business.

BN 576 Global Supply Chain Management: 3 semester hours

This course discusses the subject of global supply chain management and prepares students for careers in the field of supply chain management. This Global Supply Chain Management course discusses emerging issues in orchestrating a supply chain across borders for competitive success. It studies the roles of global economies, politics, infrastructure and competence in the context of supply chain management.

BN 577 Supply Chain Strategy & Customer Value: 3 semester hours

This focuses on developing sustainable supply chain solutions that provide the best TCO (Total Cost of Ownership) in the industrial, consumer and service business sectors. This course will introduce students to a strategic view of Supply Chain Management, how it is used to enhance customer value, and will equip them to analyze and evaluate the quality of supply chain management in any organization, as well as develop the critical thinking skills to assure that the strategic management of the supply chain is deeply integrated into every aspect of business.

BN 578 Supply Chain Technology & Product Innovation: 3 semester hours

Applying a preventative thought process to the supply chain demonstrates the importance of guiding new product innovation through the use of the most up to date supply chain technology in order to provide the end customer with a product that they value highly. The application of collaborative design methods, data analysis techniques with regard to design form/fit/function and the ability of a supplier to provide the best possible solution meeting a customer's needs is a necessary part of the product innovation process in today's product development world.

BN 579 Supply Chain Analytics: 3 semester hours

Making good decisions requires the ability to analyze data in straightforward, direct ways that produce high integrity results. This course requires students to apply the decision support models that are most frequently used in supply chain applications. Quantitative and statistical methods for decision making, hypothesis testing, regression and correlation analysis, forecasting, linear programming, and decision analysis will be explored. Specific case studies requiring data modeling and analysis will be used to demonstrate the use of the tools presented, requiring students to apply the tool correctly, not simply learn about it.

BN 582 Corporate Social Responsibility: 3 semester hours

Triple bottom line (people, planet, profit) concepts will be examined in this course. Students will explore the psychological, cultural, ethical, and economic sustainability issues affecting an increasingly broad range of global stakeholders. While using systems thinking students will study how and why leaders implement innovation, collaborate to solve local and global sustainability challenges and face outsourcing, poverty and human rights, globally. Students will have the opportunity to research Blue Zone programs sustainability.

BN 585 Organizational Change: 3 semester hours

In today's competitive global economy, managing change effectively is more important than ever. People are the common denominator of organization endeavor, regardless of the organizations' size or purpose. The course will explore how leaders can effect change. Special emphasis will be placed on the nature of change, resistance to change and strategies to overcome resistance.

BN 599 Special Topics in Business: 3 semester hours

This course will be offered as an elective to address special topics in business that Mount Mercy University does not currently offer. Topics may include: change management, organizational psychology, upper echelon of leadership, diversity and discrimination, crisis management, or other advanced studies in business. Students may complete more than one special topics course for elective credit.

BN 600 Strategic Human Resource Management: 3 semester hours

Global competition combined with the transition to a knowledge-based economy requires organizations to take an integrated, strategic approach to preparing a workforce that can meet the business demands of the future. This course focuses on the history and changes in human resources, understanding business strategies and devising HR practices to support them, identifying how organizations gain sustainable competitive advantage through effective human resource strategies, and how workforce diversity and globalization is capable of enhancing an organization's human talent to drive successful business results. Particular focus will be given to measuring human resource outcomes and the integration with overall business strategy.

BN 601 Talent Development: 3 semester hours

The course's focus is to develop advanced skills in identifying and measuring employee performance and determining what training opportunities are best for the workplace. The course will instruct individuals how to apply a systematic process of discovering and analyzing human performance gaps, plans for future improvements in performance, design and develop cost-effective and ethical solutions to close the gaps.

BN 602 Employment Law: 3 semester hours

The focus of this course is to develop advanced skills and understanding aspects of the law that impact human capital in the workplace. This is an ever changing topic and will be imperative for businesses to stay abreast on the legal aspects of managing people.

BN 603 Total Rewards Systems: 3 semester hours

Understanding compensation and benefits as part of an organization's rewards system is critical for today's human resource professionals and managers. Often these costs are the most significant budget line item to an organization. The practices surrounding compensation and benefits are constantly changing and without a solid understanding of this facet of management, managers could make decisions that would possibly incur unnecessary costs to the organization. This course includes tools that are needed to make quality, educated decisions and requires students to apply their learning to evaluate and implement compensation and benefit programs inside their organizations. Prerequisite: BN 600.

BN 608 Coaching Skills for Leaders: 3 semester hours

In this course, students will develop skills and knowledge to assist them to be effective coaches in the organizational environment. An extra fee is charged for this course. Prerequisite: BN500 or approval of the MSL program director.

BN 610 Quantitative Modeling For Decision Making: 3 semester hours

This course is a survey of statistical and mathematical programming models and their applications in business and management. These techniques include statistical distributions, multiple regression, linear and Integer Programming, Network Models, and transportation and assignment method, Game Theory, Decision Theory, Queuing and Goal Programming.

BN 617 Supply Chain Planning & Control: 3 semester hours

Supply Chain Planning and Control allows an organization to most efficiently and effectively plan their operations, while optimizing inventory levels and maximizing output to satisfy actual customer demand. This class focuses on all of the steps, techniques, processes, calculations, etc. involved in transitioning from the highest-level aggregate plan to providing the most timely and lowest cost detailed customer delivery results. A majority (no more than three remaining) of the SCM classes should be taken prior to taking this course.

BN 618 Supply Chain Distribution: 3 semester hours

Supply chain Distribution is the methods used to get products to your customers. Advantages of a well-tuned distribution network include: reduced delivery cycle times, lower inventories and resulting increased cash flow, lower costs and higher quality to delivery performance, etc. The choice of the distribution channel, and the performance of the partners operating the distribution mechanics, go a long way towards improving the perception of your organization's performance in the eyes of your customer.

BN 620 Principles of Project Management: 3 semester hours

Effective management of a project is a skill many (if not all) MBA students will need to have at some time during their professional career. The goal of this course is to give students the effective tools and knowledge to accomplish this successfully. Students will learn how projects get started, how to successfully manage a project and its resources, and how organizations select the "right" project to work on.

BN 625 Sustainability & Growth: 3 semester hours

This course is a survey of environmental economics and management. The course covers economic theories and management practices that balance short and medium term commercial gain against the long term goals of preserving natural resources and productive capacity. Economic topics include externality theory, regulation economics and the evaluation of public policy. Management topics include sustainable growth policies and practices, product and process design and the impact of corporate practices on consumers and communities. The course will address local, national and global impacts of government public policy and corporate environmental practices.

BN 630 Methods of Quality Management: 3 semester hours

This course as an elective will provide the historical context of quality management and introduce the student to a number of quality management systems including Total Quality Management (TQM), ISO, the National Baldrige Award, Lean and Six Sigma that are currently being implemented in today's organizations. The course will host several guest lecturers from the community who are specialists in quality management.

BN 635 Leadership Foundations: 3 semester hours

The focus of the course is to provide a review of Leadership theories both from an historical perspective and the current day leadership styles that have evolved over the decades since the Industrial Revolution. The course will include the opportunity for students to self-assess, develop and create their own leadership style.

BN 645 Quality Practices in the Global Marketplace: 3 semester hours

With the ever-increasing activity in selling goods and services internationally, the increasing demand and sophistication of customers has practically forced companies to embrace total quality programs as a means of competitive advantage in pricing, service and performance. This course thoroughly examines how total quality applications are most effectively utilized to drive organizational sustainability while competing in and international marketplace. Prerequisite: BN 630.

BN 650 Business Capstone: 3 semester hours

The Business Capstone course will give students the opportunity as individuals to conduct an organizational assessment of an organization. The students will also work in small teams to specifically frame and analyze an area of concern suggested by an organization utilizing their learning from the MBA curriculum. Prerequisites: 9 of core classes must be complete before enrolling in this course.

BN 652 Supply Chain Business Analysis: 3 semester hours

This class is intended to be the drawing together of knowledge from all other SCM classes into a final, overall study of the impact of the value of the supply chain from raw materials through final customer support. The primary output from the class will be a report and presentation developed throughout the course providing a detailed analysis of a companies of choice selected by teams of students in the class. A majority (no more than three remaining) of the SCM classes should be taken prior to taking this course.

BN 699 Independent Study: 3 semester hours

If a student wishes to independently study or research a particular topic, he/she may propose to work with an appropriate faculty member within their discipline. No more than 2 courses may be taken as independent study by any student.

Master of Strategic Leadership

The Master of Strategic Leadership program is designed for leaders with a growth mindset who would like to add higher level competencies

to the skills most desired in organizations today. Focusing on relationship, leadership and strategic thinking this program will help you drive collaboration and purpose, making you the adaptive leader of the future. Students can take coursework in any of the following formats: face-to-face or live/online.

The block format allows students to complete the program in less than 18 months, while maintaining full-time employment. Courses are offered in both 5 and 10 week blocks and meet one night a week. In the 5 week format, more assignments/coursework is required for the student to complete outside of the classroom.

Degree Requirements

CORE REQUIREMENTS

BN 500	Organizational Effectiveness	4
BN 600	Strategic Human Resource Management	3
LS 618	Decision Making for Leaders	3
LS 620	Collaborative & Virtual Teams	3
LS 635	Leadership Foundations	3
LS 640	Systems Thinking and Growth Mindset	3
LS 645	Organizational Communication	3
LS 655	MSL Capstone	3

Total Hours 25

STRATEGIC LEADERSHIP EMPHASIS ELECTIVES

Select 3 of the following: 9

BA 500	Legal Environment Of Management	
BA 503	Commercial Law	
BA 510	The Global Business Environment	
BA 610	Entrepreneurial Endeavors	
BA 640	International Business Strategy & Culture	
BN 575	Principles of Supply Chain Management	
BN 585	Organizational Change	
BN 601	Talent Development	
BN 602	Employment Law	
BN 603	Total Rewards Systems	
BN 620	Principles of Project Management	
BN 625	Sustainability & Growth	
BN 630	Methods of Quality Management	
EC 590	Labor Economics	
LS 599	Special Topics in Leadership	
LS 608	Coaching Skills for Leaders	
LS 628	Conflict Resolution	

HEALTH CARE ADMINISTRATION EMPHASIS

BA 505	Statistics for Managerial Decision Making	3
HS 509	Analysis and Application of Health Insurance	3
HS 520	Health Care Law, Regulations, and Compliance	3
HS 630	Financial Issues in Health in Healthcare Organizations	3
HS 615	Health Care Informatics	3

Total Hours 15

HUMAN RESOURCES EMPHASIS

BN 510	Operations Management	3
BN 601	Talent Development	3
BN 602	Employment Law	3
BN 603	Total Rewards Systems	3
LS 628	Conflict Resolution	3

Total Hours 15

Doctor of Nursing Practice

FNP-DNP

Nurses will acquire advanced knowledge and skills in nursing practice and processes in order to practice as a nurse practitioner. Students will reflect and act on the impact advanced practice nursing has on the health care delivery system and the lives of clients and communities. Graduates will be prepared to take the family nurse practitioner certification exam and then provide primary care and expertise in the holistic care of all populations.

DNP

Nurse Practitioners of any specialty will acquire doctoral skills both in the classroom and as they develop and implement a quality, practice, outcomes, or systems improvement initiative in the hospital, clinic or community.

See the MSN section (p. 36) of this *Catalog* for more information on the Master of Science in Nursing.

Post Master's to DNP Nurse Practitioner

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DNP-FNP curriculum for students who are not a certified nurse practitioner. *

NU 700	Advanced Practice: Integrative Review & Synthesis	3
NU 701	Role Transition in Advanced Practice Nursing	3
NU 702	Advanced Practice: DNP Transforming Healthcare	3
NU 703	LEEP: Legal, Ethical, Entrepreneurial, and Policy	3
NU 704	Advanced Pathophysiology	3
NU 705	Advanced Pharmacology	3
NU 706	Biostatistics for Health Care	3
NU 707	Epidemiology	3
NU 708	Technology in Health Care	3
NU 800	Adult & Pediatric I - Primary Care - Populations	3
NU 801	Adult & Pediatric I - Primary Care - Assessment	2
NU 802	Adult & Pediatric I - Primary Care - Clinical	3
NU 803	Adult & Pediatric II - Specialty Care - Populations	3
NU 804	Adult & Pediatric II - Specialty Care - Assessment	2
NU 805	Adult & Pediatric II - Specialty Care - Clinical	3
NU 806	Advanced Clinical III	3
NU 807	Advanced Clinical IV	3
Clinical Practice Project		3
NU 890	Innovation & Change for Future: DNP Clinical Practice Project	

Total Hours 52

DNP Advanced Practice ²

DNP curriculum for students who are certified as a nurse practitioner (in any area of specialty). *

NU 700	Advanced Practice: Integrative Review & Synthesis	3
NU 701	Role Transition in Advanced Practice Nursing	3
NU 702	Advanced Practice: DNP Transforming Healthcare	3
NU 703	LEEP: Legal, Ethical, Entrepreneurial, and Policy	3
NU 706	Biostatistics for Health Care	3
NU 707	Epidemiology	3
NU 708	Technology in Health Care	3
Electives - Any course above NU 500		6
Clinical Practice Project		3
NU 890	Innovation & Change for Future: DNP Clinical Practice Project	

Total Hours 30

* Student must also take NU 706 Biostatistics for Health Care if a graduate level statistics course was not completed prior to admission.

¹ Listed on transcript as Primary Care - Family Nurse Practitioner

² Listed on transcript as Doctor of Nursing Practice

Academic Requirements

- All courses must be passed with a grade of "B-" or higher.
- May only have 1 "Incomplete" (I) grade at any given time.

Courses

NU 500 Research I: Theory & Critique: 3 semester hours

This course will examine the theoretical and scientific foundations of nursing. A thorough understanding of these foundations will be the basis for further development of knowledge in evidence-based practice and research. The processes for evaluation, translating and utilizing research will be emphasized.

NU 501 Health Care: Systems Thinking and Organizations: 3 semester hours

This course prepares leaders to develop skills in systems thinking and systems organization in rapidly changing, complex healthcare delivery systems. Students will examine concepts that define systems, influence policy, measure the effectiveness of care, and evaluate technology. A comparison of healthcare systems throughout the world will consider financial, technological and global issues.

NU 503 Health Promotion/Disease Prevention: 3 semester hours

This course establishes the foundation for the unique focus on Health Promotion and Disease Prevention in the master's degree curriculum. Students will focus on the concepts of health promotion and disease prevention that minimize the need for restoration of health. Through an understanding of clinical prevention and population health, students will examine the issues and interventions that promote health in individuals, families and communities.

NU 504 Professional Role and Skill Development: 3 semester hours

This course will examine the development of the professional role of the master's degree prepared nurse in a variety of practice settings focusing on ethical, evidence-based decision making; population health improvement; quality improvement and safety management; expert clinical practice; and intra-and inter-professional teamwork. Knowledge and skill development will include health assessment, ethical decision-making, evidence-based decision-making, population health management, quality and safety improvement, and teamwork.

NU 511 Advanced Integrated Physical Assessment, Pathophysiology, & Pharmacology: 3 semester hours

This course uses a systematic in-depth process to review physical assessment, pathophysiology, and pharmacology of human body systems. Students will explore and integrate knowledge of evidence based, collaborative prevention and condition management therapies to ensure safe, effective, quality patient-centered care. Students will develop and utilize best-evidence assessment and condition management information for teaching/learning practices used to care for and educate others.

NU 513 Environmental Health: 3 semester hours

This course will offer students the opportunity to study the influence of environmental forces on the health of individuals, populations and communities. Students will explore the impact of governmental controlling agencies, community services and individual responses to the environment on a local, national and international level. Specific environmental factors will be examined for their impact on specific diseases and conditions. The research evidence-base for studying the environment will be emphasized.

NU 514 Global/International Health: 3 semester hours

This course will examine the concepts and context of global/international health. An exploration of the historical development of international health will be included as will opportunities for students to study the problems that exist and the forces that influence healthcare in the international community. The collaboration of governmental and non-governmental organizations and populations will be studied as students examine specific health problems, systems and solutions.

NU 621 Nurse Educator: Roles and Responsibilities: 3 semester hours

This course assists the student to develop and use the skills and knowledge of the nurse educator. Focus will be on role development with attention to self-development and role responsibilities to oneself, the students, the institution, and the profession. The role of regulatory bodies and accreditation will be examined.

NU 622 Nurse Educator: Curriculum & Instructional Design: 3 semester hours

A variety of learning theories and conceptual frameworks relating to curriculum and instructional design will be explored. Students will investigate the process of curriculum development, program evaluation, regulatory and accreditation standards, and trends at the professional and community level.

NU 623 Nurse Educator: Teaching/Learning Strategies: 3 semester hours

This course assists student to develop strategies for teaching nursing in the classroom and clinical settings. In addition to learning to assess students' learning styles, content will include classroom assessment, planning, organizing, presenting and evaluating teaching/learning experiences. The focus is on best practices and evidence-based strategies to promote various learning styles and create an active learning environment for diverse student populations. Strategies will address basic and continuing nursing education.

NU 624 Nurse Educator: Assessment and Evaluation: 3 semester hours

Recognizing that assessment and evaluation are essential to understanding the value and worth of teaching/learning in nursing education, faculty must be familiar with the foundations of evaluation. Evaluation of nursing education programs, courses and individual learner requires knowledge of the focus, design, tools and dissemination of outcome data. This course will examine the effectiveness of evaluation methods. Attention will be given to the systematic evaluation processes that lead to on-going program improvement.

NU 625 Nurse Educator: Clinical Specialty I: 3 semester hours

This course provides additional clinical specialty experiences for nurse educator students. Students in consultation with faculty will determine an area of clinical specialty practice (e.g.; pediatrics, mental health, public health) to complete a minimum of 100 hours of clinical experience. In the clinical setting, students will work collaboratively with the practicing nurse expert to gain knowledge and skills for nursing practice at the expert level. Prerequisite: NU 500, NU 501, NU 503, NU 504.

NU 626 Nurse Educator: Clinical Specialty II: 3 semester hours

This course provides additional clinical specialty experiences for nurse educator students after completion of Nurse Educator: Clinical Specialty I course. Students in consultation with faculty will determine an area of clinical specialty practice (e.g.; pediatrics, mental health, public health) to complete a minimum of 100 hours of clinical experience. In the clinical setting, students will work collaboratively with the practicing nurse expert to gain knowledge and skills for nursing practice at the expert level. Prerequisite: NU 500, NU 501, NU 503, NU 504.

NU 631 Health Advocate: Vulnerable Populations: 3 semester hours

This course will focus on developing competence in working with multicultural population in society. The overview of culturally diverse communities will give the student the foundation needed to develop health promotion program for specific populations. The influence of social, economic and political inequalities related to healthcare will be examined. An emphasis on community-based, participatory research methods will be included in this course.

NU 632 Health Advocate: Assessment, Policy Development & Assurance: 3 semester hours

The core functions of public health will be the focus of this course as students develop competencies in assessment, policy development and assurance. Student will further examine inter-professional collaborations, regulations and program assessment and effectiveness.

NU 633 Health Advocate: Community Program Planning and Design: 3 semester hours

The focus of this course is to explore the foundation of different frameworks for public health programs and designs. The four major functions of public health programming will address assessment, development, implementation and evaluation. Students will learn strategies for promoting social change through various methods including marketing techniques and health literacy. Students will develop plans for navigating the healthcare system for themselves as professionals and for clients, families and groups.

NU 634 Health Advocate: Leadership and Management: 3 semester hours

In this course students will examine current and emerging leadership and management issues in the role of an advocate for health care, and study strategies to communicate and collaborate with stakeholders in the health care arena. Recognizing that health care is a multifaceted, constantly-changing system, students will explore the role of the health advocacy leader in managing the development, implementation and evaluation of programs that assist populations and clients to promote health and prevent disease.

NU 641 Nurse Administrator: Leadership & Management in Nursing and Health Care: 3 semester hours

This course assists the student to develop and use the skills and knowledge of the nurse to lead and manage the care of patient populations. Focus is on role development necessary to meet responsibilities to patients, nursing staff and other healthcare personnel, the organization, and the profession. The transformation of data into information and evidence-based decision-making to develop and change processes to achieve quality patient care outcomes, organizational goals, and regulatory and accreditation standards will be stressed.

NU 642 Nurse Administrator: Financial & Human Resource Management in Nursing and Health Care: 3 semester hours

Managing people efficiently, effectively, and ethically is essential to the achievement of population-focused and patient centered, quality, safe, effective and efficient care regardless of the health care organization's size or purpose. Management of non-personnel resources (supplies, equipment, and infrastructure) is also essential to achieving quality and other organizational goals. The emphasis of this course includes: management of human and financial resources, intra- and interdisciplinary collaboration, teamwork, change management, development of employee capabilities, and financial concepts and tools necessary to make effective decisions and achieve organizational goals.

NU 643 Nurse Administrator: Methods of Quality Management: 3 semester hours

This course will provide the historical context of quality management and introduce the student to a number of quality management systems including Total Quality Management (TQM), ISO, the National Baldrige Award, Lean and Six Sigma that are currently being implemented in today's organizations. The course will host several guest lecturers from the community who are specialists in quality management. Cross-listed with BN 630.

NU 644 Nurse Administrator: Organizational Effectiveness: 3 semester hours

This course introduces students to the basic principles of human behavior and how these principles apply to the management of individuals and groups in organizations. Topics include: individual differences in abilities and attitudes, attribution motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design. Cross listed with BN 500.

NU 660 Professional Practicum: 3 semester hours

In collaboration with faculty, students will develop a practicum experience related to their chosen emphasis. An individual project, relevant to the practice setting and role will be completed. Prerequisites: NU 500, NU 501, NU 503, NU 504.

NU 699 Independent Study: 3 semester hours

If a student wishes to independently study or research a particular topic, he/she may propose to work with an appropriate faculty member within their discipline, at the discretion of the Program Director. No more than 2 courses may be taken as independent study by any student. Prerequisite: Permission of the Program Director for Graduate Nursing Programs.

NU 700 Advanced Practice: Integrative Review & Synthesis: 3 semester hours

This course reviews the ethical conduct of research in practice. Appropriate literature and evidence will be critiqued and synthesized to support evidence based advanced practice nursing in the clinical setting. Students will identify and describe knowledge, practice gaps, or quality improvement processes that could be implemented in an advanced practice nursing clinical setting. Prerequisite: MSN Degree.

NU 701 Role Transition in Advanced Practice Nursing: 3 semester hours

Students will examine the history, progression, and transition into the role of an advanced practice nurse, including association between emotions and behaviors that maximize leadership in the health care delivery system. Students will compare and contrast different quality improvement metrics, patient safety initiatives, and change management concepts applied to role transition in advanced practice nursing. Prerequisite: MSN Degree.

NU 702 Advanced Practice: DNP Transforming Healthcare: 3 semester hours

This course applies DNP knowledge, skills and roles to transform healthcare as highlighted by the Institute of Medicine and other health care initiatives. Strategies and tools used in this course will build upon and extend previous learning on interprofessional relationships and transformational science, including quality improvement, change management, project management and project evaluation. In this course, the student will envision and present a transformational approach to improve healthcare. Prerequisite: NU 706 and NU 700.

NU 703 LEEP: Legal, Ethical, Entrepreneurial, and Policy: 3 semester hours

This course explores the legal and ethical aspects of advanced practice nursing using local, state and federal rules and regulations. Students will gain entrepreneurial skills and identify strategies to implement emerging and innovative ideas. The course will engage students to participate, lead, and advocate for policy analysis and development. Prerequisite: MSN degree and NU 702.

NU 704 Advanced Pathophysiology: 3 semester hours

This course integrates basic and advanced pathophysiology of all body systems, including at the genetic, cellular and organ system levels. Students will focus on acute, chronic and complex illness and disease diagnoses and management across the lifespan. Students will gain an appreciation for the relationship between basic human pathophysiological responses over time and our current national health crisis with chronic illnesses, decreasing lifespan, escalating health care costs, and challenge for quality initiatives. Prerequisite: MSN degree.

NU 705 Advanced Pharmacology: 3 semester hours

This course builds on previous pharmacology coursework, pathophysiology, biochemistry, and clinical experience, and explores the information that every prescriber must know. This course will focus on evaluating drug information, guidelines and policies, critically comparing treatment options including cost for given conditions, developing mastery of information on drug categories and key drugs. The student will learn quality initiatives from a pharmacological standpoint and how using leadership skills will help to improve overall care delivery. Prerequisite: NU 704.

NU 706 Biostatistics for Health Care: 3 semester hours

This graduate level course will explore and apply the use of statistical methodology in designing, analyzing, interpreting, and presenting biological experiments, observations, and data. The course will cover descriptive statistics, elements of experimental design, probability, hypothesis testing and statistical inference, analysis of variance, correlation, regression techniques, factor analysis, and non-parametric statistical methods. Students will use data from laboratory and field studies. Prerequisite: Undergraduate course in statistics with final grade of C or higher.

NU 707 Epidemiology: 3 semester hours

Critical analysis of epidemiological, environmental, and social determinants of health data guide the design and development of population-based care delivery models that improve health and prevent disease. The course includes the concepts and processes of epidemiology with attention to the biostatistics essential to the study and analysis of disease occurrences, risk prediction and impact of disease on populations.

NU 708 Technology in Health Care: 3 semester hours

In preparation for health care leadership in rapidly changing, complex health care delivery systems, students will examine and evaluate patient-care technologies, clinical informatics models, electronic based health records, health information technology (HIT), health information exchange (HIE), clinical decision support systems, and of other technology that influences healthcare delivery models, practices, and patient outcomes. Students will identify how data and information systems are utilized to manage and individual and aggregate information, to predict health care risks, support quality improvement methods, and develop evidence for improved health care and outcomes.

NU 800 Adult & Pediatric I - Primary Care - Populations: 3 semester hours

This is the first family nurse practitioner (infant, pediatric, adolescents, adults and aging adult) primary care course providing students with content including communication and interaction techniques, growth & development, anticipatory guidance, episodic acute health concerns, evidence-based health promotion & screening, diagnostic testing, pharmacological & non-pharmacological methods, health management, and care coordination. This course also includes content related to women's health, mental & behavioral health, and occupational health. Prerequisites: NU 701, NU 512, NU 703, NU 651, NU 705.

NU 801 Adult & Pediatric I - Primary Care - Assessment: 2 semester hours

This family nurse practitioner (infant, pediatric, adolescents, adults and aging adult) primary care health assessment course preparing students to use patient centered interviewing for complete health history assessment, including chief complaint, health history, review of systems, physical assessment of body systems, functional assessment, family history and pedigree, SOAP note documentation, differential diagnoses (including ICD & evaluation and management billing), and plan of care. Course includes didactic and laboratory experiences to learn and demonstrate knowledge, skills and techniques. Prerequisite: NU 800.

NU 802 Adult & Pediatric I - Primary Care - Clinical: 3 semester hours

This course provides students with family nurse practitioner (infant, pediatric, adolescents, adults and aging adult) primary care clinical experiences 1:1 with a licensed health care provider preceptor (ARNP, MD, or PA). Students will work collaboratively with preceptor to provide primary wellness and illness health care services. Content from NU800 & NU801 will be applied during the clinical experiences. This course requires a minimum of 150 direct patient care clinical hours. Prerequisite: NU 801.

NU 803 Adult & Pediatric II - Specialty Care - Populations: 3 semester hours

This course builds upon knowledge, skills, and experiences gained in Adult & Pediatric I – Primary Care courses (NU 800, NU 801, NU 802) providing students with knowledge regarding complex and/or comorbid acute and chronic health conditions, diagnostic testing, pharmacological & non-pharmacological methods, health management, case management, and care coordination. Prerequisite: NU 802.

NU 804 Adult & Pediatric II - Specialty Care - Assessment: 2 semester hours

This course builds upon knowledge, skills, and experiences gained in Adult & Pediatric I – Primary Care courses (NU 800, NU 801, NU 802) and the first Adult & Pediatric II – Specialty Care – Populations. This course prepares students to conduct specific primary care advanced health assessment skills based on body systems and learn to perform primary care FNP skills. Prerequisite: NU 803.

NU 805 Adult & Pediatric II - Specialty Care - Clinical: 3 semester hours

This course provides students with family nurse practitioner (infant, pediatric, adolescents, adults and aging adult) primary care clinical experiences 1:1 with a licensed health care provider preceptor (ARNP, MD, or PA). Students will work collaboratively with preceptor to continue providing primary wellness and illness health care services including complex and/or comorbid acute and chronic health conditions. Content from NU 800, NU 801, NU 802, NU 803, & NU 804) will be applied during the clinical experiences. This course requires a minimum of 150 direct patient care clinical hours. Prerequisite: NU 804.

NU 806 Advanced Clinical III: 3 semester hours

This clinical course builds the student's proficiency in comprehensive health evaluation and management across the lifespan within the context of family, community, and culture in a primary care setting. Using an evidence-based practice framework, the student focused on transitioning from novice-level FNP towards proficiency. The student will gain fluency in recommending appropriate health promotion/disease prevention and screenings and performance improvement in the assessment and management of most common acute and chronic health conditions. Growth of the student's family nurse practitioner's role and responsibilities in the provision of patient centered, ethical, culturally competent care is a course expectation. Using an evidence-based practice framework and student's self-evaluation of FNP competencies attainment gap analysis, the student focuses is on addressing competency gaps, with support of faculty and the preceptor, in the clinical experience while transitioning to program completion. Prerequisite: NU 805.

NU 807 Advanced Clinical IV: 3 semester hours

This final clinical course builds on the student's FNP practice achievements in focused, expanded, detailed, and comprehensive health evaluation across the lifespan within the context of family, community, and culture in a primary care setting. The student will utilize a NU806 self-assessment of FNP competency attainment and self-directed needed areas of practice to close any learning gaps. The students will demonstrate a deeper comprehension of advanced pathophysiology and pharmacologic knowledge according to professional standards of care across the lifespan in primary health care clinical settings. Continued growth of the student's family nurse practitioner's role and responsibilities in the provision of patient centered, ethical, culturally competent care is a course expectation. Prerequisite: NU 806.

NU 890 Innovation & Change for Future: DNP Clinical Practice Project: 1.5 semester hour

This course will guide a student through the process of defining, implementing, evaluating and disseminating a scholarly clinical DNP Project. This 1-credit course is required three times throughout the DNP and DNP-FNP Programs. The student and DNP Project Chair to collaborate to enact the DNP Project with the student to serve as leader, under the direction of the DNP Project Chair The ongoing progression and final outcome of this course is related to innovation, quality improvement, evidence-based practice, health care system changes, or aggregate health improvements. Students will disseminate project findings through presentations and written assignments prior to graduation. Prerequisite: NU 702.

NU 893 Innovation & Change for Future: DNP Clinical Practice Project Continuation: 1 semester hour

This DNP Project continuation course is required if a DNP student is not able to successfully complete their DNP Project by the end of NU892. A continuation fee, equivalent to one credit hour, will be assessed for every semester the student is enrolled in NU893. Students are required to be continuously enrolled (fall, spring, summer) in NU893 until the DNP Project has been successfully completed. Students have three years to complete their DNP Project once enrolling in NU893. Students will disseminate project findings through presentations and written assignments prior to graduation. This section is for students who do not complete the project through NU 890, NU 891, and NU 892. Prerequisite: NU 892.

Doctor of Philosophy in Marriage and Family Therapy

The MFT doctoral program is a unique program offering one of a kind specializations within a curriculum designed to enhance the theoretical knowledge and advanced practice of MFT. The program is designed to resemble the old fashioned apprentice model, where individuals were able to work alongside of a master craftsman to be nurtured and mentored to improve their talents and skills. Specializations in working with couples, developing and enhancing business and leadership skills and integrating psychophysiological knowledge and interventions provide students with a one of a kind learning experience.

MF 704	Advanced Family Systems	3
MF 718	Advanced Models of MFT	3
MF 740	Advanced Research Methods I	3
MF 755	Advanced Spirituality and the Family	3
MF 769	Advanced Ethics and Professional Issues in MFT	3
MF 782	Advanced Models of Couples Therapy	3
MF 840	Advanced Research Methods II	3
MF 890	Internship I	4
MF 891	Internship II	4
MF 892	Internship III	4
MF 895	Dissertation	11
MF 897	Dissertation Defense	1

Choose five courses from this list. Four courses must be from 15 one specialization and one course must be from a different specialization.

Leadership & Social Justice

MF 750	Professional and Community Leadership in MFT
MF 760	Gender Affirming Couple and Family Therapy
MF 802	Advanced Cross Cultural Families
MF 811	Mental Health Public Policy

Couples

MF 760	Gender Affirming Couple and Family Therapy
MF 820	Communication Processes in Couples
MF 822	Attachment and Differentiation in Couple Therapy
MF 823	Couples in Crisis

Neuroscience & Medical Family Therapy

MF 805	Neurophysiological Essentials for Treatment
MF 841	Neuroscience and Emotional Regulation
MF 843	Complementary and Alternative Healthcare

MF 844	Principles and Application of Neurofeedback
MF 847	Advanced Medical Family Therapy

Total Hours**60****Academic Requirements**

All courses must be passed with a grade of "B" (B- does not count) or higher.

See the MFT section (p. 26) of this *Catalog* for more information on the Master of Arts in Marriage and Family Therapy.

Courses***MF 503 Family Systems: 3 semester hours***

Marriage and family therapists emphasize the systemic viewpoint of human functioning, which hold that the individual is influenced in important ways by the family, then extended family and the society surrounding him or her. This course studies the family as a system, including family life cycle stages, tasks and difficulties. Communication patterns and interpersonal perceptions and expectations make up a large part of the therapeutic focus of marriage and family therapy. Students will be able to articulate how the systemic viewpoint differs from individual models of human functioning, and how the systemic model would conceptualize the goals of therapy, the process of change and the role of the therapist.

MF 518 Models of Marriage and Family Therapy: 3 semester hours

This graduate seminar is designed to introduce models of marriage and family therapy. These include strategic, structural, Bowen, intergenerational, contextual, communications, behavioral, cognitive, object relations, solution-focused, narrative, and collaborative language systems. Current trends in assessment and intervention in marriage and family therapy will also be covered. If a student has not taken an undergraduate course in individual theories of counseling and psychotherapy, supplemental reading will be expected. Students will be able to conceptualize cases from each perspective, stating the goals of therapy, the process of change and the role of the therapist.

MF 524 Human Development and the Family: 3 semester hours

This course is designed to supplement material taught in lifespan development, PS 124 Developmental Psychology (or equivalent). The course is designed to emphasize how developmental issues impact systems, especially families. The course will emphasize the family life cycle and family subsystems. Students will be able to describe their own developmental path, as well as the predicted outcome of several developmental issues.

MF 545 Micro-Counseling: 3 semester hours

This experientially-based course will review the values, knowledge and skills necessary to work theoretically with individuals, counselors and families. Counseling practice with peers and community volunteers is required. If a student has not taken an undergraduate course in basic counseling skills, supplemental reading and practice will be required. Students will be able to demonstrate listening and basic helping skills.

MF 546 Pre-Practicum: 3 semester hours

This course is designed as an orientation to the clinic, including observation of counseling through a one-way mirror, or by way of a video camera. Students also discuss cases, learn a model for an intake interview, demonstrate skill in conducting an intake interview and learn to write case notes. Prerequisites: MF 518, MF 524 and MF 545.

MF 550 Systemic Sex Therapy: 3 semester hours

This course is designed to supplement material taught in SW 250 Human Sexuality (or equivalent). The course is designed to emphasize how normal and abnormal sexuality affect family systems, including sexual addiction. If a student has not taken an undergraduate course in human sexuality, supplemental reading will be expected. Students will be able to describe the categories of sexual disorders and interventions to treat them, as well as stating strategies for sexual enrichment.

MF 569 Ethical and Professional Issues in Marriage and Family Counseling: 3 semester hours

This course deals with ethical, legal and professional responsibilities of MFT counselors. The ethical code of the AAMFT will be examined and ethical dilemmas will be discussed. Students will examine legal responsibilities and liabilities of MFTs, issues in independent practice and the role of the professional organization. Students will be able to state categories of ethical concerns and apply ethical principles to hypothetical cases. They will be able to state legal responsibilities of MFTs and apply the law to hypothetical cases.

MF 571 Introduction to Play Therapy & Family Therapy: 3 semester hours

This course offers an overview of the essential elements and principles of play therapy. The course will address both theoretical and practical interventions for using play therapy in the treatment of a variety of presenting problems. This course will include a review of the history of play therapy and the profession, the role of the play therapist in a variety of settings. Participants will discover basic and advanced play therapy techniques. In addition, the process for becoming credentialed as a play therapist will be examined along with the increasing international demand for therapists with specialization in play therapy. Students will be introduced to the Association for Play Therapy and the State of Iowa branch for play therapy.

MF 582 Models of Couples Therapy: 3 semester hours

This course focuses on dynamics in dyadic relationships. A variety of therapeutic interventions and therapeutic models intended to enhance and improve couples' relationships will be examined. Special attention will be given to Evidence Based Methods (Gottman and Emotionally Focused Couples Therapy, Johnson). Marital Enrichment and pre-marital programs will also be considered.

MF 590 Practicum in Marriage and Family Therapy I: 4 semester hours

The practicum courses are intended to place the student in a professional counseling setting where they will provide direct client services under the supervision of a licensed mental health care provider. Students will be encouraged to develop sites that are of particular interest to them or to choose from a list of approved sites. Students will be required to accumulate 300 direct client contact hours providing therapeutic services and a minimum of 60 hours of supervision over the course of three courses. In addition to on-site supervision students will receive supervision in a weekly group supervision section at the University.

MF 602 The Cross-Cultural Family: 3 semester hours

This course will examine the impact of culture on individual and family functioning. The course will emphasize the family in social context, both historically and contemporarily. It will study the impact of changing social conditions on individual and family functioning. Students will be able to describe how culture has impacted him/herself, as well as hypothetical clients.

MF 605 Neuroscience for Marriage and Family Therapy: 3 semester hours

This course will introduce students to the basic facts of developmental neurobiology, brain structure, relation of structure to function and the physiological and psychological effects of environment on the brain. Special emphasis will be placed on the reciprocal influence of relationships on brain development and the influence of brain development on relationships and their effects on couples and families.

MF 610 Treatment of Substance Abuse with Marriage and Family Therapy: 3 semester hours

This course will introduce students to the basic theoretical and practical dimensions of Marriage and Family Therapy in the treatment of Substance Abuse Disorders (SA). The course will examine the etiology, progression and short and long term effects of SA on individuals, families and society. Traditional and investigational models of SA treatment will be discussed and opportunities for assessment, treatment planning and treatment options will be provided.

MF 626 Psychopathology and the Family: 3 semester hours

This course will provide systemic and relational perspectives for the Diagnostic and Statistics Manual of the American Psychological Association (DSM) as well as an introduction to the how the DSM is organized and the diagnostic categories and content of the Manual. A biopsychosocial and systemic framework will be utilized to conceptualize and understand the cause and effect of mental illness as well as alternative conceptualizations of mental illness from a systemic epistemology. Students will be able to describe the symptoms of major categories of mental illness, distinguish between different diagnostic categories and demonstrate competence in assigning DSM diagnoses and relating those diagnoses to relational and family issues.

MF 630 Trauma, Violence & Addiction: 3 semester hours

This course will explore a foundational understanding for working with clients that have presenting concerns of current or historical trauma, violence and addiction. This course will highlight some of the neurobiology/physiological underpinnings of trauma, violence and addiction and their interrelatedness. This course will also explore traditional and systemic frameworks for assessment and treatment and building resource connections with the community at large. Prerequisites: MF 503, MF 518, MF 569, MF 626.

MF 640 Research Methods for Marriage and Family Therapy: 3 semester hours

This course will introduce students to basic research methods in the social sciences, research methods used predominantly in MFT, and exposure to both quantitative and qualitative methodologies. Students will be able to access, read and interpret research articles in primary MFT and related mental health journals in order to critically evaluate and apply research findings to clinical practice.

MF 647 Medical Family Therapy: 3 semester hours

Extant research and practice suggests that integrating medical and psychotherapy services significantly improves treatment outcomes, patient health, and provider satisfaction. Consequently, there is burgeoning interest—locally and nationally—in developing and maintaining better integrated healthcare services within outpatient and inpatient medical settings. In this course, you will examine the theoretical frameworks that inform medical family therapists, study and apply a psychosocial typology for understanding chronic and acute illness, and you will practice the skills and techniques required to succeed as a systemic therapist practicing within integrated medical teams. Further, you will examine how your own experiences with illness have shaped your self of the therapist.

MF 655 Spirituality and the Family: 3 semester hours

This course will explore the place of spirituality in the family functioning, including mindfulness, meditative practice, spiritual disciplines and forgiveness. The role of spirituality in mental health, addictive behavior and substance abuse will be explored. Interventions with a spiritual focus will be addressed. Students will state how spirituality affects their own functioning, as well as describing how a hypothetical family is affected by spiritual issues.

MF 665 Applications of Play Therapy: 3 semester hours

Applications of Play Therapy will provide students with the opportunity to further their education and training in play therapy following completion of the course MF 571. Students will learn and practice a variety of evidence based play therapy theories such as Adlerian Play Therapy, Filial, Theraplay, and Sand Tray Therapy. Students will learn how to discern which theories to use based on child and family assessment, how to apply theories and interventions, treatment planning and how to work through the stages of therapy with each specific approach. Prerequisite: MF 571.

MF 671 Therapeutic Techniques with Parents and Children: 3 semester hours

This course covers interventions in families with children and teens. Students will be trained in assessment of children and adolescents, and in therapeutic techniques in families, such as parent education, behavior modification and play therapy. Students will be able to conceptualize cases from each perspective, including describing interventions from that perspective.

MF 690 Practicum in Marriage and Family Therapy II: 4 semester hours

The practicum courses are intended to place the student in a professional counseling setting where they will provide direct client services under the supervision of a licensed mental health care provider. Students will be encouraged to develop sites that are of particular interest to them or to choose from a list of approved sites. Students will be required to accumulate 300 direct client contact hours providing therapeutic services and a minimum of 60 hours of supervision over the course of three courses. In addition to on-site supervision students will receive supervision in a weekly group supervision section at the University.

MF 692 Practicum in Marriage and Family Therapy III: 4 semester hours

The practicum courses are intended to place the student in a professional counseling setting where they will provide direct client services under the supervision of a licensed mental health care provider. Students will be encouraged to develop sites that are of particular interest to them or to choose from a list of approved sites. Students will be required to accumulate 300 direct client contact hours providing therapeutic services and a minimum of 60 hours of supervision over the course of three courses. In addition to on-site supervision students will receive supervision in a weekly group supervision section at the University.

MF 695 Thesis: 3 semester hours

The thesis is a culminating experience that provides a record of a student's achievement in the program. The thesis requires research leading to the discovery of new knowledge or enhancement of existing knowledge in the field of interest. A project that helps solve a practical problem may also be acceptable. The thesis is a complete documentation of the research study, including the theoretical background, description of the problem, the method used to investigate or solve the problem, presentation of results, interpretation of results, and explanation of the significance of the results. The thesis is optional but is recommended for students considering an advance degree.

MF 699 Independent Study: 3 semester hours

If a student wishes to independently study or research a particular topic, he/she may propose to work with an appropriate faculty member within their discipline. No more than 2 courses may be taken as independent study by any student.

MF 700 MFT Practicum IV: 1 semester hour

MF 700 - 703 are designed to provide additional registrations for students who do not complete the required number of hours during the regular sequence of practicum courses. Students select the course number based on the number of hours remaining to be acquired.

MF 701 MFT Practicum IV: 1 semester hour

MF 700 - 703 are designed to provide additional registrations for students who do not complete the required number of hours during the regular sequence of practicum courses. Students select the course number based on the number of hours remaining to be acquired.

MF 702 MFT Practicum IV: 2 semester hours

MF 700 - 703 are designed to provide additional registrations for students who do not complete the required number of hours during the regular sequence of practicum courses. Students select the course number based on the number of hours remaining to be acquired.

MF 703 MFT Practicum IV: 3 semester hours

MF 700 - 703 are designed to provide additional registrations for students who do not complete the required number of hours during the regular sequence of practicum courses. Students select the course number based on the number of hours remaining to be acquired.

MF 704 Advanced Family Systems: 3 semester hours

Advanced Family Systems will provide an in depth analysis and integration of primary sources and advanced theoretical discussion and application of systemic epistemology as applied to MFT theories.

MF 718 Advanced Models of MFT: 3 semester hours

This course will offer students the experience of applying and integrating advanced thinking and analytic skills to the practice of family therapy. The course will integrate advanced knowledge with practice through clinical experiences and teaching of theories.

MF 740 Advanced Research Methods I: 3 semester hours

This course will introduce students to basic research methods in the social sciences. If a student has not had a graduate research methods course, supplemental reading will be expected. Students will be able to access, read, and interpret research articles in primary counseling journals in order to evaluate evidence based best practices in counseling and therapy. In addition, students will learn the basics of statistical procedures and multiple research methodologies including quantitative and qualitative. Students will be able to design and interpret a basic research study.

MF 750 Professional and Community Leadership in MFT: 3 semester hours

Professional and Community Leadership in MFT will provide students with the skills, knowledge and tools to integrate systemic principles and analysis into leadership roles in Mental Health and in particular leadership advocacy for MFTs and systemic theory and therapy in organizations. As a specialization course within the Leadership specialization in the DMFT program this course will provide essential knowledge for those seeking to increase their position in the field.

MF 755 Advanced Spirituality and the Family: 3 semester hours

Advanced Spirituality in MFT will offer students the opportunity to direct and develop spiritual and holistic interventions and experiences for themselves and clients. A deep integration of alternative and complimentary healing strategies will be presented.

MF 760 Gender Affirming Couple and Family Therapy: 3 semester hours

This course is designed to deepen students' understanding of best practices for offering gender affirming care for transgender and gender non-binary individuals and their couple and/or family system. Students will be challenged to deconstruct gender norms, learn best practices for supporting youth and adults in exploring their gender identity and expression, and learn how to assist parents and partners in exploring what it means to be transgender or gender non-binary. Students will learn the GRACE model, a family therapy model for transgender youth and their families. Student will explore the intersectionality of gender diversity and neuro divergence. Students will also explore how to assist couples and families in navigating social and medical transitions and ways to best support their child or partner.

MF 769 Advanced Ethics and Professional Issues in MFT: 3 semester hours

Advanced Family Therapy will offer students the experience of applying and integrating advanced thinking and analytic skills to the practice of family therapy. The course will integrate advanced knowledge with practice through clinical experiences and teaching of theories.

MF 782 Advanced Models of Couples Therapy: 3 semester hours

Advanced Models of Couples Therapy will provide an opportunity to become proficient in the application and function of models of couple's therapy beyond the introductory level of the master's class. Students will have the opportunity to integrate theory with practice in class role plays and in actual client contact in the clinic. Students who have not had the Master's level introductory courses will have to do additional readings and in class work to demonstrate competency.

MF 802 Advanced Cross Cultural Families: 3 semester hours

This course will take a deeper dive beyond the introductory level of the master class, examining the impact of cross-cultural factors and social justice issues on the individual and family functioning of the clients we serve. The course will emphasize the family in social context, both historically and contemporarily. It will study the impact of changing social conditions on individual and family functioning. Students will connect these cultural factors and issues of social justice to the professional mandate as a Marriage and Family Therapist in our code of ethics of the "commitment to service, advocacy, and public participation. The areas of service, advocacy, and public participation are recognized as responsibilities to the profession equal in importance to all other aspects (AAMFT, 2015)". This will be demonstrated by identifying cultural factors or social justice needs in our community and completing a service or advocacy project to address it as the capstone of this course. Students who have not had the Master's level introductory courses will have to do additional readings and in class work to demonstrate competency.

MF 805 Neurophysiological Essentials for Treatment: 3 semester hours

This course will focus on the knowledge needed to assess and design treatment protocols for application of EEG Biofeedback. Emphasis will be placed on the functional aspects of the brain, especially as measured by EEG. Detailed knowledge of how the brain produces, uses, and integrates electrical aspects into human abilities and normal function will be gained. The ability to discern how and where and in what ways dysfunction in electrical function interferes with normal function will also be discovered. Basic knowledge of brain structure, integration with other physical systems, effects of injury and disease and effects of medication and relational aspects will all be discussed and integrated into a model for effective intervention.

MF 811 Mental Health Public Policy: 3 semester hours

This course will consist of an advanced examination of mental health public policy and the impact of policy on mental health care. This will include examining the implications for mental health access, funding, and services delivery based on local and national policy initiatives. The course will consider these topics through a social justice lens to identify the systemic and cultural implications of public policy on maintaining systems of oppression within the context of mental health policy and practice. Students will also gain advanced knowledge of policy-making within the field of marriage and family therapy. The advocacy and policy efforts of the American Association of Marriage and Family Therapy (AAMFT). This course will prepare students to fulfill the ethical mandate of marriage and family therapists to maintain a "commitment to service, advocacy, and public participation. The areas of service, advocacy, and public participation are recognized as responsibilities to the profession equal in importance to all other aspects (AAMFT, 2015)".

MF 820 Communication Processes in Couples: 3 semester hours

This course will enable students to observe, analyze and intervene in the communication processes of couples. Principles of communication theory and systemic processes of communication will be studied and applied to intimate human communication with the intent of being able to interrupt or modify dysfunctional patterns and establish healthy ones.

MF 822 Attachment and Differentiation in Couple Therapy: 3 semester hours

A growing body of research over the past 60 years has compelled counselors, therapists and psychologists to take into account the experience of attachment and differentiation in individuals and families. Additional study has revealed that the influence of attachment and differentiation on individual development has a profound effect on how a couple is able to form and provide healthy interactions and human bonding. This course will seek to better understand how attachment theory is integral to couple's happiness and function. It will also examine how to use this understanding to best effect change and growth in distressed or unhappy couples.

MF 823 Couples in Crisis: 3 semester hours

MFTs tend to experience two sorts of couples as initiators or seekers of therapy. One type realizes that things are not going as well as they might and they are unhappy and they seek therapy as a possible resource to improve their relationship. Another type of couple is one that is in severe crisis and who present as needing a sort of "emergency" treatment. This may be as a result of domestic violence, a trauma experienced by one or another of the members, a sudden and unexpected shift in attachment and relationship. This course will train students to know how to assess and intervene in "emergency" situations presented by the second type of client. Students will learn what theories are most suited, what things to be cautious of, when to refer for more extensive or perhaps medical treatment and the all-important, when to say no.

MF 840 Advanced Research Methods II: 3 semester hours

In this course students will move from a basic understanding of research to full implementation and analysis. Students will design, interpret and complete an independent research project that was conceptualized in the first research course. Students will be required to understand and apply statistical or qualitative methodology appropriate to a wide range of projects, as well as demonstrate knowledge of alternative methods and research principles. The course focuses heavily on appropriate data analysis and interpretation of results. Prerequisite: MF 740.

MF 841 Neuroscience and Emotional Regulation: 3 semester hours

This course will focus on attachment influences on behavior throughout the life cycle, with an emphasis on concomitantly changing neuroscience. The course will give students the opportunity to inquire into relationships from both an emotional and neuroscientific stance. The course will examine attachment with respect to etiology, intervention, assessment and diagnosis, and treatment from a systemic perspective. In addition the course will include discussion about evaluation of study designs and outcomes.

MF 843 Complementary and Alternative Healthcare: 3 semester hours

Students in this course will have the opportunity to learn about and experience some of the many complementary and alternative healthcare practices. Mental health care has been involved in integrating a wider range of healing practices into standard mental health care efforts. These include meditation, breath work, acupuncture, neuroscience, supplements, nutrition and diet, and exercise. Students will learn more about these and other practices, how they work, the mechanisms of effect and how to integrate them into MFT. The class will include both theoretical and experiential aspects.

MF 844 Principles and Application of Neurofeedback: 3 semester hours

This course will enable students to record, analyze, interpret and apply EEG recordings in order to design and apply protocols to address and change dysfunctional EEG patterns related to distressing symptoms of mental or physical dysfunction. Students will have a hands-on opportunity to set-up and record 19 channel EEG. They will learn to analyze the EEG using computer based normed databases and determine specific training protocols for the individual. They will learn to apply the protocols through individual electrodes or with full cap 19 channel LORETA z score training. They will learn how to provide ongoing assessment and follow-up to insure effective outcomes.

MF 847 Advanced Medical Family Therapy: 3 semester hours

Extant research and practice suggests that integrating medical and psychotherapy services significantly improves treatment outcomes, patient health, and provider satisfaction. Consequently, there is burgeoning interest—locally and nationally—in developing and maintaining better integrated healthcare services within outpatient and inpatient medical settings. In this course, you will have opportunities to teach masters level graduate students on topics related to medical family therapy. Further, you will demonstrate how you are integrating hallmarks of medical family therapy—collaboration, systemic conceptualization of disease, innovation—into your clinical practice. Finally, you will identify gaps in the research of medical family therapy and will design a related study.

MF 890 Internship I: 4 semester hours

Internship is an application course in which students provide clinical services independently while under the supervision of assigned faculty or other designated supervisors with appropriate experience and credentials. Students will have the opportunity to provide and practice a variety of clinical skills and theories to community members who come to the Olson Clinic for issues and problems in their lives. Continued enrollment is required each term of attendance (fall, spring, summer) once course is begun until successful completion.

MF 891 Internship II: 4 semester hours

Internship is a non-academic course in which students provide clinical services independently while under the supervision of assigned faculty or other designated supervisors with appropriate experience and credentials. Students will have the opportunity to provide and practice a variety of clinical skills and theories to community members who come to the Olson Clinic for issues and problems in their lives. Continued enrollment is required each term of attendance (fall, spring, summer) once course is begun until successful completion.

MF 892 Internship III: 4 semester hours

Internship is an application course in which students provide clinical services independently while under the supervision of assigned faculty or other designated supervisors with appropriate experience and credentials. Students will have the opportunity to provide and practice a variety of clinical skills and theories to community members who come to the Olson Clinic for issues and problems in their lives. Continued enrollment is required each term of attendance (fall, spring, summer) once course is begun until successful completion.

MF 895 Dissertation: 11 semester hours

Dissertation/capstone project is the culmination of doctoral studies. Students will be required to enroll in a minimum of 12 credit hours. Students will choose a mentor who will serve as their dissertation/project advisor. Generally, this would be the faculty member in their area of specialization. The student will work closely with their mentor in the design, implementation and completion of their dissertation, research or project. The student will also solicit a committee to aid in the direction and evaluation of the dissertation/research/project. The final results will be presented in a public oral presentation/defense. Continued enrollment is required each term of attendance (fall, spring, summer) once course is begun until successful completion. Course can be taken for a range of 1 - 11 hours. Prerequisite: Completion of all required program coursework.

MF 896 Dissertation Continuation: 1 semester hour

Students will take one credit hour of dissertation continuation until the dissertation has been successfully completed and approved by the student's dissertation chair and committee. Students must maintain continuous enrollment in dissertation to satisfy program requirements for graduation. Prerequisite: Completion of all required program coursework.

MF 897 Dissertation Defense: 1 semester hour

This course is required for students who have completed at least 11 hours of dissertation direction in order to complete their defense. Prerequisite: Completion of all required program coursework.

Block Academic Calendar

Block	Start	End	Last day to add/drop*	Holidays/no class
Block 01	8/19/2024	9/28/2024	8/16/2024	9/2/2024 (Labor Day)
Block 12	8/19/2024	11/2/2024	8/16/2024	9/2/2024 (Labor Day)
Block 13	8/19/2024	12/14/2024	8/16/2024	9/2/2024 (Labor Day)
Block 02	9/30/2024	11/2/2024	9/27/2024	
Block 23	9/30/2024	12/14/2024	9/27/2024	11/27-11/30/2024 (Thanksgiving)
Block 03	11/4/2024	12/14/2024	11/1/2024	11/27-11/30/2024 (Thanksgiving)
Block 04	1/6/2025	2/8/2025	12/13/2024	
Block 05	2/10/2025	3/15/2025	2/7/2025	
Block 56	2/10/2025	4/26/2025	2/7/2025	3/17-3/21/2025 (Spring Break); 4/18/2025 (Good Friday)
Block 57	2/10/2025	6/7/2025	2/7/2025 ¹	3/17- 3/21/2025 (Spring Break); 4/18/2025 (Good Friday)
Block 06	3/24/2025	4/26/2025	3/21/2025	4/18/2025 (Good Friday)
Block 67	3/24/2025	6/7/2025	3/21/2025 ¹	4/18/2025 (Good Friday); 5/26/2025 (Memorial Day)

Block 07	4/28/2025	6/7/2025	4/25/2025 ¹	5/26/2025 (Memorial Day)
Block 08	6/9/2025	7/12/2025	6/6/2025	7/4/2025 (Independence Day)
Block 89	6/9/2025	8/16/2025	6/6/2025	7/4/2025 (Independence Day)
Block 09	7/14/2025	8/16/2025	7/11/2025	

* Friday prior to the start of every block.

¹ Graduation date for students completing a course in block 7: June 8, 2025

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