

## **Academic Organization**

### **Office of Academic Affairs**

Dr. Mark D. Blegen

Provost and Vice President of Academic Affairs

### **Graduate Studies at Carroll**

Carroll University offers increasingly varied opportunities to earn graduate degrees. For a complete listing of our current graduate programs, [click here](#).

Graduate education focuses on intellectual challenge and the development of critical thinking skills. Working professionals are encouraged to reflect on their current and future practice. Recognizing the compelling need for continuing education today, Carroll's graduate programs are designed to stay abreast of the latest knowledge in each field of study.

### **Benefits of Graduate Work at Carroll**

Carroll's graduate programs are well suited to the needs of working professionals. Although some graduate programs, such as the Entry-level Doctor of Physical Therapy and the Master of Science in Physician Assistant Studies, require full-time attendance, others like Business Administration, Graduate Education, and Clinical Nurse Educator may be completed on a part-time basis. Entire degrees are available through evening attendance. Graduate students in these programs may enroll on a year-round basis, while studying at their own pace. Individualized advising is available through faculty advisers supplemented by counselors in the Office of Admission.

Graduate students are encouraged to apply learning to their current positions. They benefit from the opportunity to network with others in their field as they develop professional expertise. Classes are highly interactive as students and faculty share ideas, questions and viewpoints. Educational relevance is a primary commitment within each graduate curriculum.

### **Accreditation Information**

[Click here](#) for information on accreditation.

### **Graduate Student Learning Goals/Assessment**

1. Students will demonstrate advanced knowledge, skills, dispositions, and values appropriate to the discipline.
  - To be awarded an advanced degree, all graduate students will be required to complete a program of coursework appropriate to the discipline. The culminating experience activity, including a thesis, project, or comprehensive examination is required.
2. Students will demonstrate the ability to be creative, analytical, and critical thinkers.
  - Graduate level seminars and courses will require extensive research and writing activities that meet high academic standards in both form and content.
  - The completion of an original thesis or project may be required as part of graduate academic programs.
3. Students will demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
  - Graduate courses, seminars, and internships may require that students demonstrate their ability to work successfully on group projects.
4. Students will demonstrate relevant knowledge and dispositions enabling work with diverse populations as appropriate to their individual discipline.
  - Student assignments may require demonstrated awareness of intercultural and global perspectives.
  - Student portfolios may be required that reflect, in either an applied or a research-oriented context, an understanding of the global perspectives of the discipline.
  - Students may be required to document proficiency or experience in second language/culture studies.
5. Students will demonstrate knowledge of new and various methods and technologies as appropriate to the discipline.
  - Students may be required to participate in a supervised practicum, internship, or service learning activity in which they demonstrate the ability to perform successfully.
  - Students may be required to participate in Distance Learning courses in which they demonstrate learning through mediated instruction.
  - Students may be required to demonstrate their ability to use multimedia in the classroom or in professional presentations.
  - Students may be required to demonstrate their ability to use all relevant information technology that is useful in their fields.
6. Students will be required to demonstrate advanced oral and written communication skills, complemented, as appropriate to the discipline, by the

ability to access and analyze information from a myriad of primary, print, and technological sources.

- Entering students may be required to submit scores from an examination such as the GRE or a similar nationally-normed assessment instrument; a minimum score may be established by individual programs.
  - Students are required to meet standards in writing competency as determined by each program.
  - Students may be required to make oral presentations in graduate courses.
  - Students are required to complete a comprehensive examination, thesis or project that demonstrates their knowledge of the discipline and their ability to communicate this knowledge articulately in both oral and written modes.
  - An original written thesis or project may be required that reflects the students' ability to conduct research using primary sources from a broad spectrum of printed and electronic media. An oral defense or presentation of the thesis or project is required.
  - When required to write a thesis or project, students will submit timely proposals to their committees. All research conducted by students must comply with relevant federal, state, and University policies. Students are required to complete theses or projects that are persuasive, cogent, and well-articulated.
7. Students will demonstrate ethical standards of behavior, both personally and professional.
- Students are expected to be aware of and adhere to the ethical standards appropriate to their respective fields and demonstrate personal behavior consonant with those tenets.

## **Progression Standards**

### **Academic Progression in Exercise Physiology**

A grade of B or better is required in all Exercise Physiology program courses. A letter grade of C, D, F or U in an Exercise Physiology program course results in the student being placed on academic probation within the program until the student is able to repeat the course and progress to subsequent courses for which the failed course is a prerequisite. When repeating an Exercise Physiology program course a student may be required to successfully complete ancillary learning experiences or clinical competencies/practicums that validate theoretical knowledge. If a student is unable to take further courses in the next occurring semester as a result of this policy, the student is placed on academic suspension and repeats the course during the next appropriate semester. A course may be repeated only one time. A student receiving a C, D, F or U in the same Exercise Physiology program course twice or in two Exercise Physiology program courses is dismissed from the program.

A student must obtain a GPA of 3.00 or better each semester. If a student earns a semester grade point average between 2.00 - 2.99, he/she is placed on academic probation. To be removed from academic probation the student must earn a GPA of 3.00 or better in the following semester. If a clinical internship course is scheduled during the next semester, the student must earn a satisfactory (S) grade in the clinical internship course and a GPA of 3.00 or better in the semester following the clinical internship to be removed from academic probation.

If a student was placed on academic probation once and a second violation of the academic progression policy, either a grade of C, D, or F, in a course or a GPA below a 3.00 the student will be dismissed from the program. Students who cancel or withdraw from the Exercise Physiology Program forfeit their position in the program. Students wishing to re-enter the graduate program after cancelling or withdrawing must go through the full re-application process.

Once a clinical course commences students cannot withdraw from the clinical course.

If at any time the student is deemed unsatisfactory in a clinical course, the student cannot continue to attend.

Since transportation to and from clinical and practicum sites is the student's responsibility, a vehicle is required for each student.

### **Academic Progression in Sport Physiology and Performance Coaching**

A grade of B or better is required in all Sport Physiology and Performance Coaching (SPPC) program courses. A letter grade of C, D, F or U in an SPPC program course results in the student being placed on academic probation within the program until the student is able to repeat the

course and progress to subsequent courses for which the failed course is a prerequisite. When repeating an SPPC program course a student may be required to successfully complete ancillary learning experiences or clinical competencies/practicums that validate theoretical knowledge. If a student is unable to take further courses in the next occurring semester as a result of this policy, the student is placed on academic suspension and repeats the course during the next appropriate semester. A course may be repeated only one time. A student receiving a C, D, F or U in the same SPPC program course twice or in two SPPC program courses is dismissed from the program.

A student must obtain a GPA of 3.00 or better each semester. If a student earns a semester grade point average between 2.00 - 2.99, he/she is placed on academic probation. To be removed from academic probation the student must earn a GPA of 3.00 or better in the following semester. If a clinical internship course is scheduled during the next semester, the student must earn a satisfactory (S) grade in the clinical internship course and a GPA of 3.00 or better in the semester following the clinical internship to be removed from academic probation.

If a student was placed on academic probation once and a second violation of the academic progression policy, either a grade of C, D, or F, in a course or a GPA below a 3.00 the student will be dismissed from the program. Students who cancel or withdraw from the Sport Physiology and Performance Coaching Program forfeit their position in the program. Students wishing to re-enter the graduate program after cancelling or withdrawing must go through the full re-application process.

Once a clinical course commences students cannot withdraw from the clinical course.

If at any time the student is deemed unsatisfactory in a clinical course, the student cannot continue to attend.

Since transportation to and from clinical and practicum sites is the student's responsibility, a vehicle is required for each student.

### **Master of Occupational Therapy Program Academic Progression Standards**

All MOT degree program requirements must be completed by the student in 33 months unless permission is otherwise granted by the Director of the MOT Program. Satisfactory progress is contingent upon satisfying the following academic requirements:

1. Academic progression in the MOT program requires a grade of C or better or S in all MOT courses. If a student receives a letter grade of D, F or U he/she is placed on academic probation in the MOT program. In order for a student to be removed from academic probation they are required to repeat the course and obtain a C or better or S before progressing to subsequent courses. When repeating an MOT course, a student may be required to successfully complete ancillary learning experiences or clinical

competencies/practicums that validate theoretical knowledge. If a student is unable to take further courses in the next occurring semester as a result of this policy, the student must wait and repeat the course during the next appropriate semester. Due to course sequencing within the program, this will delay the student's graduation date. Students may decelerate to the next cohort only one time. MOT courses may be repeated only one time.

A student must obtain a grade point average of 3.00 or better each semester. If a student earns a semester grade point average between 2.00 to 2.99, he/she is placed on academic probation. To meet academic standards for progression, the student must earn a grade point average of 3.00 or better in the following semester. If a clinical internship course is scheduled during the next semester, the student must earn a satisfactory (S) grade in the clinical internship course to be continued on academic probation. If a student is on academic probation during their final semester in the MOT program, they must earn a grade of S in any clinical internship course grades of C/S or better and earn a 3.0 GPA or higher to graduate from the program. If this is not obtained students will be dismissed from the MOT program.

Please note that a 3.0 GPA AND Satisfactory clinical rotation score must be earned in the final semester to meet academic progression standards.

Once a clinical course commences students cannot withdraw from the clinical course.

If at any time the student is deemed unsatisfactory in a clinical course, the student cannot continue to attend.

### **Dismissal from MOT Program:**

If a student does not meet progression standards a second time during his or her tenure in the program, he or she will be dismissed from the program. A student receiving a D, F or U in the same MOT course twice or in two MOT courses is dismissed from the program. If a student earns a semester grade point average of 1.99 or less, he/she will be dismissed from the program.

### **Academic Progression in Master of Science in Nursing**

The academic progress of students in the Nursing program is evaluated at the end of each 8 week session of courses. Progression standards are subject to change based on regulatory, licensing, and/or certification needs. Satisfactory progress is contingent upon satisfying the following academic requirements.

Academic progression in the MSN program requires a grade of B or better or S, in all MSN courses and an 8 week session grade point average (GPA) of 3.00.

### **Satisfactory Progression and Probation**

A student will be placed on probation:

- If a student receives a letter grade of BC, C, D, F or U, they are placed on academic probation
  - In order for a student to be removed from academic probation they are required to repeat the course and obtain a B or better or S before progressing to subsequent courses. When repeating an MSN course, a student may be required to successfully complete ancillary learning experiences or clinical competencies/practicums that validate theoretical knowledge. If a student is unable to take further courses in the next occurring session/semester as a result of this policy, the student must wait and repeat the course during the next appropriate session/semester. Due to course sequencing within the program, this will delay the student's graduation date. Students may decelerate to the next cohort only one time. MSN courses may be repeated only one time.
- A student must obtain a session/semester grade point average of 3.00 or better each session/semester. If a student earns a session/semester grade point average between 2.00 to 2.99, they are placed on academic probation.
  - To meet academic standards for progression, the student must earn a session/semester grade point average of 3.00 or better in the following session/semester.

If at any time the student is deemed unsatisfactory in a clinical course or a course containing a clinical component, the student will receive a failing grade for the course, cannot continue to attend and will be placed on probation or dismissed from the program.

### **Dismissal from MSN Program**

- If a student does not meet progression standards a second time during their tenure in the program, they will be dismissed from the program. A student receiving a BC, C, D, F or U in the same MSN course twice or in two MSN courses is dismissed from the program. If a student earns a session/semester grade point average of 1.99 or less, they will be dismissed from the program.
- If a student is on academic probation during their final session/semester in the MSN program, they must earn a grade of S in any clinical course and grades of B or better and earn a 3.00 session/semester GPA or higher to graduate from the program. If this is not obtained students will be dismissed from the MSN program.

In addition to the Nursing Program Academic Progression policy, the Department of Nursing may generate a warning letter and may recommend that a student be dismissed from the program for any of the following reasons:

- A pattern of course withdrawals, incompletes, and/or grades below B.
- Unprofessional behavior in academic (online or face to face classes), laboratory, or practicum settings.

## Academic Progression in Physician Assistant Program

### Year 1 / Didactic Academic Progression Standards

A student will be placed on academic probation if he/she fails to meet the following didactic academic progression standards:

1. The students must achieve a letter grade of C or better in all physician assistant year-1 courses. If a student receives a letter grade of D or lower in any physician assistant year-1 course, he/she will be placed on academic probation.
2. The student must also achieve and maintain a minimum cumulative and semester GPA of 3.0 throughout the didactic year or he/she will be placed on academic probation. The student must come off probation during the subsequent full semester of the program (excluding January term and May term.)

To be removed from academic probation the following criteria must be met:

1. The student must repeat the course in which they received a letter grade of D or lower and achieve a minimum letter grade of C in that course the next time it is offered. Due to course sequencing within the program, this will decelerate the student to the next cohort and will delay the student's graduation date. Students may decelerate only one time.
2. While repeating the course, the student must achieve a C or better in all ancillary and audited learning experiences and assessments regardless of the initial grade received in those courses previously. They must also adhere to all attendance and participation policies within the program.
3. The student must maintain a cumulative and semester grade point average (GPA) of 3.0 or better. If the student has begun clinical rotations after being placed on academic probation during the last didactic semester, he/she must earn a letter grade of B or better in the first clinical rotation and achieve a cumulative GPA of 3.0 in the following clinical semester.

A student will be **dismissed** from the program for any of the following:

1. A student who receives a D or an F in any two physician assistant year-1 courses at any point in the didactic year will be dismissed from the program.
2. If a student earns a year-1 cumulative GPA of 1.99 or less in any year-1 semester, he/she will be dismissed from the program.
3. A student may be placed on academic probation only one time during the program. If a student is placed on probation a second time, he/she will be dismissed from the program.

### Year 2 / Clinical Academic Progression Standards



A student will be required to repeat a clinical rotation if they fail to meet the following clinical year academic progression standards:

1. Students must receive a grade of C (75% or higher) on the final preceptor evaluation for each clinical rotation. If a student receives less than a grade of C (75% or higher) on any final preceptor evaluation, they will be required to repeat that clinical rotation.
2. If a student is dismissed from a rotation by a preceptor for any cognitive or non-cognitive reason, the dismissal may be considered a failure of that rotation pending review by the Clinical Coordinator and the Program Director regardless of the final grade awarded by the preceptor. If at any time the student is deemed unsatisfactory in a clinical course, the student cannot continue to attend. A failed rotation must be repeated.
3. Once a clinical course commences students cannot withdraw from the clinical course.
4. Students must pass the EOR examination for each clinical rotation with a C (70% or higher.) If a student receives less than a C (70% or lower), they will be required to complete remediation as outlined in the Clinical Manual as facilitated by the PA faculty. If the student passes the repeat examination, he/she will receive a grade of a C (70%) on the examination regardless of the grade achieved on the second examination. If the student receives less than a C (70% or lower) a second time, they must repeat that rotation. Second year students can remediate the EOR examination not more than 3 times across all clinical rotations in the second year.
5. The student must also achieve and maintain a minimum cumulative and semester GPA of 3.0 throughout the clinical year or s/he will be placed on academic probation. The student must come off probation during the subsequent academic full semester of the program. A student can only be placed on academic probation one time during both academic years in the program. If a second academic probation occurs the student will be dismissed from the program.

All students required to repeat a clinical rotation must also complete remediation as outlined by the Clinical Coordinator. Repeat rotations will be arranged and scheduled by the Clinical Coordinator at or near the end of the clinical year and may delay the student's graduation pending preceptor availability. All students will be given the final minimum passing grade of a C (70%) for a repeat rotation regardless of the grade achieved during the repeat rotation.

A student will be dismissed from the program for any of the following:

1. A student who receives less than a C (75% or lower) on a repeat rotation's final preceptor evaluation, or is again dismissed from a rotation by the preceptor, will be dismissed from the program.
2. A student who is required to repeat two rotations will be dismissed from the program.
3. A student may be placed on academic probation only one time during the program. If a student is placed on probation a second time, he/she will be dismissed from the program.
4. A student who requires more than 3 EOR examination remediations will be dismissed from the program.

## **Academic Progression Physical Therapy Program**

All entry-level Physical Therapy program requirements must be completed in 33 months unless permission is otherwise granted by the director of the Physical Therapy program. The academic progress of students in the Physical Therapy program is evaluated at the end of each semester. Progression standards are subject to change based on regulatory, licensing, and/or certification needs. Satisfactory progress is contingent upon satisfying the following academic requirements:

1. A grade of C or better or a grade of S is required in all physical therapy courses. A student earning a letter grade of D, F or U will be placed on academic probation in the Physical Therapy Program. A letter grade of D, F or U in physical therapy courses requires the student to repeat the course before progressing to subsequent courses for which the failed course is a prerequisite. When repeating a physical therapy course, a student may be required to successfully complete ancillary learning experiences or clinical competencies/practicums that validate theoretical knowledge. If a student is unable to take further courses in the next occurring semester as a result of this policy, the student repeats the course during the next appropriate semester. The student will be placed on academic probation. A course may be repeated only one time. A student receiving a D, F or U in the same physical therapy course twice or in two physical therapy courses is dismissed from the program.
2. A student must obtain a grade point average of 3.00 or better each semester, and a grade of S in all courses graded S/U courses. If a student earns a semester grade point average between 2.00 to 2.99, or received a U in a course, he or she is placed on academic probation. To meet the requirements of an academic probation term, the student must earn a grade point average of 3.00 or better in all subsequent semesters. If a clinical internship course is scheduled during the next semester, the student must earn an S in the clinical internship course and a semester grade point average of 3.00 or better in the semester following the clinical internship to meet academic progression standards. If a student is on academic probation the last semester of the program, the student must earn an S in the clinical internship course to graduate. A student will be dismissed from the program if:
  1. s/he fails to meet academic standards any time following a probation term, or
  2. if s/he earns a semester GPA of 1.99 or less. While on probation, students may be required to complete activities designed to facilitate success.
  3. Once a clinical course commences, students cannot withdraw from the clinical course.
  4. If at any time the student is deemed unsatisfactory in a clinical course, the student cannot continue to attend.

## **Master of Athletic Training Academic Progression Standards:**

1. Earn a grade of C or better or S in all program courses (includes clinical internships). A student earning a letter grade of D, F or U in a didactic course will be placed on probation and requires the student to repeat the course before progressing to subsequent courses in the program. Students earning a D, F, or U in a clinical education course will be placed on probation and are required to repeat the course, students may continue with didactic coursework in the program.
2. If a student is unable to take further courses in the next occurring semester as a result of this policy, the student is continued on academic probation and repeats the course during the next appropriate semester.
3. When repeating an MSAT program course, a student may be required to successfully complete ancillary learning experiences or clinical competencies/practica that validate theoretical knowledge.
4. Maintain a grade point average of 3.0 or better each semester. If a student earns a semester grade point average between 2.0 and 2.99, they will be placed on academic probation. If a student is placed on academic probation any time during the program, they must meet the academic progression standards in the following semester to be removed from academic probation. Failure to meet progression standards in the following semester will result in a dismissal from the program.
5. If a student is on academic probation during the last semester of the program, the student must earn an S in the clinical capstone internship ATH6670, to graduate.
6. A student will be dismissed from the program if 1) they are placed on academic probation a second time during his or her tenure in the program, 2) they fail to meet the criteria for the removal from academic probation, 3) they earn a semester GPA of 1.99 or less or 4) they receive a D, F, or U twice in one MSAT program course or by receiving a D, F or U in any two MSAT program courses, 5) a course may be repeated only one time.

The student must also:

- 1) Demonstrate appropriate behaviors consistent with professional standards as well as Carroll University and MSAT Program policies.
- 2) Attend one professional athletic training conference (e.g., Wisconsin Athletic Trainers Association [WATA], Great Lakes Athletic Trainers Conference [GLATA])
- 3) Present scholarly work.

### **Evaluation of Academic Standing and Progression in the Health Sciences**

An interdisciplinary health science committee consisting of health sciences administrators, program directors, and the Registrar will conduct an evaluation of academic progression at the end of each semester. Health Sciences students may appeal a probation or dismissal decision by filing an Academic Affairs Petition with the Registrar's Office. The decision of the university regarding the appeal is final. During the appeal process, a student may participate in courses. The Academic Affairs Petition form is found on the Registrar's Office web page or [click here](#).

## **Academic Policies**

### **Academic Appeals**

The Academic Steering Committee (ASC) acts as the appeal body for questions related to academic policy, probationary questions, exemptions, etc. An academic petition form (available online or from the Registrar's Office) must be completed and returned to the Registrar's Office to initiate the appeal process. The petition form should carefully explain the nature of the request and include the appropriate signatures. All appeal decisions by the Academic Steering Committee are final.

Course grade appeals and appeals of sanctions for academic dishonesty are heard by the Student/Faculty Ethics Committee. Appeals should be made through the Office of the Associate Dean of Academic Affairs. The procedure for appeals is found in the Student Handbook.

### **Academic Honesty**

Cheating on examinations, plagiarism, improper acknowledgment of proper sources in written material, and inaccurate claims of work done are serious offenses in an academic setting. These forms of unethical behavior will be subject to severe disciplinary action.

The Carroll University Policies and Procedures on Student Academic Integrity can be found in the Student Handbook (available online at [www.carrollu.edu/studentlife/](http://www.carrollu.edu/studentlife/)).

### **Academic Standing**

All Master of Business Administration, Master of Education students are subject to the following policy regarding academic standing.

Progression policies within a particular program will supersede the University policy below.

#### **Good Standing**

All students are expected to maintain at least a B (3.00) grade point average in all graduate course work. Any student who earns a grade of C or lower or who does not maintain at least a 3.0 semester or cumulative grade point average in graduate course work is subject to academic action following a review by the Academic Steering Committee (ASC).

#### **Probation**

All graduate students with any number of attempted credits are eligible for probation. As soon as a student's graduate semester or cumulative grade point average drops below a 3.0, that student is placed on academic probation.

Students not currently on probation will be placed on academic probation if a grade of C is earned in any graduate course and/or if the earned GPA is between 2.5 and 3.0. In the Master of Education Program, courses in which grades of C or lower are earned do not count toward certification, licensure, or degree completion. All courses with an earned grade of a C, D or F must be repeated. Students currently on probation must earn a better than B average in the subsequent semesters after being placed on probation. Students will be continued on probation with a better than B average when the student's semester GPA is greater than a 3.0 but their cumulative GPA is not yet a 3.0. NOTE: Students may be continued on probation for one semester only.

### **Suspension**

All graduate students with 6 or more attempted credits are eligible for suspension.

Students not currently on probation who achieve a GPA below a 2.5, have earned a C or lower grade in a previous semester or have earned a grade of D and/or F in any graduate course will be suspended for one semester and the adjacent summer. All courses with an earned grade of C, D or F must be repeated.

Students currently on probation who fail to meet the terms of their probation will be suspended for one semester and the adjacent summer.

### **Dismissal**

All graduate students with a minimum of 9 attempted credits are eligible for dismissal.

Students not currently on probation who have earned all D's and/or F's with 9 attempted credits or students who have previously been suspended and have earned below a B average in the semester or have a cumulative GPA below 3.0 will be dismissed from the program.

Students currently on probation who were previously suspended will be dismissed if probation conditions are not met.

Students may appeal any probation, suspension or dismissal to the Academic Steering Committee (ASC).

### **Reapplication Process**

After the lapse of one full academic year, students returning to Carroll must reapply for graduate admission. If a student has been suspended from a program, he/she must complete any conditions or requirements following the suspension and reapply for graduate admission.

A student has a total of seven years to complete any graduate program. Upon re-acceptance, the student will receive a letter indicating his or her remaining time to complete the program.

Note: Graduate programs admit qualified students regardless of race, color, creed, sex, age, sexual orientation, national or ethnic origin, or disability that does not interfere with the performance of professional practice.

### **Adding or Dropping Courses**

A student may add a course only during the first week of the fall or spring semesters. For summer sessions and other specially timed courses, refer to the published timetables for deadline dates to add courses. A student may drop a registered course through the eighth complete week of the fall or spring semesters. For summer sessions and other specially timed courses, refer to the published timetables for deadline dates to drop courses. (Drop policy may vary for specific programs.) The course will appear on the transcript as attempted credits; however, the grade will be a W (withdrawal) and will not affect the grade point average. Courses improperly dropped will be designated by the grade of F.

### **Attendance**

Carroll University's attendance policy is based on the Federal HEOA Policy that University's need to be able to confirm student attendance. This is a requirement for schools that receive Title IV Federal Financial Aid. This means that we need to be able to confirm that students have attended class and be able to produce the last date of attendance for any student that does not successfully complete a course.

Attendance at clinical experiences is mandatory for all health sciences majors.

Faculty may cancel a class due to personal illness, or other personal reasons. The instructor must contact the Dean of the College and the Registrar. Students will be notified of the cancellation via email by the instructor or by the Registrar's Office and a note will be posted near the classroom.

Carroll University requires all faculty to take attendance for the first two weeks of any semester in the Carroll University Learning Management (Canvas). Faculty will also be required to enter a last date of attendance for any student that has earned an unsatisfactory grade ( U or F) or has withdrawn from a course within the term.

### **Awarding of Degrees**

Degrees are awarded three times a year (May, August and December) to graduates who have completed all degree requirements. The formal conferring of degrees for the year occurs at the

Commencement ceremony in May. To participate in the Commencement ceremony all graduate students must have completed all degree requirements.

### **Auditing Graduate Courses**

With the instructor's permission, students generally may audit all courses at Carroll, except for laboratories, education clinical courses, and health science clinical courses. The minimum requirement to receive an audit (AU) grade is regular attendance, but individual instructors may have higher requirements.

To audit a health science course, the student must meet program academic progression standards. Prerequisites must be satisfied for all course audits. No credit is received for successfully auditing a course.

Once accepted into a degree program, students may not audit required courses or those used to satisfy program electives. Students who audit a course and subsequently matriculate to a degree program, may be required to retake an audited course for credit. Students may not receive credit through "credit by examination" for an audited course. Students taking the course for credit have priority enrollment over students who wish to audit.

### **Credit Hour Policy**

Carroll University follows the federal guidelines:

Federal regulation requires each institution to have policies and procedures on credit hours. This includes but is not limited to all types of instruction: face-to-face, online and blended. Carroll University's policy on credit hours complies with the federal credit hour definition.

Carroll University assigns semester credit hours to all types of instructions. The acceptance of transfer coursework is converted into semester hours. The Academic Steering Committee reviews the assignment of credit hours at the time a course is approved. Courses are reviewed for time and content during regular program reviews.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonable approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work internships, practica, studio work, and other academic work leading toward the award of credit hours



3. One credit is granted at the completion of a semester for each applied music lesson (on half-hour per week), ensemble or practicum course for which a student is registered.

### **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

### **Grading System and Grade Point Calculation**

A system of letter grades is used in courses for which degree credit may be earned. A 4.00 grade point system is used under which a student earns grade points for each credit completed.\*

<b>Letter</b>	<b>Grade points</b>	<b>Description</b>
A	4.00	Excellent
AB	3.50	Intermediate grade
B	3.00	Good
BC	2.50	
C	2.00	
D	1.00	
F	0.00	Failure
AU		Audit
I		Incomplete (see definition)
NR		Grade not received
IP		In progress

S		Satisfactory (A, A/B, B level)
U		Unsatisfactory (D or F level)
W		Withdrawal

\*This is the general grading system of the graduate programs. Grading policy may vary for specific programs.

### **Grade Point Calculation**

The grade point values when multiplied by the number of course credits give the total number of grade points earned for that particular course. In a three-credit course, for example, a grade of B yields 9 grade points; a grade of A yields 12 grade points. The grade point average is the ratio between total academic grade points and total academic hours: that is, the quotient obtained by dividing the total number of academic grade points earned by the total number of academic hours attempted. For example, a program of 12 academic credits in which 36 grade points are earned will yield a grade point average of 3.00 or an average of B (36 divided by 12 = 3.00).

### **Graduation**

An Application for Graduation form must be filed with the Registrar's Office one year before the expected date of graduation. Forms are available at the Registrar's Office or online at <http://www.carrollu.edu/academics/registrar>. After the application is filed, a degree audit is sent to the student indicating remaining requirements to be completed.

### **Incomplete Grading**

A report of incomplete means that the student has been unable to complete the required work for a valid reason; it is not given for neglected work. In order to receive an incomplete, the student must initiate the request by submitting a properly completed form (available online at [www.carrollu.edu/academics/registrar/](http://www.carrollu.edu/academics/registrar/) and at the Registrar's Office) to the instructor prior to the end of the term. If the instructor agrees with the request, the completed form is signed by the student, the instructor and the director of the graduate program and is then submitted by the instructor to the Registrar. Upon receiving the form with all relevant information and appropriate signatures, the Registrar will post the incomplete grade to the student's transcript. An incomplete must be removed by the end of the next semester or it automatically becomes a failure. An extension may be granted only with written consent from the student, the instructor and the director of the graduate program.

### **Independent Study**

Independent study may be offered by individual graduate programs. See specific program for detailed guidelines regarding independent study. Independent study courses must be approved by the instructor, program director and college dean.

### **Internships or Work-Orientated Experiences**

Internships and field experiences are under the direct supervision or coordination of a member of the Carroll University faculty. Such courses are taken for academic credit with the appropriate grading (letter grades or S/U) from an assigned instructor. Each individual program will determine whether an internship or work-oriented experience will be offered. These courses are subject to the general regulations that govern any course offered, including registration within the time period allowed for an on-campus course. A student must consult with the program director or an appropriate faculty member to arrange for an internship or field experience.

### **Medical or Personal Leave**

If a student must be absent from the program for an extended period of time for medical or personal reasons or jury duty, written notice must be given to the director of the specific graduate program. Written notice must also be given to the director of the specific graduate program prior to the student's return to the program. If applicable, the student may be asked to verify that they have complied with any technical standards previously imposed and with conditions for the leave. In addition, remediation or course repetition may be required of the student dependent on the length of the absence or curriculum revisions approved during the leave.

Any course, laboratory, outside learning experience or full-time clinical make-up or remediation is dependent upon academic scheduling and professional faculty and facility availability.

### **Method of Course Delivery**

Carroll University offers several different methods of instruction. Please see the descriptions below.

#### **Traditional and/or Enhanced**

Course instructor and students meet at specified days, times, and location. All or nearly all instruction and course content are presented in the classroom. Some technology may be used for instruction and delivery of course content. This can include posting content (related to learning goals) to Canvas, use of discussions, blogs or wikis (either through course management system or other), or using technology in the classroom (e.g., clickers).

#### **Hybrid**

Hybrid courses are noted in the catalog using the following section letters; HY, HX, HZ, etc.

Twenty-five percent (25%) to seventy-five percent (75%) of instruction takes place in an online environment. As noted, physical on-campus meeting time is generally one quarter to three quarters of a traditional course. For example, a course that typically meets 4 hours/week in a traditional course will meet for 2 hours/week in a 50% hybrid course.

## **Online**

Online courses are noted in the catalog using the following section letters; WW.

Instruction is delivered completely online, often through Canvas. Typically, there are no face-to-face meetings, though an introductory first meeting may occur at the beginning of the semester and/or for the purpose of proctoring exams.

## **Policy on Student Records**

Several information sources are maintained concerning each student at Carroll University: the admission file, the permanent academic record, the student personnel file, the placement file, the alumni file, the publicity file and the financial aid file for students applying for aid. A student may review the applicable files, except for material provided in confidence, with a professional staff member under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended.

FERPA<sup>1</sup> gives certain rights to parents regarding their children's educational records. These rights transfer to the student who has reached the age of 18 or is attending school beyond the high school level. Generally the school must have the student's written permission to release any educational information to anyone, including the student's parents. The law does allow for the following exceptions: school employees who have a need to know; other schools to which a student is transferring; certain government officials to carry out lawful functions; accrediting organizations; persons who need to know in cases of health and safety concerns.

Schools may disclose "directory information" or information published in the student directory unless the student signs a Right to Privacy form available at the registrar's office. Carroll University has adopted a policy that will only allow the disclosure of directory information if the party asking for the information can identify himself/herself in writing (this Carroll University policy is within FERPA regulations, which allow individual institutions to determine their own policies concerning directory information).

FERPA also grants the student the right to review those records, files, etc., that are maintained by the university. The student must make an appointment with the university registrar to do so. Students may challenge any information they believe to be inaccurate. If the university official

does not agree to modify the information, the student may file a written appeal and has a right to a hearing.

FERPA also states that all institutions must disclose graduation rates to current and prospective students. These rates are available in the office of admission and online at <http://nces.ed.gov/collegenavigator/>.

<sup>1</sup> Furnished by the United States Department of Education, fact sheet.

### **Reapplication Policy for Dismissed and Withdrawn Students**

The policy on reapplication defines the process by which students may seek readmission to the program following a withdrawal or dismissal of the student from the program for failing to maintain good academic standing. Readmission candidates may apply for readmission to the program no sooner than one semester after leaving the program and no later than two years from the date of the withdrawal or dismissal. Readmission candidates may exercise their reapplication option only once. Readmission candidates applying to the program must submit the materials required and shall be considered with all new applicants for admission. In addition, they must provide transcripts relating to any education experiences completed since leaving the program. A letter indicating why the readmission candidate believes they will succeed academically and technically in the program must accompany the application materials. Upon review of the materials, the program's admission selection committee may render the following decisions which are final: 1) Approval of the request for readmission to the beginning of the program, 2) admission to the program with consideration (i.e. repeating specific courses, required ancillary learning activities, credit for prior work, etc.) 3) Denial of the request for readmission to the program.

### **Transcripts**

The Registrar's Office supplies official transcripts of records of those students who have no outstanding obligations to the university. In accordance with the Family Educational Rights and Privacy Act of 1974, transcripts cannot be released without the express written consent of the student.

Transcript requests are completed online. To begin your order, [click here](#).

### **Withdrawal Policy**

Students who wish to withdraw from all classes must file an Official Withdrawal Form with the Office of Student Success. If a student is not able to visit the office (due to illness, emergency, etc.), they may contact the Office of Student Success to communicate their intent. The office is located in Voorhees 331 and the phone number is 262-524-7360.

Please refer to your specific program in the catalog for specific instructions as some programs have additional requirements for withdrawal.

### **Military Leave and Withdrawal**

The University recognizes the sacrifices that those in the armed services make while serving our country. We are proud to have these individuals as a part of our campus community and therefore maintain the following policy:

- The student must provide the Registrar's Office copies of official military orders. The student will then be automatically withdrawn from all of his/her courses for the given semester. The academic record will reflect the non-punitive "W."
- The student will be eligible for a full refund for tuition and course fees for any courses that are not completed during that semester/session.
- Any room and board charges will be prorated based on the date in the semester the student is required to leave and the remaining amount will be refunded.

## **Colleges and Departments**

### **Carroll University**

#### **College of Arts and Sciences**

Charles Byler, Dean

#### **Department of Communication and Sociology**

Jennifer Huck, Chair

- Majors: Communication, Criminal Justice, Sociology
- Minors: Communication Liberal Arts, Criminal Justice, Sociology, Sociology of Sustainability, Women and Gender Studies

#### **Department of Computational and Physical Sciences**

Kevin McMahon, Chair

- Majors: Actuarial Science, Applied Physics/Engineering Dual Degree Program, Applied Physics, Chemistry and Biochemistry, Computer Science, Information Technology, Mathematics, 3+4 Biochemistry/PharmD Emphasis
- Minor: Aviation Science, Biochemistry, Chemistry, Computer Science, Information Technology, Mathematics, Physics
- Articulation Programs: 3+2 Engineering Program

#### **Department of English, Modern Languages and Philosophy**

B.J. Best, Chair

- Majors: English and Writing, Philosophy/Political Science/Economics (PPE), Spanish
- Minors only: Creative Writing, French, Philosophy, Professional Writing, Spanish, Video Game Studies

#### **Department of History, Political Science, and Religious Studies**

Lilly Goren, Chair

- Majors: Global Studies, History, Political Science, Religious Studies
- Minor only: Global Studies, History, Medieval and Renaissance Studies, Political Science, Religious Studies

## **Department of Life Sciences**

Matthew Scheel, Chair

- Majors: Animal Behavior, Biology, Environmental Science, Marine Sciences, Psychology, 3+4 Biology/Doctor of Podiatry Emphasis
- Minors: Animal Behavior, Biology, Environmental Studies, Earth Studies, Natural Resource Management, Psychology
- Articulation Programs: 3+2 Master in Freshwater Sciences, 2+2 Marine Sciences.

## **Department of Visual and Performing Arts**

Jennifer Dobby, Chair

- Majors: Art, Graphic Communication, Music, Music Education, Music Therapy, Photography, Theatre Arts
- Minor only: Art, Arts Management, Film and Television, Graphic Design, Music, Photography, Theatre, Web Design

## **College of Health Sciences**

Thomas Pahnke, Dean

### **Department of Health and Medicine**

Monika Baldrige, Chair

- Majors: Health Sciences, Health Sciences-Diagnostic Medical Sonography, Health Sciences-Radiologic Technology, Neurodiagnostic Technology, Pre-Medical Laboratory Sciences, Public Health.
- Minors: Health and Human Experience, Public Health.
- Articulation Programs: 3+4 Doctor of Podiatry Program, 3+4 Doctor of Pharmacy Program.
- Graduate degree: Master of Science in Physician Assistant Studies, Master of Occupational Therapy

### **Department of Human Movement Sciences**

David MacIntyre, Chair

- Majors: Exercise Science, Physical and Health Education, Sports Administration.



- Minors: Coaching
- Graduate degrees: Master of Science in Athletic Training
- Master of Science degrees: Clinical Exercise Physiology, Sport Physiology & Performance Coaching.

**Department of Nursing**

Teresa Kaul, Chair

- Major: Nursing
- Graduate degree: Master of Science in Nursing

**Department of Physical Therapy**

Sara Deprey, Director

- Graduate degree: Doctorate of Physical Therapy

**Doctorate of Physical Therapy**

**Physical Therapy Graduate Program**

Julie Amundson	Clinical Assistant Professor of Physical Therapy
Jason E. Bennett	Assistant Professor of Physical Therapy
Karene Boos	Clinical Assistant Professor of Physical Therapy
Rita Deering	Assistant Professor of Physical Therapy
Sara M. Deprey	Director of Physical Therapy Associate Professor of Physical Therapy
Vickie Ericson	Senior Lecturer in Physical Therapy Laboratory Coordinator
Ashley B. Knuth	Clinical Assistant Professor of Physical Therapy
Amy E. McQuade	Clinical Associate Professor of Physical Therapy Curriculum Coordinator

Lindsey Palmen	Clinical Assistant Professor of Physical Therapy Director of Clinical Education

The entry-level Doctor of Physical Therapy program is accredited by the Higher Learning Commission of the North Central Association. The Doctor of Physical Therapy Program at Carroll University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The mission of the Doctor of Physical Therapy Department at Carroll University is to educate students to become licensed physical therapists who are prepared to provide compassionate, respectful care in a dynamic health care environment and contribute to the profession and community. Education is grounded in evidence-based practice that includes consideration of diverse patient/client values, relevant research, and clinical experiential reasoning.

Graduates of the entry-level Physical Therapy program are reflective, adaptable, accountable and competent to render independent judgments within a framework of collaborative health care practice. Graduates are prepared to practice in a caring, compassionate manner with moral sensitivity, social responsibility and awareness of individual differences. Pre-professional education is grounded in the liberal arts and the natural, behavioral, and social and health sciences. Professional preparation is in the basic sciences, behavioral sciences, applied sciences, health sciences and the science of physical therapy. Graduates are prepared to examine, evaluate, diagnose, make prognoses and provide interventions designed to rehabilitate patients/clients to optimal levels of function, prevent the onset of symptoms, and progression of impairments, functional limitations and disabilities that may result from diseases, disorders or injuries. Understanding professional practice, patient/client management and practice management expectations allow graduates to impact health care delivery systems in their communities. Graduates have a life-long commitment to self-directed learning and critical inquiry, recognizing that completion of their professional education is the first phase on a continuum of phases to mastery and competency in physical therapy.

Graduates contribute to the profession and society by seeking and disseminating knowledge gained and providing pro bono services.

The program mission is reflected in its curricular philosophy. The curriculum is developed around four tracks, incorporating both traditional and problem-based learning concepts. Each track is composed of courses that find their foundations in the same basic or professional science. The professional track presents material in a manner that develops content from general to applied concepts in professional practice, patient/client management, practice management, clinical decision making and evidenced based practice. The neurological, musculoskeletal and

general medicine tracks present basic science, applied science in the absence of pathology, and applied science in the presence of pathology within the context of patient care. Across and within the four tracks are common themes that include ethical inquiry and practice, continuous integration of theory and practice across the curriculum, self-management of the learning process by students, and self-reinforcement whereby students learn because they value their growing competence. The curriculum includes both didactic and practical experiences. There is collaborative teaching within and across tracks and courses with planned redundancy of subject matter. Constant reinforcement of content with clinical experiences occurs through observations of, and exposure to, patients in academic courses, exposure to clients in the program's Teaching Laboratory Practice, and integrated clinical education.

To meet the program's mission, a variety of individuals including, but not limited to, academic and clinical physical therapists; other professionals; basic, behavioral and social scientists; patients and care givers; and the community are involved in the program. These individuals facilitate learning and share their content expertise in their area of specialization. The academic, community and professional collaborations allow the program to link education to the reality of practice, anticipate future developments and keep a global perspective.

## **Curriculum**

The entry-level Doctor of Physical Therapy program is a three year, eight semesters program. It is divided into DPT Year I, DPT Year II, and III.

During DPT Year I, course work in physical therapy begins at the 5400 level. The 5400-level courses present the basic, behavioral, professional and applied science foundations for the 6500- and 7600-level courses in DPT Year II. For students that enter the program with direct admission status Bachelor's degrees are awarded to those individuals satisfying all relevant Carroll undergraduate requirements at the conclusion of the senior year/DPT Year I.

At the conclusion of DPT Year I, students move into the graduate phase of the program, DPT Year II, where 6500-level (summer, fall and spring terms of year five) and DPT Year III, where 7600- level (summer, fall and spring terms of year six) courses in physical therapy are offered. Knowledge gained in each course is integrated throughout subsequent courses. Physical Therapy Program graduates participate in the University's Commencement ceremony in May.

## **Admission**

### **ENTRY-LEVEL DOCTOR OF PHYSICAL THERAPY PROGRAM ADMISSION**

The entry-level Doctor of Physical Therapy Program admits qualified students regardless of race, color, creed, gender, age, sexual orientation, national or ethnic origin, or disability that does not

interfere with the performance of professional physical therapy practice as provided by law. Students can enter the physical therapy program in one of three ways:

1. **Direct Admission** - Carroll students with direct admission status matriculate directly from high school into the pre-professional phase of the program. The pre-professional phase includes the Freshman, Sophomore and Junior years at Carroll University. If a student with direct admission status meets all progression standards after his or her junior year at the University, he or she applies for progression into the professional phase of the DPT Program. This option allows students to earn an undergraduate bachelor's degree as well as the Doctor of Physical Therapy degree in a six-year time frame.
2. **Competitive Admission** - Carroll students not selected for direct admission will follow the competitive admission process. Examples include high school students not selected for direct admission, undergraduate transfer students, Carroll alumni, and direct admission students who apply outside of their 3+3 cohort. Applicants who complete 60 or more undergraduate degree credits and will earn a bachelor's degree from Carroll receive a calculated preference in consideration for the professional phase of the program. Competitive students may apply to the professional phase of the DPT program as early as their junior year at Carroll.
3. **Prior Degree Admission** - An individual who received their bachelor's degree outside of Carroll University may apply for admission to the professional phase of the DPT program. Prior degree applicants are reviewed in a competitive pool consisting of competitive and prior degree applicants. Prior degree applicants are required to apply to the DPT program via the Physical Therapist Centralized Application Service (PTCAS). Please reference [www.ptcas.org](http://www.ptcas.org) for more information.

As decisions are made on applications, applicants are notified through the Office of Admission. Applicants must be eligible to return in good standing (be free of academic or disciplinary probation) to all institutions previously attended.

**All applicants must comply and meet the following requirements for admission into the entry-level Doctor of Physical Therapy Program, which include:**

1. Evidence that a baccalaureate degree from an accredited institution or an equivalent institution will be awarded prior to the start of the professional phase for all prior degree applicants and by the completion of the senior year for all direct admit and competitive applicants.
2. Cumulative GPA of 3.2 or higher (on a 4.0 scale).
3. Pre-professional course work GPA of a 3.2 or higher (on a 4.0 scale)
4. A minimum course grades of "C" or better and course work completion within the last seven years. A maximum of one course within the pre-professional course work may be repeated (see prerequisite section).
5. Successful completion of all prerequisite course work prior to beginning the professional phase of the program (see prerequisite section). Direct admission applicants are required

to complete all prerequisite, major, and general education coursework by the end of spring semester junior year. Direct admit and competitive admit applicants may complete CCS400 GPC in Year I of the professional phase.

6. Current CPR and First Aid certification. CPR certification must be either American Heart Association Basic Life Support for Healthcare Providers or American Red Cross CPR/AED for the Professional Rescuer. First Aid certification must be through an organization recognized as a valid issuer of certification such as the American Red Cross.
7. Safety and Technical Standards.
8. Physical Therapy professional phase students are required to have completed a health screening, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, criminal background investigation and drug screening as required by internship placement sites. Exceptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exception to the immunization requirements is approved, the University cannot guarantee that its affiliated hospitals and clinics will allow the student to participate in patient care, which is a fundamental requirement of the clinical education component of the Program.
9. Submission of required application materials prior to the applicant's designated deadline date.

**Direct Admission and Competitive Admission (Current Carroll students and alumni only) selection decisions will be based on the submission and evaluation of:**

1. Graduate Studies On-line Application
2. Supplemental Application Admission Materials, which include:
  - Clinical Experience Documentation Form(s): Participation in a minimum of two clinical observation experiences from two different types of physical therapy practice settings include inpatient acute care, inpatient rehab/sub-acute rehab facility, nursing home facility/extended care, outpatient free-standing PT or hospital clinic, school/pre-school, industrial/occupational health, or home health. Clinical Experience Documentation Form(s) must be submitted to admission. A minimum of 16 hours in two different practice setting.
  - Three Letters of Reference - Forms: One from a physical therapist, one from a university professor, and one from a non-family member that attests to the student's character. (If you waive your right of access, letters must be submitted with a signature across the seal in individual envelopes).
  - Essay Form - must be typed.
  - Employment, Service, and Academic Honor(s) Form: Participation and documentation of university or community service activities is required.
  - Health Science Statement(s) Form.

- Safety and Technical Standards Form.
- Course Work in Progress Form.
- Application for Graduation Form: (Only current Carroll students) application for graduation must be submitted to the Registrar Office prior to the application deadline to show evidence of the ability to earn a bachelor's degree by the end of senior year.
- Official GRE scores: Carroll's School Code is 1101 and Department Code is 0619 - exam date must be within the last 5 year
- Official transcript(s): Submission of transcripts from all post-secondary institutions attended. (Carroll applicants do not need to submit transcripts
- Cumulative GPA of 3.2 or higher (on a 4.0 scale)
- Pre-Professional GPA of 3.2 or higher (on a 4.0 scale) - reference the prerequisite section for details

**Prior Degree selection decisions will be based on the evaluation of the minimum following criteria:**

1. PTCAS application. Please reference PTCAS for specific details at [www.ptcas.org](http://www.ptcas.org).
2. Supplemental Application Fee.
3. Official Graduate Record Examination (GRE). GRE's must be sent directly to PTCAS. Carroll's PTCAS GRE code is 8829.
4. Documented Hours - Settings include inpatient acute care, inpatient rehab facility, outpatient orthopedic, outpatient neurological, skilled nursing facility, pediatric/school setting, home health, industrial/work rehab. Observation must be under licensed physical therapists. A minimum of 16 hours in 2 unique practice settings is required. Please reference PTCAS for documentation requirements.
5. Three Letters of Reference - LOR's must be submitted to PTCAS.
  - One letter from a licensed physical therapist
  - One letter from a university/college professor
  - One letter from a personal contact (non-familial) that may attest to the student's character
6. PTCAS calculated cumulative GPA of 3.2 or higher (on a 4.0 scale).
7. Pre-Professional GPA of 3.2 or higher (on a 4.0 scale) - reference the prerequisite section for details.

**Required Prerequisites:**

Successful completion of the following prerequisite course work is required prior to the start of the professional phase of the Doctor of Physical Therapy Program. Because of the rapid evolution of the basic sciences and the rigor of the program, it is required that applicants complete the pre-professional course work within seven years from the time of application. A

maximum of one course within the pre-professional course work may be repeated for a higher grade. Pre-professional course work is identified with an asterisk below.

Applicants to the Carroll University Physical Therapy Program may not use advanced placement credit, test credit, or online course completion for biology, chemistry and physics prerequisite course work. Biology, chemistry and physics prerequisites must be completed as a one-year sequence. For example, anatomy and physiology I with lab and anatomy and physiology II with lab is a full sequence and is equivalent to Carroll's ANP130 & ANP140. Please see below for the specific courses that are required under each discipline.

**Prerequisite Course Work Includes:**

1. **\*BIOLOGY** - 4 semesters, which include:
  - 2 semesters of general biology I and II with labs OR 2 semesters of anatomy & physiology I and II with labs (Equivalent to Carroll's: BIO 120 & BIO125 or ANP 130 & ANP 140)
  - 2 semesters of advanced anatomy and advanced physiology with labs (Equivalent to Carroll's: ANP 402 and ANP 403). Please note: applicants who are accepted to the DPT Program and have not previously completed ANP 402 and ANP 403 must successfully complete the series at Carroll the summer prior to beginning the DPT program in fall.
2. **\*CHEMISTRY (Inorganic)** - 2 semesters, which include:
  - 2 semesters of general college chemistry I and II with labs (Equivalent to Carroll's: CHE 101 & CHE 102 or CHE 109 & CHE 110)
3. **\*PHYSICS** - 2 semesters, which include:
  - 2 semesters of general physics I and II with labs (Equivalent to Carroll's: PHY 101 & PHY 102 or PHY 203 & PHY 204)
4. **\*PSYCHOLOGY** - Up to 2 semesters, which include:
  - Introductory psychology or higher, with at least one course completed at a 200 level or higher (Equivalent to Carroll's: PSY 101 and above)
5. **STATISTICS** - 1 semester, which includes:
  - 1 semester statistics (Equivalent to Carroll's: CMP112 and CMP114)
  - May be completed as 1 course

\*Indicates course work included in pre-professional GPA calculation. Minimum of a 3.2 pre-professional GPA is required with letter grades of "C" or better. A maximum of one course within the pre-professional course work may be repeated.

Admission and progression standards are subject to change based on regulatory, licensing and /or certification needs. Carroll University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, age, sexual orientation, religion, disability, veteran's status or national origin in its educational programs or activities, including employment and admissions.

Physical therapy prerequisite courses may be taken at any accredited University or college, including two- year campuses, and technical schools. A grade of "C" or higher is required for each prerequisite course. Applicants to the Carroll University Physical Therapy Program may not use advanced placement credit, test credit, or online course completion for biology, chemistry and physics prerequisite course work.

### **Technical Standards for Carroll University Physical Therapy Students**

In preparation for professional roles physical therapy students are expected to demonstrate the ability to meet the demands encountered in a physical therapy career. Certain functional abilities are essential for the delivery of safe and effective care. An applicant to the DPT Program must meet and maintain the following technical standards for progression throughout the program. Students unable to meet these technical standards will not be able to complete the program. Students shall notify the program in a timely manner of any change in their ability to meet technical standards.

The technical standards include but are not limited to the following:

#### **General Ability**

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesized in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

#### **Observational Ability**

The student must have the ability to make accurate visual observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must be able to document these observations accurately.

#### **Communication Ability**

The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to read, write, hear, comprehend and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

#### **Psychomotor Ability**



The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete safe effective care for patients. The student is expected to have psychomotor skills necessary to safely perform examination procedures and treatment interventions, including CPR if necessary. Examples of examination procedures include, but are not limited to, cognitive assessment, range of motion, manual muscle testing, sensation, balance, functional abilities, pain, cardiopulmonary status, percussion, palpation, and anthropometrics. Treatment interventions include, but are not limited to, patient education, manual therapy, functional training (transfers, bed mobility, activity of daily living training, etc.), application of therapeutic physical agents such as electrotherapy, radiation, heat, and cold, and wound care.

The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel or balance. The DPT curriculum may require students to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

### **Intellectual/Cognitive Ability**

The student must have the ability to develop critical thinking and problem-solving skills essential to professional physical therapy practice. Problem solving skills include the ability to measure, calculate reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound judgment for competent patient/client management, practice management, and functions required for clinical scholarship.

### **Behavioral and Social Attributes**

The student is expected to have the emotional stability required to exercise sound judgment, complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the DPT program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive and effective relationship with patients and other members of the healthcare team. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Each

student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and effectively collaborate with others. Students must continuously self-assess to improve as a professional.

### **Ability to Manage Stressful Situations**

The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the DPT program, and must effectively manage these stressors throughout entire workdays. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer and/or program related.

### **Background Check**

Clinical facilities require that Carroll University perform background checks on all students before participation in clinical courses. The background check result is shared with the clinical facility.

### **Evaluation**

An applicant/candidate with a handicap shall not, on the basis of his or her handicap, except those which would preclude the essential skills outlined above, be excluded from participation in, denied the benefits of, nor be subjected to discrimination in the program. Carroll University may require that the applicant/student undergo a physical examination and/or an occupational skills evaluation.

All DPT students must be able to perform the essential functions of a student physical therapist. Reasonable accommodations will be afforded to students with disabilities as required under the Americans with Disabilities Act of 1990. A student who can no longer perform the essential functions of a student physical therapist must report this to their program advisor. If reasonable accommodations cannot be made, the student will not be able to remain in the DPT program.

The Physical Therapy program may require that an applicant/student undergo a physical examination. An applicant/student who is handicapped shall not, on the basis of his or her handicap (except those which would preclude the essential skills outlined above), be excluded from participation in, denied the benefits of, nor be subjected to discrimination in the physical therapy program.

Students in the Physical Therapy program are required to complete the Carroll University Physical Therapy Intern Medical Information Form upon entrance into the program. This form documents information about the student's health insurance carrier, physician, medical conditions, vaccination history and completion of health risk training. A copy of the original documents remain on file in the program. Students carry a copy to each full-time clinical

internship. It is the student's responsibility to update the information on this form on a yearly basis, or more frequently if necessary. Any medical treatment needed by a physical therapy student during academic preparation or clinical education experience is the responsibility of the student.

### **Caregiver Background and Criminal History Check and Health Screenings**

On October 1, 1998, the State of Wisconsin, Department of Health and Family Services mandated that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the Caregiver and Background Check requirements in Section 50.065 of the Wisconsin statute. Entry-level Physical Therapy students are required, by the first day of class of the program, to complete a background and criminal history check.

Physical Therapy professional phase students are required to have completed a health screening, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, criminal background investigation and drug screening as required by internship placement sites. Exceptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exception to the immunization requirements is approved, the University cannot guarantee that its affiliated hospitals and clinics will allow the student to participate in patient care, which is a fundamental requirement of the clinical education component of the Program.

### **Insurance**

Health: Pre-professional and professional students are required to have medical insurance. Those who are covered by a family or personal policy must provide the insuring company's name and the policy number on a waiver form that is sent to the student by the University's Business Office. For students without their own coverage, a group insurance policy is available through the University. Students are also required to have a personal health history form completed and on file at the University's health center.

Clinical facilities may require proof of immunizations or additional procedures (lab studies, radiographs, etc.). The student is responsible for the cost of any related procedures.

**Professional Liability:** Professional students are required to purchase on a yearly basis professional liability insurance through a university endorsed company.

### **Academic Progression Physical Therapy Program**

Progression Standards for the progression policy.

## **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

## **Policy on Reapplication to the Program**

The policy on reapplication defines the process by which students may seek readmission to the program following a withdrawal or dismissal of the student from the program for failing to maintain good academic standing. Readmission candidates may apply for readmission to the program no sooner than one year and no later than three years from the date of the withdrawal or dismissal. Readmission candidates may exercise their reapplication option only once. Readmission candidates applying to the program must submit the materials required and shall be considered with all new applicants for admission. In addition, they must provide transcripts relating to any education experiences completed since leaving the program. A letter indicating why the readmission candidate believes they will succeed academically and technically in the program must accompany the application materials. Upon review of the materials, the program's admission selection committee may render the following decisions: 1) Approval of the request for readmission to the beginning of the program, or 2) Denial of the request for readmission to the program.

## **Clinical Education**

Clinical education in the physical therapy program consists of three part-time practicum courses and 32 weeks of full-time supervised clinical experience courses. Clinical education experiences occur off campus, and thus a student must secure appropriate transportation and housing.

Learning experiences involving clients begin in the classroom through course experiences both at the University and at clinical practice settings where students observe and have planned practical experiences. The classroom experiences are expanded into a series of three integrated part-time clinical experience courses where students participate in campus-community service learning health and wellness initiatives with healthy individuals and individuals with pathology and disability across the life span. In addition, students participate in four full-time (40 hours/week) experiences with patients/clients in a variety of environments that include rural, inpatient, outpatient, and specialty facilities and that are representative of contemporary physical therapy practice and patient/client differences.

## **Fees and Financial Aid**

During the Professional DPT Year I of the Physical Therapy Program, tuition and other fees apply to all students. A professional program fee is assessed per semester for course related supplies and equipment, liability insurance, and assistance with membership dues in the American Physical Therapy Association (APTA). Carroll University students in their senior year are eligible for undergraduate financial aid. Students who have previously earned a bachelor's degree are eligible for undergraduate Federal Subsidized Stafford/Unsubsidized Stafford Loans.

Graduate (DPT Year II and III) tuition for 2020-21 will be assessed a per credit tuition fee, and students enrolled in DPT Year II and III are not eligible for Carroll University financial aid grants. Students in DPT Year II and III are eligible for graduate Unsubsidized Stafford Loans.

Course fees and tuition are found on the graduate fee and tuition page.

## **Licensure**

Students are responsible for determining the requirements of and securing the application from the state in which they expect to be licensed.

## **Clinical Exercise Physiology**

### **Clinical Exercise Physiology Program**

Jessica M. Brown Assistant Professor of Exercise Science

Daniel Shackelford Program Director, Assistant Professor of Exercise Science

## **Program Overview**

Upon completion of program requirements, students will earn a Master of Science degree. The Clinical Exercise Physiology incorporates extensive hands-on experiences through multiple practicums and internships. Coursework includes both lecture and lab, incorporating innovative approaches to medical screening, exercise assessment, exercise prescription and intervention, and rehabilitation. The mission of the Clinical Exercise Physiology is to prepare qualified professionals at the master's level to work in clinical rehabilitation settings, health promotion/preventative program settings, fitness and sport programs, functional training, and college/university settings. Upon graduation, students would possess the breadth and depth of knowledge and skills in the field to sit for a variety of clinical and related specialty certifications, and/or doctoral level work in exercise physiology or other allied health disciplines.

## **Learning Outcomes**

The following learning outcomes were developed based on the established scope of practice and services for exercise physiology. Students completing the clinical exercise physiology concentration would be eligible to sit for (but not limited to) the ACSM-CEP or ACE-CMES certification exams, and prepared to work in cardiovascular diagnostic centers, cancer rehabilitation clinics, and a variety of clinical rehabilitation settings, including (but not limited to) inpatient and outpatient clinics, and preventive cardiology, diabetic,, and pulmonary programs.

Upon successful completion of the program, students will be able to:

1. Identify, perform, and interpret appropriate screenings to assess the health status of persons from diverse populations and health conditions.
2. Appropriately apply the principles, recommendations, and skills for exercise testing and prescription, and evidence-based decision making in planning safe and effective exercise programs for persons from diverse populations and health conditions.
3. Understand common chronic diseases and disabilities, disease progression, interventions, and the adaptations resulting from exercise, and apply this information in developing, implementing, and evaluating comprehensive programs that address client needs and goals.
4. Understand and apply problem-solving skills and current practices in risk factor reduction and lifestyle management to include goal setting, behavior change theory, motivational strategies, and health/wellness coaching.
5. Evaluate and use an array of testing and exercise equipment, and technologies to support clinical/sports medicine practice.
6. Demonstrate competence in communication and interpersonal skills in the provision, instruction, and supervision of programs and services in clinical/sports medicine practice.
7. Examine and critique the scientific literature in the discipline, synthesize relevant information, and appropriately convey that information in scientific writing and oral communication.
8. Evaluate and understand the importance and value of ethical and professional standards of practice to include being accountable for individual non-medical judgments and professional decisions about health and fitness, preventive, rehabilitative, and/or educational services and programs, and applied research.

### **General Degree Requirement**

The Clinical Exercise Physiology Program is a 21-month program, requiring a total of 58 credit hours.

### **Admission**

The Clinical Exercise Physiology Program admits qualified students regardless of race, color, creed, gender, age, sexual orientation, national or ethnic origin, or disability that does not interfere with the performance of professional practice as provided by law. Students can enter the Clinical Exercise Physiology Program in one of three ways:

1. **Prior Degree** - An individual who has completed an undergraduate or graduate degree at another institution or at Carroll can apply for the Clinical Exercise Physiology Program.
2. **3 + 2 Completion** - Current Carroll University undergraduate student seeking a Bachelor of Science degree in Exercise Science who intends to follow the 3 + 2 completion plan. The applicant generally is of junior standing when applying to the program. The 3 + 2 completion plan requires the first three years of study to be completed at the undergraduate level of study with a major in exercise science (with verification through a degree audit that 128 total credits will be earned upon completion of year one of the graduate program). The final two years consist of graduate level study in the Clinical Exercise Physiology Program. Upon completion of the first year of the Clinical Exercise Physiology Program, a Carroll University Bachelor of Science degree in Exercise Science is awarded, and upon successful completion of all graduate credits (58 total credits), the Master of Science degree is awarded.
3. **Direct Admission (freshman or sophomore level of entry)** Current freshman and sophomore Carroll University undergraduate students seeking a Carroll bachelor's degree may apply for direct admission consideration through the Carroll Office of Admission. To be considered for direct admission, applicants must complete two semesters of Anatomy & Physiology with a lab (equivalent to Carroll's ANP130 & 140) and apply by May 1st of the spring semester of the freshman and/or sophomore year. Candidates who are granted direct admission must meet the direct admission progression requirements listed below.

Applications and credentials for admission to the Clinical Exercise Physiology Program must be submitted for processing to the Carroll University Office of Admission. Applications are reviewed case-by-case on a monthly basis, continuously throughout the year and prior to the start of the fall term (September). As decisions are made on applications, applicants are notified through the Office of Admission. Applicants must be eligible to return in good standing (be free of academic or disciplinary probation) to all institutions previously attended.

Requirements for admission into the Clinical Exercise Physiology Program include:

1. Evidence of a baccalaureate degree from an accredited institution or an equivalent institution will be awarded prior to the start of the Clinical Exercise Physiology Program for all non-traditional applicants and by the completion of senior year for all Carroll 3+2 completion plan applicants.
2. Cumulative and pre-professional GPA of 2.75 (on a 4.0 scale) is recommended to be considered for admission.

- Pre-professional courses should typically be completed within the past seven years from the time of application with grades of 'C' or better. Candidate's with course work older than seven years should have relevant experience within the field to be considered. Pre-professional courses are indicated below with an asterisk.
3. Proof of current First Aid and CPR certification for the professional rescuer is required prior to commencing the graduate program.
  4. Health Screening and Background Check - Clinical Exercise Physiology students are required to have completed a health screening (physical), updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, criminal background investigation and drug screening as required by internship placement sites. Exceptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exception to the immunization requirements is approved, the University cannot guarantee that its affiliated hospitals and clinics will allow the student to participate in patient care, which is a fundamental requirement of the clinical education component of the Program.

Applicants must comply with all admission requirements listed above. Selection decisions will be based on evaluation of:

1. Graduate Studies On-line Application
2. Supplemental application packet, which includes the following:
  - Three letters of reference
  - Essay (must be typed)
  - Experiences document or a professional resume
  - Safety and technical standards
3. Official transcripts from all post-secondary institutions attended, including both graduate and undergraduate course work - must be mailed directly to Carroll University Admission Office.
4. Successful completion of prerequisite course work. Pre-professional courses are indicated below with an asterisk.

International candidates may have additional admission requirements. Please contact the Office of Admission for details.

### **Required Prerequisite Course Work**

The following courses must be completed prior to commencing the Clinical Exercise Physiology Program:

- One undergraduate level statistics course
- One undergraduate level psychology course



- One undergraduate level anatomy course with lab\*
- One undergraduate level physiology course with lab\*
- One undergraduate level exercise physiology course\*
- One undergraduate level exercise testing and prescription course is suggested, but not required\*
  - Course equivalency or related content in exercise testing and exercise programming, strength and conditioning, personal training or wellness coaching will be considered.

\*Indicates course work included in pre-professional GPA calculation.

### **Direct Admission Application and Progression Requirements**

To be considered for direct admission, applicants must:

1. Apply to the MEXP program Graduate Online Application by May 1st of the spring semester of the freshman and/or sophomore year.
2. Email the Graduate Admission Office -(gradinfo@carrollu.edu) to indicate:
  - your intent and request to be considered for direct admission to the EXP Program.
  - to verify when your anatomy and physiology I and II courses with labs will be completed.

Direct admission candidates must meet the following progression requirements prior to entering the graduate program:

1. Earn a 3.0 cumulative and pre-professional GPA. Pre-professional course work must be grades of 'C' or better and is indicated with an asterisk below.
2. Submit the following by February 1st, prior to entering the fall term of the Clinical Exercise Physiology graduate program (i.e. February 1st after the junior or senior year at Carroll:
  - Graduate Online Application to apply for progression into the Clinical Exercise Physiology Program
  - Documentation of a minimum of 10 hours of observation/volunteer/experience in a clinical exercise physiology or cardiac rehabilitation setting. A hospital setting is recommended.
3. Successfully complete or be in progress of completing all of the Clinical Exercise Physiology prerequisite course work, undergraduate major, support, and general education course work prior to entering the graduate program (note: CCS400 may be completed during year one of the graduate program). Pre-professional coursework includes (or equivalent):
  - ANP130 & ANP140, Anatomy & Physiology I and II with labs\*
  - ESC280, Exercise Physiology with lab\*
  - ESC320, Exercise Testing & Prescription with lab\*
  - PSY101, Introduction to Psychology (or higher)

- CMP112 & CMP114, Computational Thinking I and II
4. Proof of current CPR and First Aid certification for the Professional Rescuer or Healthcare Provider is required prior to commencing the program.

Admission and progression standards are subject to change based on regulatory, licensing and/or certification needs.

### **Technical Standards for Admission to and Progression in the Clinical Exercise Physiology Program**

Successful participation in the Clinical Exercise Physiology program requires that a student possess the ability to meet the requirements of the program. Though the program can modify certain course requirements in order to provide a handicapped person (as defined by the federal government pursuant to SS 504 of the Rehabilitation Act of 1973) with an equivalent opportunity to achieve the same results as those students without a handicap, there are no substitutions for the following essential skills. The applicant must initially meet these requirements to gain admission to the program, and must continue to meet them throughout participation in the program.

1. **Physical ability:** The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide safe and effective assessments and interventions for clients/patients across the lifespan. The student is expected to possess the psychomotor skills and physical abilities necessary to safely and correctly perform a wide variety of health/fitness screenings, assessments, exercise tests, and exercise demonstrations. Examples of assessments include, but are not limited to, resting vitals and other biometrics, cardiopulmonary tests, functional capacity, ECG, anaerobic testing, musculoskeletal fitness, range of motion (ROM), body composition, balance, and functional abilities. Interventions include, but are not limited to, patient education, cardiovascular fitness training, endurance training, resistance training, performance training, flexibility and ROM, neuromuscular training, and functional training.
2. **Communication ability:** The student must communicate effectively verbally and non-verbally to obtain important information and to clearly explain information to others as well as to facilitate communication among the patient, family members and other professionals. Each student must have the ability to speak and comprehend the English language as well as be able to read and write in a manner that meets the standards for literacy in higher education. Students must be able to actively listen and possess basic interviewing skills. The student must be able to document and maintain accurate records, and present information in a professional and appropriate manner to the target audience.
3. **Intellectual/cognitive ability:** The student must demonstrate the ability to develop critical thinking and problem-solving skills essential to the field of exercise physiology. Problem solving skills include the ability to measure, calculate, reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflect thoughtful deliberation and sound judgment. The student must also

possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound decisions for competent client/patient management, practice management, and scholarship.

4. **Interpersonal attributes:** The student is expected to demonstrate sufficient stable emotional behavior to effectively work with others, perform assessments, and perform intervention activities. Empathy, integrity, motivation, honesty, and caring are personal attributes required of those in the Clinical Exercise Physiology program. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with individuals, families, groups and professionals from a variety of social, emotional, cultural and intellectual backgrounds, and to collaborate effectively. Each student must be able to adapt to changing environments, displaying flexibility and a positive demeanor as well as to accept and integrate constructive criticism given in the classroom and professional settings. In addition, the student must demonstrate personal responsibility and accountability for their actions and reactions to individuals, groups, and situations to include the prompt completion of all responsibilities and tasks in the classroom and professional settings. Students must demonstrate continuous self-assessment to improve as a professional.
5. **Ability to manage stressful situations:** The student must be able to adapt to, and function effectively in relation to, stressful situations encountered in both the classroom and professional settings, including emergency situations. Students will encounter multiple stressors while in the Clinical Exercise Physiology Program, and must effectively manage these stressors on an ongoing basis. These stressors might be related to (but are not limited to) personal issues, family, peers, supervisors/faculty, and clients/patients.
6. **Health screening and background check:** The student is required to complete a health screening/physical, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, criminal background investigation and drug screening as required by internship placement sites. Exceptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exception to the immunization requirements is approved, the University cannot guarantee that its affiliated hospitals and clinics will allow the student to participate in patient care, which is a fundamental requirement of the clinical education component of the Program.

### **Caregiver Background and Criminal History Check**

On October 1, 1998, the State of Wisconsin Department of Health and Family Services mandated that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the caregiver and background check requirements in section 50.065 of the Wisconsin Statute. Prior

to beginning their internship, students are required to complete a background and criminal history check, and abide by the university and state regulations pertaining to the findings.

### **Insurance**

Professional Liability: Students are required to purchase professional liability insurance on an annual basis through a university endorsed provider.

### **Academic Progression in Clinical Exercise Physiology**

Progression Standards for progression policy.

### **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

### **Fees**

Graduate tuition and semester Program Fees are assessed to cover student liability insurance, professional memberships, personal and program related equipment and supplies for the Clinical Exercise Physiology Program are published in the Tuition and Fee Information section of the Graduate Catalog.

### **Master of Science in Athletic Training**

### **Master of Science in Athletic Training**

Jamie Krzykowski	Athletic Training Program Director Clinical Associate Professor
Lacey Runyon	Clinical Education Coordinator Clinical Assistant Professor

The Athletic Training Program at Carroll University is accredited by the Commission on Accreditation of Athletic Training Education. (CAATE)

The mission of Carroll University's Master of Science in Athletic Training (MSAT) program is to prepare students to become ethical health care practitioners who incorporate evidence-based principles and interprofessional practice in the comprehensive management of health and wellness of physically active populations across the lifespan.

The graduate possesses the knowledge and skills needed for injury and illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, and treatment and rehabilitation of injuries and illnesses of the physically active. The graduate is able to apply organizational and professional health and well-being concepts and strategies. The graduate applies knowledge and skills concerning pharmacology, therapeutic modalities, therapeutic exercise, general medical conditions and disabilities, and nutritional aspects of injury and illness for the physically active population. To ensure that the program is reflective of the development of athletic trainers at the master's level in a changing health care environment, ongoing student, faculty, program, institutional, and professional assessments occur regularly.

To meet the program's educational outcomes, the program utilizes a variety of individuals including, but not limited to, academic and clinical athletic trainers; basic, behavioral, and social scientists; other health care professionals; athletes and coaches; and community members. The athletic training academic faculty is responsible for design, implementation, and evaluation of the professional curriculum. In addition to the academic training of future athletic trainers, the program is committed to intra-and interdisciplinary service and scholarly activity in the delivery of athletic training.

**The Program Student Learning Outcomes are as follows:**

1. Provide students with the knowledge and skills in the domains of practice for entry-level athletic training practice as delineated by the National Athletic Trainers' Association (NATA) and Board of Certification for Athletic Trainers (BOC).
2. Prepare students for athletic training practice in traditional and emerging health care settings.
3. Foster an understanding of interprofessional health care practice and its impact on the patient experience.
4. Develop students' abilities to utilize sound evidence-based practice principles and clinical reasoning strategies within the International Classification of Functioning Disability and Health (ICF) model.
5. Prepare students with the situational skills necessary to practice successfully with diverse patient populations and professional environments.
6. Develop an appreciation for the impact and influence of the NATA code of ethics and regulatory considerations on the practice of athletic training.

## **Master of Science of Athletic Training Program Admission**

The athletic training program admits qualified students regardless of race, color, gender, creed, age, sexual orientation, marital status, national or ethnic origin or disability that does not interfere with the performance of professional athletic training practice as provided by law.

Applications and credentials for admission to the athletic training program must be submitted for processing to the Carroll University Office of Graduate Admission. Applicants must be in good standing (be free of academic and or disciplinary probation) at all institutions previously attended. Decisions on applications are made by a selection committee comprised of the athletic training faculty members. Applicants are notified of their status through the Office of Graduate Admission.

Students who meet the admission and prerequisite criteria are granted admission to the Master of Science in Athletic Training (MSAT) program. Students must also fulfill technical standards and caregiver background and criminal history check to be admitted to the MSAT program.

Students who fail to meet the admission criteria, who fail to meet technical standards requirements, or who do not pass the caregiver and background criminal history check can be denied admittance to the MSAT program.

### **Students can enter the MSAT program in one of the following ways:**

#### **Path 1 - Prior Degree**

An individual who has completed an undergraduate or graduate degree at another institution or at Carroll may apply for the Master of Science in Athletic Training program. To be considered for admission, applicants must meet GPA requirements as well as successful completion of required MSAT prerequisite courses.

#### **Path 2: Direct Admission**

Incoming Carroll University first year students seeking a Carroll bachelor's degree may apply for direct admission to the 3+2 graduate completion program through the Carroll Office of Admission. To be considered for direct admission, applicants must meet the following criteria:

- 2.75 weighted high school GPA
- 1 year of high school Biology with a grade of "C" or better
- 1 year of high school Chemistry with a grade of "C" or better
- 3 years of high school math with a grade of "C" or better
- 1 year of high school Physics is recommended, but not required

Carroll University students with direct admission status must satisfy all MSAT program prerequisite requirements by the end of spring semester of their junior year in order to advance into year one of the graduate MSAT program in their senior year.

### **Path 3: Non-Direct Admission**

Current Carroll University

undergraduate students seeking a Carroll bachelor's degree in an approved discipline may apply for admission to the 3+2 completion program through the Carroll Office of Admission. To be considered for admission, applicants must meet GPA requirements as well as successful completion of required MSAT prerequisite courses.

#### **Minimum requirements for all applicants:**

- A cumulative and prerequisite GPA of 3.0 or higher is recommended for admission.
- Students entering the MSAT program through the 3+2 Direct Admission process are guaranteed transition to the MSAT professional program if they earn both a 3.0 cumulative and a 3.0 prerequisite GPA and complete all enrollment criteria noted below.
- Students with a cumulative and pre-professional GPA of 2.75-2.99 will be considered for admission.

#### **Prerequisite coursework**

- Anatomy and Physiology I and II with labs OR General Biology I and II with labs (Carroll ANP130/140 or BIO120/125)
- Advanced Anatomy and Advanced Physiology with labs (Carroll ANP 402/ANP 403). (Prior degree candidates are eligible to complete this course series at Carroll during the summer term, prior to the start of the MS AT program in the fall term.)
- Chemistry I and II with labs (Carroll CHE101/102 or CHE109/110)
- General Physics I and II with labs (Carroll PHY101/102 or PHY203/204)
- Introductory Psychology (Carroll PSY101)
- Letter grades of "C" or better are required in all prerequisite courses.
- All pre-professional coursework must have been completed within the past 7 years.

#### **Application requirements**

- Official undergraduate transcript(s) (other than Carroll transcripts)
- Carroll University graduate application
- Professional resume must include:
  - Education
  - Employment history
  - College activities
  - Community service
  - Academic honors
- Statement of purpose
  - Why you are choosing to pursue a career in athletic training.

- 25 hours of athletic training observation with a licensed/certified athletic trainer completed within two years of application submission. Appropriate documentation must be provided (see Clinical Experience Hours Documentation form).
- 2 letters of recommendation (does not apply to Direct Admission applicants)
- Applications will be accepted on a rolling basis until the class is full.

### **Master of Athletic Training Academic Progression Standards:**

Progression Standards for progression policy.

### **Reapplication Policy for Dismissed or Withdrawn Students**

The policy on reapplication defines the process by which students may seek readmission to the program following a withdrawal or dismissal of the student from the program for failing to maintain good academic standing. Readmission candidates may apply for readmission to the program no sooner than one year and no later than three years from the date of the withdrawal or dismissal. Readmission candidates may exercise their reapplication option only once.

Readmission candidates applying to the program must submit the materials required and shall be considered with all new applicants for admission. In addition, they must provide transcripts relating to any education experiences completed since leaving the program. A letter indicating why the readmission candidate believes they will succeed academically and technically in the program must accompany the application materials. Upon review of the materials, the program's admission selection committee may render the following decisions: 1) Approval of the request for readmission to the beginning of the program, or 2) Denial of the request for readmission to the program.

### **Technical Standards for the Athletic Training Program**

Successful participation in the Carroll University Athletic Training Program requires that a candidate possess the ability to meet the requirements of the program. Though the program may modify certain course requirements in order to provide a person with a handicap an equivalent opportunity to achieve results equal to those of a person without a handicap, there are no substitutes for the following essential skills. With or without accommodation, the applicant/candidate must initially meet the technical standards described below to gain admission to and to progress through the AT program. If a student has a change in ability to meet these standards while enrolled in the AT program, the student is required to inform their program advisor and update the technical standards form. Where applicable, the AT program may require submission of supporting documentation from appropriate providers.

Requirements:

1. Completion of the technical standards form is required upon application to the AT program



2. The form must be updated immediately if the student has a change in their ability to meet technical standards at any point in the program.

### **Technical Standards for Carroll University Athletic Training Students**

In preparation for professional roles athletic training students are expected to demonstrate the ability to meet the demands encountered in an athletic training career. Certain functional abilities are essential for the delivery of safe and effective care. An applicant to the AT Program must meet and maintain the following technical standards for progression throughout the program. Students unable to meet these technical standards will not be able to complete the program. Students shall notify the program in a timely manner of any change in their ability to meet technical standards.

#### **The technical standards include but are not limited to the following:**

##### **General Ability**

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesized in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

##### **Observational Ability**

The student must have the ability to make accurate visual observations and interpret them in the context of clinical/ laboratory activities and patient care experiences. The student must be able to document these observations accurately.

##### **Communication Ability**

The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to read, write, hear, comprehend and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

##### **Psychomotor Ability**

The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete safe effective care for patients. The student is expected to have psychomotor skills necessary to safely perform examination procedures and treatment interventions, including CPR if necessary. Examples of examination procedures include, but are not limited to, cognitive assessment, range of motion, manual muscle testing, sensation, balance, functional abilities, pain, cardiopulmonary status, percussion, palpation, and anthropometrics.

Treatment interventions include, but are not limited to, patient education, manual therapy, functional training (transfers, bed mobility, activity of daily living training, etc.), application of therapeutic physical agents such as electrotherapy, radiation, heat, and cold, and wound care.

The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel and balance.

The AT curriculum may require students to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

### **Intellectual/Cognitive Ability**

The student must have the ability to develop critical thinking and problem-solving skills essential to professional athletic training practice. Problem solving skills include the ability to measure, calculate, reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound judgment for competent patient/client management, practice management, and functions required for clinical scholarship.

### **Behavioral and Social Attributes**

The student is expected to have the emotional stability required to exercise sound judgment, complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the AT program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive and effective relationship with patients and other members of the healthcare team. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with individuals, families

and groups from a variety of social, emotional, cultural and intellectual backgrounds. Each student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and effectively collaborate with others. Students must continuously self-assess to improve as a professional.

### **Ability to Manage Stressful Situations**

The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the AT program, and must effectively manage these stressors throughout entire workdays. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer and/or program related.

### **Background Check**

Clinical facilities require that Carroll University perform background checks on all students before participation in clinical courses. The background check result is shared with the clinical facility.

### **Tuition and Fees**

See the Tuition, Financial Aid, and Refund Policies section of the catalog.

Students enrolled in the Athletic Training Program are assessed an \$875 annual program fee for course related supplies and equipment, assistance with membership dues in the National Athletic Trainer's Association, and liability insurance. The Pre-athletic training course, ATH101, requires use of equipment and disposable supplies and is assigned a separate course fee.

### **Graduate**

In coordination with academic coursework, learning over time occurs by interaction with clinical instructors through field experiences in traditional athletic training settings, other health care settings, and practice and athletic event coverage. Students can expect to travel to offsite clinical rotations/laboratory sessions or field experiences in the athletic training program. Throughout the program, students are evaluated on the attainment of knowledge to include psychomotor, cognitive, and affective competencies as outlined by the National Athletic Trainers' Association Education Council. Outcomes are measured through ongoing self, peer, and clinical instructor assessments.

Ongoing program assessments include student evaluations and feedback, curriculum evaluations, institutional self-study assessment and site visits by the Commission on Accreditation of Athletic Training Education (CAATE).

## Master of Science in Nursing

## Master of Science in Nursing

Jamie Hansen	Clinical Associate Professor
Teresa Kaul	Clinical Associate Professor/Nursing Department Chair
Karie Ruekert Kobiske	Clinical Associate Professor/Director of MSN Program

Carroll University graduate nursing program is designed to offer advanced nursing education with focus on superior clinical and academic knowledge and skills. Carroll University offers a graduate program leading to a Master of Science in Nursing (MSN) degree. The Carroll University MSN program emphasis is the Nurse Educator. Carroll University MSN program was designed to fit conveniently with schedules for working nurses.

- Eight-week courses meet one night per week
- Hybrid delivery with online and in-person courses
- Clinical education may be completed in your current work setting
- Educational practicum may be completed with the nursing faculty at the University

## Accreditation

Carroll University is accredited by the North Central Association of Colleges and Schools. The baccalaureate in Nursing Program at Carroll is accredited by the Commission on Collegiate Nursing Education (NE). The NE is a nationally recognized accrediting agency devoted exclusively to the evaluation of baccalaureate and graduate programs in nursing education. Carroll's nursing program received accreditation December 2010 through December 2020 with no deficiencies.

Carroll University has received approval from the Higher Learning Commission to offer the MSN Degree-Nurse Educator focus.

The Carroll University MSN program has applicant status with CCNE and will host an on-site accreditation visit in one year per CCNE accreditation procedures. The master's degree program in nursing program at Carroll University is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202.887.6791. Applying for accreditation does not guarantee that accreditation will be granted.

The Higher Learning Commission Department of Regulation and Licensing  
North Central Association                      Wisconsin State Board of Nursing  
230 South LaSalle St., Suite 7-5004822 Madison Yards Way

Chicago, IL 60604  
Phone: 800.621.7440

Madison, WI 53705  
Phone: 608.266.2112

National League for Nursing (NLN) NLN  
Accrediting Commission  
The Watergate  
2600 Virginia Ave NW, 8th Floor  
Washington DC 20037  
Phone: 800.669.1656

American Association of Colleges  
1818 R Street NW  
Washington, DC 20009  
Phone: 202.387.3760

Commission on Collegiate of Nursing  
Education (CNE)  
655 K Street NW., Suite 750  
Washington, DC 20001  
hone: 202.887.6791

### **Mission and Program Outcomes**

The MSN program builds on Carroll University's mission of providing a superior education, rooted in its Presbyterian and liberal arts heritage, and draws upon its Christian tradition to prepare all students for vocational success, lifelong learning and service in a diverse and global society. The mission of the Carroll University Department of Nursing is to educate professional nurses at the associate, baccalaureate and master's level.

The MSN program builds on baccalaureate education and prepares graduates for advanced roles within the discipline of nursing. The goals of the Carroll University MSN degree NE emphases are to develop MSN's who can:

1. Exercise leadership skills and manage collaborative efforts in their practice setting.
2. Translate evidence into practice.
3. Build interdependent relationships with other professions to improve care and advance learning.

### **MSN Program Outcomes**

*Graduates of the MSN program will:*

1. Integrate scientific findings from nursing, biopsychosocial sciences, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Develop leadership skills with an emphasis on ethical and critical decision-making, effective working relationships, and a systems-perspective.
3. Apply quality improvement principles within an organization.
4. Apply research outcomes within the practice setting.
5. Utilize patient-care technologies to deliver and enhance care.
6. Intervene at the system level to develop policy and employ advocacy strategies to influence health and health care.
7. Collaborate with other health professionals to manage and coordinate care.
8. Integrate organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of population care and services to individuals, families, and aggregates/identified populations.
9. Demonstrate an advanced level of understanding of nursing and relevant sciences, integrating this knowledge into practice

## **Admission**

Applications and credentials for admission to the Master of Science in Nursing-Nurse Educator program must be submitted for processing to the Carroll University Office of Admission. Applications are reviewed on a rolling basis and as decisions are made on applications, applicants are notified through the Office of Admission.

### *Program Prerequisites:*

- Bachelor of Science in Nursing (BSN) degree from an accredited program (NLNAC or CCNE)
- A cumulative GPA of 3.0 or higher (on a 4.0 scale)
- An undergraduate introductory level statistics course or equivalent
- Current unrestricted Wisconsin RN licensure.

### Program Admission Process:

Applicants must comply with all admission requirements listed above. Selection decisions will be based on submission and evaluation of:

1. Graduate Studies Application
2. All official post-secondary transcripts, including both graduate and undergraduate course work
3. Two letters of reference (work supervisors, professional colleagues, faculty)
4. Statement of purpose defining goals/objectives for the pursuit of graduate studies
5. Current resume or curriculum vita

## **Technical Standards**

### Technical Standards for Carroll University Nursing Students

Professional nursing students are expected to demonstrate the ability to meet the demands of a professional nursing career. Certain functional abilities are essential for the delivery of safe, effective nursing care. An applicant to the Master of Science in Nursing Program must meet and maintain the following technical standards for progression throughout the program. Students unable to meet these technical standards will not be able to complete the program. Students shall notify the program of any change in their ability to meet technical standards.

The technical standards include but are not limited to the following:

#### **General Ability**

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesized in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

#### **Observational Ability**

The student must have the ability to make accurate visual observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must be able to document these observations accurately.

#### **Communication Ability**

The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

#### **Motor Ability**

The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete physical assessments and provide safe effective care for patients. The student is expected to have psychomotor skills necessary to perform or assist with procedures, treatments, administration of medication and emergency interventions including CPR if necessary. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands

associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel or balance. Clinical settings may require that students have the ability to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

### **Intellectual - Conceptual Ability**

The student must have the ability to develop problem-solving skills essential to professional nursing practice. Problem solving skills include the ability to measure, calculate reason, analyze, synthesize objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to incorporate new information from peers, instructors and the nursing/healthcare literature to formulate sound judgment to establish care plans and priorities in patient care activities.

### **Behavioral and Social Attributes**

The student is expected to have the emotional stability required to exercise sound judgment, complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the nursing program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive and effective relationship with patients and other members of the healthcare team. The ability to establish rapport and maintain interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. Each student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and effectively collaborate in the clinical setting with other members of the healthcare team.

### **Ability to Manage Stressful Situations**

The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer and/or program related.

### **Evaluation**

A handicapped applicant/candidate shall not, on the basis of his or her handicap\* (except those which would preclude the essential skills outlined above) be neither excluded from participation



in, denied the benefits of, nor be subjected to discrimination in the program. Carroll University may require that the applicant/student undergo a physical examination and/or an occupational skills evaluation.

\* Handicapped as defines by the federal government pursuant to SS 504 of the Rehabilitation Act of 1973.

### **Caregiver Background Check**

The applicant/candidate/student must complete a Background Information Disclosure Form prior to clinical placement in the program. The university intends to fully comply with the requirements of the Wisconsin Caregiver Background Check Law which requires hospitals and other health care and treatment entities to perform background checks on all persons who have direct, regular contact with clients. Certain convictions may prevent or significantly limit the ability of the university to place a student in a clinical program resulting in the student being unable to meet the university's graduation requirements. The university reserves the right to reject the application of a candidate or remove a student from the program if the university determines that the results of the caregiver background check demonstrate that the applicant/student does not exhibit behavior and social attributes consistent with the program's Technical Standards.

### **CPR and Health Requirements**

#### **CPR:**

All students must have on file current CPR certification.

#### **Health Requirements**

**Overall:** All nursing students must be able to perform the essential functions of a professional nurse. Reasonable accommodations will be afforded to disabled professional nurses as required under the Americans with Disabilities Act of 1990. A student who can no longer perform the essential functions of a professional nurse must report that to the MSN Program Director. If reasonable accommodations cannot be made, the student will not be able to remain in the nursing program. Students shall notify the program of any change in their overall health status as it relates to their ability to perform the duties of a professional nurse.

**TB Test:** Annual TB testing is required for health care professionals. Proof of one of the following is required:

- Two step TB skin test (1-3 weeks apart). Annual 1-step TB skin test after the initial two-step. or
- QuantiFeron Gold blood test or

- If you have a history of a positive TB skin test, provide a negative Chest XRay report. An annual Tuberculosis screening questionnaire is used when a student has a positive TB screening and a negative CXR on file.

**Urine Drug Screens:** Some clinical partners require a urine drug screen. The urine drug screen can be completed at the Carroll University Health Center if needed.

**Annual Influenza Vaccine:** Some clinical partners require annual influenza vaccines.

- Cost of the physical exam, immunizations, and drug screen is the responsibility of the student.

## **Insurance**

**Health:** MSN students are required to have health insurance, and students can be covered under a family or personal policy. Students without their own coverage may purchase University-sponsored coverage.

## **Academic Progression**

Progression Standards for progression policy.

## **Nurse Educator Emphasis**

Carroll University's Master of Science in Nursing degree with a Nurse Educator focus (MSN-NE) is designed to provide the knowledge, skills and experiences needed to step into a rewarding career as a nurse educator in both the academic and/or the clinical practice setting. This advanced degree will provide the tools necessary to develop, implement and evaluate nursing curricula that prepares entry-level nurses for practice and to mentor practicing nurses to provide the highest level of care.

### **Carroll University MSN NE (Nurse Educator) Emphasis outcomes:**

1. Demonstrate critical thinking and decision making when planning, implementing, and evaluating strategies to guide an educational system or program toward successful outcomes.
2. Analyze the impact of ethical and legal principles on the planning and delivery of educational programs in varied populations.
3. Critique educational delivery and evaluation strategies for application across culturally and age-diverse populations in selected educational settings.
4. Articulate a personal philosophy and framework acknowledging professional and accrediting agency competencies relating to the role and scope of practice of the nurse educator.
5. Implement the role of the nurse educator in a selected educational setting.

## MSN-NE Courses

The American Association of Colleges of Nursing (AACN), Essentials of Master's Education in Nursing (2011) provides a map to guide the development of Master's education to meet nursing accreditation standards. The Essentials document identifies that all graduates with a MSN degree develop competency in nine essential core areas as well as engage in additional coursework in an area of practice or functional role. To meet the standards identified in the Essentials document the following core and support courses will be completed by MSN program candidates and the NE emphasizes courses. As AACN designates the NE, as direct care nursing roles (practice roles) emphasizes will complete physical assessment, pathophysiology, and pharmacology coursework. The practicum coursework and NE Synthesis provides MSN students the opportunity to build advanced specialty practice in nursing as NE.

## Master of Occupational Therapy

### Master of Occupational Therapy Program

April Doebert-Fischer	Clinical Assistant Professor
Jennifer Labonte	Clinical Assistant Professor
Wendie Leveille	Program Director, Clinical Assistant Professor
April Phillips	Clinical Education Coordinator, Clinical Assistant Professor

Carroll University's Masters of Occupational Therapy Program recognizes occupational engagement as a determinant of health. We hold true that the essence of healthy living is the pursuit and performance of contextually rich and individually meaningful engagement, in the activities of everyday life. The Program design reflects the values espoused by the Carroll University Compact, including a commitment to academic excellence, personal fulfillment and spiritual meaning. In addition, the Program parallels the Compact by recognizing that embracing diversity, in all its forms, promotes human flourishing.

As with all accredited occupational therapy programs in the United States, Carroll's Masters of Occupational Therapy curriculum prepares students as entry-level generalists. Faculty guide students in the use of occupation as a therapeutic tool across diverse populations and communities and support students through a transformative learning experience that utilizes a Humanistic therapy perspective and an Ethic of Care moral framework. Each of these approaches are widely recognized as client-centered, emphasizing the importance of a therapeutic relationship between therapists and clients.

The Program promotes a safe and supportive environment where students learn foundational and theoretical sciences to advance their understanding of the role of occupation in the human condition and everyday life. We foster a meaningful learning environment by providing students with just right challenges, during both didactic with experiential learning activities, and use learning experiences that align with learning student learning styles.

The Program's curriculum offers students a lens through which they progressively analyze components of life participation including person, population, environment, socio-cultural, and occupational interactions. We emphasizes the development ethical and professional behaviors, consistent with the standards, values, and attitudes of the occupational therapy profession. In addition, the curriculum promotes evidence-based practice, inter-professional education and a commitment to life-long learning.

### **Accreditation**

Carroll University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (30 N. LaSalle Street, Chicago, IL 60602-2504).

The Carroll University Master of Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. Telephone number: 301-652-AOTA (301-652-2682), website: [www.acoteonline.org](http://www.acoteonline.org).

## **Master of Occupational Therapy Admission Information and Requirements**

### **Admission Information and Requirements**

Admission to the Carroll University Master of Occupational Therapy requires a baccalaureate degree from an accredited institution and satisfactory completion of prerequisite coursework prior to matriculation. The program considers all qualified applicants without discrimination regardless of race, color, creed, gender, age, sexual orientation, marital status, national or ethnic origin, or handicap that does not interfere with the performance of professional occupational therapy practice as provided by law.

Carroll utilizes the Occupational Therapist Centralized Application Service (OTCAS) to collect application materials in addition to a Carroll University Supplemental Application.

### **Timeline for Admission**

The OTCAS admissions cycle begins mid-July each year. Applicants may start and submit the OTCAS application as soon as it is available. Once an application is deemed complete by OTCAS, the Service will verify the accuracy of the application materials, compare original

transcripts to the self-reported course information on the application, calculate GPAs, and submit the verified application file directly to Carroll University.

Complete instructions for submitting the OTCAS application are available on the OTCAS website, <http://www.otcas.org>.

### **Required Application Materials**

- Verified OTCAS application

The following materials must be submitted to OTCAS:

- Official transcripts from all undergraduate and graduate institutions
- Three letters of reference - suggested authors include a college instructor, a supervisor and an occupational therapist
- List of coursework in progress
- Volunteer/Observation hours in an OT setting - Applicants must convey an understanding of the OT profession. Exposure to occupational therapy can be in the form of volunteering, observation and/or work experience within a setting where occupational therapy services are conducted. 40 hours completed at the time of application are strongly recommended.
- Personal Essay (with name attached)
- Official GRE Score Report sent to OTCAS via ETS Code #1211

The following materials must be submitted to Carroll University Graduate Admissions:

- Carroll University MOT Program Supplemental Fee
- Prerequisite Coursework - one semester each:

Prerequisites must be completed from an accredited junior college, college, or university. Most courses can be completed either in a classroom setting or on-line. Anatomy must be completed in a classroom setting.

- Anatomy
- Physiology
- Abnormal Psychology
- Lifespan Psychology
- Introductory Sociology or Cultural Anthropology
- Statistics
- Medical Terminology
- Chemistry - highly recommended

### **Other Admission Information**

- Completion of all prerequisites is required prior to matriculation.
- Cumulative and Prerequisite GPA of 3.0

- Prerequisite courses must be completed with a "C" or higher. Note that a "C-" will not be accepted.
- Only full-time students are admitted to the program.
- Class size per cohort is 30 students and will be admitted based on individual merits.
- Students need not have received their bachelor's degree from Carroll University, but those who do will receive a calculated advantage in the admission process.
- AP courses will be accepted for general psychology, sociology and statistics if listed on university transcript.
- The Carroll University MOT program will not accept transfer students or transfer credits for any required courses in Occupational Therapy. Student accepted into the program must complete all required occupational therapy courses. Advanced placement will not be granted for any reason, including prior academic studies or professional experience.

No more than 2 courses can be pending at the time of application. Pending courses must be listed on the OTCAS application or in coordination with the graduate admission office. Failure to comply may necessitate a revocation of acceptance into the program.

Admitted students will need to submit ALL official college transcripts directly to Carroll University prior to matriculation. Admitted students and will be required to have completed a health screening, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, background investigation and drug screening prior to beginning the program.

International applicants and those who graduated from a non-US college or university must complete the following in addition to the above:

- Three (3) hours of English composition completed at an accredited US or Canadian college or university if the initial education was not taken at an English-speaking university
- 20 hours of natural sciences taken at an accredited US or Canadian college or university. These hours must include 2 semesters of Anatomy and Physiology coursework. Anatomy must be completed in a classroom setting
- Documented completion of baccalaureate degree from accredited institution or equivalent via an international credit evaluation must be sent directly to OTCAS
- Official TOEFL scores must sent directly to Carroll University for those who graduated from a non-US college or university
- Documentation needed to issue I-20

Please also see the Office of International Education webpages.

### **Transfer of Credits Information**

The Carroll University MOT Program does not accept transfer students or transfer credits for any required courses in Occupational Therapy. Students accepted into the program must complete all

required occupational therapy courses. Advanced placement is not granted for any reason, including prior academic studies or professional experience.

## **Student Learning Outcomes**

Graduates of the Carroll University MOT Program will:

1. Be prepared to be socially responsible and accountable through service to the community and application of best practice strategies for an identified population.
2. Have acquired sound knowledge of and appreciation for the ethical and practical considerations that effect health and wellness of the underserved and underrepresented populations and the impact this has on occupational justice and potential disparity of services.
3. Be prepared to advocate as a professional for occupational therapy services offered and for the recipients of those services.
4. Be prepared to competently and professionally communicate and collaborate inter-professionally with peers, colleagues, clients and families, and other health care professionals in order to clarify each member's responsibility in executing components of an intervention plan.
5. Be able to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts, roles and environments to support engagement in everyday life activities that affect health, well-being, and quality of life.
6. Be able to plan and apply the therapeutic use of self and occupation in evaluation, assessment, screening, and interventions that are culturally sensitive and client-centered, to achieve expected outcomes as related to occupation.
7. Be educated as a generalist with broad exposure to delivery models and systems used in traditional, current and emerging occupational therapy practice settings.
8. Acknowledge the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
9. Have achieved entry-level competence through a combination of academic and fieldwork education.
10. Be prepared to be a lifelong learner and keep current with evidence-based professional practice so as to support the growth and dissemination of research and knowledge that will contribute to the profession of occupational therapy and to those served through the profession.
11. Model and uphold the ethical standards, values, and attitudes of the occupational therapy profession towards self, clients, and in interactions and communications with others.
12. Analyze and appreciate the human condition as a collective experience of culture, personhood, social and economic change, and other contexts and how this might affect access to and response to health care.

13. Develop a knowledge of evidence-based practice and promote an analytical and critical understanding of occupational therapy practice.

## **Master of Occupational Therapy Program Technical Standards**

In preparation for professional roles occupational therapy students are expected to demonstrate the ability to meet the demands encountered in an occupational therapy career. Certain functional abilities are essential for the delivery of safe and effective care. An applicant to the MOT Program must independently, with or without reasonable accommodation, meet and maintain the following technical standards for progression throughout the program.

### **General Ability**

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesized in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

### **Observational Ability**

The student must have the ability to make accurate visual observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must be able to document these observations accurately.

### **Communication Ability**

The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to comprehend, write, hear, and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

### **Psychomotor Ability**

The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete safe effective care for patients. The student is expected to have psychomotor skills necessary to safely perform examination procedures and treatment interventions, including CPR if necessary. Examples of examination procedures include, but are not limited to, cognitive assessment, range of motion, manual muscle testing, sensation, balance, functional abilities, pain, cardiopulmonary status, percussion, palpation, and anthropometrics. Treatment interventions include, but are not limited to, patient and caregiver education, manual therapy, functional training (transfers, bed mobility, activity of daily living training, etc.), splinting, work hardening, task and environmental modification and adaptation, application of therapeutic physical agents such as electrotherapy, radiation, heat, and cold, and wound care.



The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel or balance. The MOT curriculum may require students to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

### **Intellectual/Cognitive Ability**

The student must have the ability to develop critical thinking and problem-solving skills essential to professional occupational therapy practice. Problem solving skills include the ability to measure, calculate reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound judgment for competent patient/client management, practice management, and functions required for clinical scholarship.

### **Behavioral and Social Attributes**

The student is expected to have the emotional stability required to exercise sound judgment, complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the MOT program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive and effective relationship with patients and other members of the healthcare team. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Each student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and effectively collaborate with others. Students must continuously self-assess to improve as a professional.

The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the MOT program, and must effectively manage these stressors throughout entire workdays.

### **Evaluation**

An applicant/candidate with a handicap shall not, on the basis of his or her handicap, except those which would preclude the essential skills outlined above, be excluded from participation

in, denied the benefits of, nor be subjected to discrimination in the program. Carroll University may require that the applicant/student undergo a physical examination and/or an occupational skills evaluation.

All MOT students must be able to perform the essential functions of a student occupational therapist. Reasonable accommodations will be afforded to students with disabilities as required under the Americans with Disabilities Act of 1990, Sec. 504 of the Rehabilitation Act of 1973, and applicable state laws. A student who can no longer perform the essential functions of a student occupational therapist must report this to his or her program advisor. If reasonable accommodations cannot be made, the student will not be able to remain in the MOT program.

**An applicant to the MOT Program must independently, with or without reasonable accommodation, meet and maintain the following technical standards for progression throughout the program.**

### **Caregiver Background and Criminal History Check**

On October 1, 1998, the State of Wisconsin, Department of Health and Family Services mandated that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the Caregiver and Background Check requirements in Section 50.065 of the Wisconsin statute. Occupational Therapy students are required to complete a background and criminal history check, which will be facilitated prior to the first day of class and abide by the university and state regulations pertaining to the findings. While this may not prevent admission to our program, it may hinder the ability for placement in clinical rotations. Clinical rotations are a standard requirement of the Accreditation Council for Occupational Therapy Education (ACOTE), and are mandatory to take the board certification exam. In addition, failure to complete this requirement would render the student unable to fulfill requirements for graduation from the MOT program. All healthcare facilities require background checks; therefore, use of this information will be at the discretion of the university and of the clinical sites.

Background checks will be completed through the Exxat document management system. Clinical facilities require background checks on all students before participation in clinical rotations. The background check result is shared with the clinical facility.

### **Insurance**

**Health:** Health insurance for all full time students and international students at Carroll University is mandatory.

Students who choose to may purchase University-sponsored coverage, by logging onto <http://www.wpsic.com/waicu/>, finding the Carroll plan, and enrolling directly.

All students and faculty are required to obtain and maintain Advanced Cardiac Life Support (ACLS) certification.

Students are required to complete and maintain various health and immunization forms and records. These documents provide information about the student's health insurance carrier, physician, medical conditions, vaccination history and completion of health risk training. It is the student's responsibility to update all health information and health-related requirements annually, or more frequently if necessary and as required by clinical sites. Students are highly encouraged to keep a personal file of health information. Any medical treatment needed by an occupational therapy student during academic preparation or clinical education experience is the responsibility of the student. Clinical facilities may require proof of immunizations or additional procedures (lab studies, radiographs, etc.). The student is responsible for the cost of any related procedures.

**Professional Liability:** Professional students are required to have professional liability insurance. The University arranges for this coverage for each MOT student.

### **Master of Occupational Therapy Program Academic Progression Standards**

Progression Standards for progression policy.

### **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

### **Master of Occupational Therapy Program Tuition and Financial Aid**

#### **Cost**

The Master of Occupational Therapy Program consists of 86 graduate credits. The estimated cost of tuition for the 2-year program is \$66,220 plus a \$590/semester program fee.

\$770 per credit x 86 credits = \$66,220\*

\*Please note that new tuition and fees amounts are finalized each year, therefore final tuition costs and fees are established by the Carroll University Board of Trustees and are subject to change.

Membership in both the American Occupational Therapy Association and the Wisconsin Occupational Therapy Association is required. Additional expenses include textbooks, personal and living expenses.

Graduate student financial aid is available in the form of loan; Government guaranteed loans (Unsubsidized and Graduate Plus) and private loans. Students who file the FAFSA are eligible to receive government loans regardless of their economic situation. Graduate students can borrow up to \$20,500 each year in the Federal Unsubsidized Loan program (or up to their cost of attendance, whichever is lower).

[Click for more information regarding financial aid.](#)

## **Curriculum**

The Carroll University Master of Occupational Therapy (MOT) Curriculum has been designed to reflect the mission and philosophy of the Carroll University and the MOT program, as well as align with the philosophical base of the American Occupational Therapy Association (AOTA). In addition, the MOT program emulates the liberal arts heritage of the University by embracing the conviction that humanness is underscored by diversity.

The MOT curriculum incorporates six themes or threads which are built upon throughout the learning experience: occupational performance, service to community, lifelong learning and scholarship, professional development and self-reflection, cultural and client-centered practice, and interprofessional and collaborative care.

Each thread is addressed by courses progressively and with increasing depth as a multi-disciplinary approach offers new perspective and complexity to founding sciences and profession-specific course content and helps to solidify knowledge and understanding as students move through the curricular sequence. Intentional placement of courses within the same semester helps boost comprehension as key concepts are reintroduced from a different vantage point.

## **Master of Science in Physician Assistant Studies**

Monika Baldrige, Ph.D.	Professor
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Clinical Coordinator, Clinical Assistant Professor

The Carroll University Master of Science in Physician Assistant Studies Program has Continuing Accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and approval from HLC/NCA.

The Mission of the Master of Science in Physician Assistant Studies Program is to educate physician assistants to provide comprehensive quality health care to all, to be respectful of patient values, to be committed to ethical principles and to be grounded in evidence-based practice and clinical reasoning. Graduates will contribute to the profession and their communities and be prepared to practice medicine in a variety of primary care settings under the supervision of physicians. Graduates will also be prepared to provide service to medically underserved communities and diverse patient populations.

To achieve its mission, the Master of Science in Physician Assistant Studies Program has three goals:

1. To develop skilled primary care physician assistants who demonstrate the medical knowledge, skills, and abilities to provide quality patient care for entry level practice as a PA
2. To develop PAs with a high level of professionalism and interpersonal communication skills
3. To provide all students with practicum medical experiences in underserved areas or with underserved populations

The curriculum includes core knowledge about the established and evolving biomedical, clinical preparatory, behavioral and social sciences; informational literacy; health policy and professional practice; and the application of this knowledge to patient care through supervised clinical practice and practicums. The curriculum is of sufficient breadth and depth to prepare students for clinical practice of medicine and assist students in becoming critical thinkers who can apply the concepts of medical decision making and problem solving. Building on Carroll University Health Sciences Area's commitment to provide service to culturally diverse populations, there is emphasis on primary care, cultural competency, and Hispanic health care.

The philosophy of the curriculum incorporates both traditional and case-based learning concepts and culminates with a true problem-based learning experience (Capstone). A systems-based curriculum model integrates knowledge, provision of services, and reflection. Common themes across the curriculum include ethical inquiry and practice, professionalism, scientific inquiry, critical thinking, problem solving, decision making as incorporated into the clinical practice and clinical research models, the presentation of content across the lifespan, and exploration of the effects of gender, culture, and cognitive level on content. There is collaborative teaching across courses with planned redundancy of subject matter. Constant reinforcement of content with clinical experiences occurs through observations of and exposure to patients in academic

courses, service-learning, and clinical rotations. The students learn in an inter-disciplinary health care and graduate environment that promotes interdisciplinary clinical practice and life-long learning. Ongoing self, student, peer, program, and professional assessment occurs to ensure that the program is reflective of optimal practice.

The physician assistant studies program is a cohort model, 24 months in length, requiring 118 credit hours to complete. The first year, Year 1 of curriculum, is 12 months and consists of 66 credit hours of didactic courses and integrated service-learning practicums in medically underserved communities in southeastern Wisconsin. Year 2 of the curriculum (consisting of 52 credits), is 12 months of clinical rotations plus the completion of a Capstone project.

## **Admission**

Admission to Carroll University Master of Science in Physician Assistant Studies Program requires a bachelor's degree and satisfaction of prerequisite coursework. The program admits qualified students regardless of race, color, creed, gender, age, sexual orientation, marital status, national or ethnic origin or handicap that does not interfere with the performance of professional physician assistant practice as provided by law.

Carroll University will be using Central Application Service for Physician Assistants (CASPA) to collect admission materials which will be forwarded to the university.

## **Timeline for Admission Process**

The application deadline date is Oct. 1. All materials (including Verified CASPA file) must be received by Carroll University on or before this date. Please note that verification of application of materials might take up to 4-6 weeks.

Candidates will be chosen for on-campus interviews in October-January. Twenty positions will be offered each year. Admission decisions are generally finalized in late spring.

## **Required Application Materials:**

Verified CASPA application including:

- Three letters of reference are required, preferably from a college instructor, a supervisor from a work or volunteer clinical experience, and a health care professional such as PA, NP, MD or DO. Letters of reference must be submitted via CASPA.
- List of coursework in progress.
- Carroll University PA Program Supplemental Fee.
- Official GRE score report using program code 0409. By entering program code 0409 your GRE exam score will automatically be sent to CASPA and considered official submission by Carroll University.

**Required Prerequisites:**

Compliance with the following requirements must be completed prior to beginning the physician assistant program. Completion of all prerequisites is required prior to matriculation.

**GPA:** Cumulative GPA and science GPA of 3.0 or greater on a 4.0 scale.

**Patient Care Experience:** A minimum of 500 hours of patient care experience.

**Baccalaureate degree:** Must be awarded from an accredited institution prior to matriculation.

**Prerequisite Courses:** Please see below for the specific courses required under each discipline.

Any student accepted for admission to the program must have official college transcripts documenting completion of all requirements sent directly to Carroll University prior to matriculation. Accepted students are required to have completed a health screening, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, background investigation and drug screening prior to beginning the PA program.

**Biology Sciences - 5 semesters of biology (courses designed for science majors are preferred)**

Biological science courses must include the following:

- Anatomy (or combined anatomy and physiology)
- Physiology (or combined anatomy and physiology)
- Microbiology

Suggested additional biological sciences include:

- Genetics
- Cell Biology
- Immunology
- Endocrinology
- Upper division biological science related to medicine

**Chemistry - 4 semesters of chemistry (courses designed for science majors are preferred)**

Suggested Chemistry course options include:

- General Chemistry
- Inorganic Chemistry
- Biochemistry
- Organic Chemistry

## **Psychology - 2 semesters**

Suggested Psychology course options include:

- General Psychology
- Developmental Psychology
- Lifespan Psychology
- Abnormal Psychology

## **Statistics - 1 semester**

Other courses highly recommended for success in PA education:

- Pathophysiology
- Medical Terminology
- Epidemiology
- Pharmacology
- Spanish language

Online format is not acceptable for anatomy/physiology courses. All prerequisite courses must be completed with a "C" or higher. Note that a "C-" will not be accepted.

**AP courses** are accepted for general psychology, general biology I, general chemistry I, and statistics. Documentation must be submitted via official college transcript.

**Time Limit for Completion of Prerequisite Requirements:** Candidates with coursework more than five years old will need to repeat A&P I and II.

**Carroll University will not accept transfer credits for any required course in the Physician Assistant Studies Program.** Advanced placement will not be granted for any reason, including prior academic studies or professional experience. Only full-time students are admitted to the program, and all courses within the curriculum are required.

The selection process for the PA Program is highly competitive. Each application is evaluated on individual merits. The submitted materials will be used to evaluate applicants for potential success in the program based on proven academic performance and potential; knowledge of the PA profession; work, community service and other experiences; letters of reference; and essays. Personal interviews, offered to the most qualified applicants, will aid the committee in assessing a variety of non-cognitive factors, including interpersonal skills, personal maturity, motivation and life experiences. Applicants may not be accepted without a personal interview. Invitations for admission will be extended to applicants who appear to be the most highly qualified to meet the mission and goals of the program. Students will be admitted to the Master of Science in Physician Assistant Studies program based on their admission materials and their interview.



Students need not have received their bachelor's degree from Carroll University, but those who do will receive additional admission points.

### **Technical Standards for Admission to and Progression in the Physician Assistant Studies Program**

The Physician Assistant Studies Program requires that a student possess the ability to meet the requirements of the program. Though the program might modify certain course requirements to provide accommodations required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1990, there are no substitutes for the following essential skills. The applicant must independently, with or without reasonable accommodation, be able to meet each requirement to gain admission to the program, and must also continue to meet them throughout participation in the program.

1. **Physical Requirements:** The applicant/student must be willing and capable of performing the customary techniques for physical assessment, such as visual observation, auscultation, percussion and palpation. The applicant must be able to timely perform physician assistant procedures such as suturing, splinting, venous and arterial puncture and cannulation, bladder catheterization, nasogastric tube placement, emergency procedures such as cardiopulmonary resuscitation, suctioning of airway, endotracheal intubation, operation of cardioverter/defibrillator, and application of routine first aid procedures.
2. **Communication:** The applicant/student must be able to elicit information, describe changes in health, mood and activity, and perceive nonverbal communication. The applicant/student must be able to communicate effectively and sensitively with patients and all members of the health care team.
3. **Intellectual Ability:** The applicant/student must be competent in problem solving skills, including measurement, calculation, reasoning and analysis.
4. **Behavioral and Social Attributes:** The applicant/student must be able to tolerate physically taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, learn to function in the face of uncertainties inherent in the evaluation and treatment of patients, and must possess integrity, compassion, effective interpersonal skills and be motivated for a career in health care. The student/applicant must be able to work with patients who have serious illnesses, infectious or terminal diseases and severe emotional disorders.

The Physician Assistant Studies Program requires that the applicant/student undergo a physical examination. Carroll University does not discriminate against qualified applicants or enrolled students with disabilities. These Technical Standards are not intended to deter any candidate or enrolled student for whom reasonable accommodation will allow the fulfillment of the complete curriculum.

**Health Insurance Statement:**

Physician Assistant students are required to have health insurance, and students can be covered under a family or personal policy. Students without their own coverage may purchase University-sponsored coverage.

**Caregiver Background and Criminal History Check**

October 1, 1998, the State of Wisconsin Department of Health and Family Services mandated that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the caregiver and background check requirements in Section 50.065 of the Wisconsin Statute. Prior to the first day of class, students are required to complete a background and criminal history check and abide by university and state regulations pertaining to findings.

**Insurance**

Physician Assistant students are required to have health insurance, and students can be covered under a family or personal policy. Students without their own coverage may purchase University-sponsored coverage.

**Academic Progression in Physician Assistant Program**

Progression Standards for progression policy.

**Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

**End of Program Standards**

In addition to successful completion of all required physician assistant courses, students must complete the program Capstone course requirements. The Capstone course consists of four components: the summative comprehensive written examination, summative OSCE, the Capstone project, and Professionalism evaluation. The comprehensive written examination and summative OSCE will be administered at the end of the next to last return to campus day during the second year of the program. The capstone presentation will occur during the spring semester of year-2. If a student (1) fails the summative OSCE, (2) fails a written comprehensive

examination or (3) receives a grade of D or F on the capstone, or (4) fails to "meet expectations" on the 2nd year Spring Professionalism Evaluation, successful remediation (as determined by the faculty) must occur prior to graduation. If the student fails to successfully complete remediation, the student will be dismissed from the program.

All Master of Science in Physician Assistant Studies program requirements must be completed in 24 months unless permission is otherwise granted by the Director of the Physician Assistant Program.

At the end of each grading period the Health Science Academic Progress Committee (HSAPC) will meet to review the academic status of every student in the physician assistant program and ensure that all students meet the requirements necessary for progression. The committee will consider the PA program progression standards and will make decisions within the context of the academic progression standards above. The committee is composed of the PA Program Director, the Department of Health and Medicine Chair, the Dean of the College of Health Sciences, the Chair of Physical Therapy, and the Directors and Chairs from Athletic Training, Exercise Physiology, Occupational Therapy, and Nursing. The purpose of the Health Science Academic Progress Committee is to ensure that every graduate of the Carroll University PA program has the skills, knowledge, and judgment to assume the responsibilities of a physician assistant. Students with deficiencies will be notified by the Office of the Registrar within 10 business days after grades are submitted and will meet with the PA Student Progress Committee (SPC) composed of the core PA program faculty and the PA Program Director.

### **Appeals Process**

The Academic Steering Committee acts as the appeal body for questions related to academic progression, academic policy, probation or dismissal, etc. The Student/Faculty Ethics committee acts as the appeal body for questions related to grades, integrity, and professionalism. A student wishing to appeal decisions by the HSAPC or SPC must follow the process indicated in the Carroll University Student Handbook.

### **Policy on Readmission to the Program**

The Policy on Readmission defines the process by which students may seek to be readmitted to the program following dismissal of the student from the program. Readmission candidates may apply for readmission to the program no sooner than eight months and no later than three years from the date of dismissal. Readmission candidates may exercise this option only once. Readmission candidates must submit the materials required of all applicants for admission. In addition, they must provide transcripts relating to any education experiences completed since leaving the program. A letter indicating why the readmission candidate believes they will succeed academically, technically, and professionally in the program must accompany the application materials.

Upon review of the materials, the PA admission committee will render one of the following decisions:

1. Approval of the request for readmission to the program with the academic condition that the readmission applicant repeat the entire academic program or
2. denial of the request for readmission to the program.

The decision of this committee is final.

## **Grade Appeals**

Students and faculty should make every effort to resolve questions about grades without seeking a formal grade appeal. Students should seek a formal grade appeal only as a last resort.

All students who seek to appeal the assignment of a grade should understand that the evaluation of the extent of course mastery is normally within the province of the instructor for a particular course. Absent extraordinary circumstances, no grade adjustments or changes will be initiated. Therefore, students should make every effort to resolve questions without seeking a formal grade appeal.

Students may seek to appeal final course grades only if there is a valid basis to do so, supported by compelling documentation to show that the assignment of a grade was incorrect or was contrary to established Carroll University academic policies and procedures. Accordingly, appropriate grounds for grade appeals may include:

- A clerical error in the assignment of a final grade;
- The assignment of a grade on some basis other than the student's performance and participation in the course;
- The evaluation of the student's work by using criteria that is unnecessarily different from that used to evaluate other students in the same class;
- The assignment of a grade that reflects a significant departure from the instructor's published or announced standards for assigning grades.

The responsibility for developing and presenting the case for a grade change rests with the student making the appeal. Further, no appeal shall be received by Student/Faculty Ethics Committee absent evidence that the student attempted to address and/or resolve the matter individually with the faculty member responsible for assigning the grade at issue.

All grade appeals must be submitted, in writing, to the Student/Faculty Ethics Committee within the first three weeks of the academic semester immediately following the term in which the course was taken. A written statement clearly identifying the basis for the appeal must be submitted by the student, along with the following documentation: All assignments/project grades, test/quiz results, instructor comments and assessments related to the course/grade in question.

Once submitted, the Student/Faculty Ethics Committee shall meet to review the student's written statement and supporting documentation. The committee retains the discretion to consult with the faculty member who issued the grade to receive further information. The committee's written recommendation for resolution of the matter will be issued within ten school days of its receipt of the appeal. This recommendation shall be forwarded to the student, faculty member and PA Program Director

If the student seeks further review, the written basis for such a review, along with the supporting documentation, must be forwarded to Carroll University Provost within ten school days of the issuance of the Student/Faculty Ethics Committee recommendation. Review of the matter and the issuance of a decision by the Provost shall be final.

### **Student Academic Integrity and Professionalism**

All acts of academic misconduct are serious and in fact subvert the very nature of the academic process. Given the central role of academic integrity to all academic pursuits, the Student/Faculty Ethics Committee will review every incident of alleged academic misconduct. Should they be accused of misconduct, students will be subject to fair application of the Policies and Procedures on Student Academic Integrity.

Academic misconduct violations include: committing plagiarism, fabricating or changing data or clinical logs, forging or falsifying academic documents or records, intentionally impeding or damaging the academic work of others, illicitly or maliciously accessing, altering, copying, using or damaging computer software or files, or any other academic violation of the Information Technology Acceptable Use Policy as stated in the Student Handbook.

For cases of academic misconduct in a particular academic course, the instructor of that course assigns an appropriate course sanction and the case is forwarded to the Student/Faculty Ethics Committee to consider the sanction, including program probation or dismissal.

### **Fees and Financial Aid**

Graduate tuition for the Physician Assistant Studies Program is \$36,015 average per year plus \$1450 for fees for the 2019-2020 Academic Year.

The total program costs for students in the 2019-2020 Master of Physician Assistant Studies Program will be approximately \$73,480.

Note that while the year-1 program costs are finalized, the year-2 costs are yet to be established by the Carroll University Board of Trustees and are subject to change, which will change the total program cost.

### **Additional Equipment and Related Costs**

Medical Equipment	\$1,200.00*
Uniforms	\$120.00
Books (didactic and clinical years)	\$2,400.00
AAPA dues (highly recommended)	\$75.00
WAPA dues (highly recommended)	\$20.00
Drug screen	\$100.00/year**
Clinical Rotation Tracking System	\$80.00
BLS/ACLS training	\$305.00

\* Depending on specific models chosen

\*\*Depending on the facility

Financial aid is available in the form of loans. Additional information is available from the financial aid office.

### **Licensure**

Students are responsible for determining the requirements of physician assistant licensure and completing application requirements for the state in which they expect to be licensed.

### **Curriculum**

The curriculum includes core knowledge about the established and evolving biomedical, clinical preparatory, behavioral and social sciences; informational literacy; health policy and professional practice; and the application of this knowledge to patient care through supervised clinical practice and practicums. The curriculum is of sufficient breadth and depth to prepare students for clinical practice of medicine and assist students in becoming critical thinkers who can apply the concepts of medical decision-making and problem solving. Building on Carroll University's health sciences area commitment to provide service to culturally diverse populations, there is emphasis on primary care, cultural competency and Hispanic health care.

The philosophy of the curriculum incorporates both traditional and case-based learning concepts and culminates with a capstone experience. A systems-based curriculum model integrates knowledge, provision of services and reflection. Common themes across the curriculum include ethical inquiry and practice, professionalism, scientific inquiry, critical thinking, problem-solving, decision-making as incorporated into the clinical practice and clinical research models,

the presentation of content across the lifespan, and exploration of the effects of gender, culture and cognitive level on content. There is collaborative teaching across courses with planned redundancy of subject matter. Constant reinforcement of content with clinical experiences occurs through observations of and exposure to patients in academic courses, service-learning and clinical rotations. The students learn in an interdisciplinary health care and graduate environment that promotes interdisciplinary clinical practice and lifelong learning.

The Carroll University Master of Science in Physician Assistant Studies program is a post-baccalaureate program divided into one year of course work with supervised clinical practicums, followed by one year of clinical rotations. The program begins in summer and runs full time for two years. The supervised clinical practicums in the first year provide students with hands-on patient/client experience that allows students to integrate classroom learning with practical and clinical applications while providing service to the community. The practicum courses help students develop clinical skills, and emphasize wellness and prevention across the lifespan. Students participate in 12 months of full-time clinical rotations in the areas of Family Practice, Internal Medicine, Emergency Medicine, Women's Health, Behavioral Health, Pediatrics and General Surgery in the second year. An additional four-week elective will be taken in either a medical or surgical subspecialty area. Clinical education experiences occur off campus, and students must secure appropriate transportation. International physician assistant clinical experiences are available to students.

Due to the academic rigor and demands of clinical rotations throughout the Master of Science in Physician Assistant Studies program, students are highly encouraged not to work during their first and second years. Additionally, students are not allowed to work on campus within the physician assistant program at any time during their first or second year.

## **Sport Physiology & Performance Coaching**

### **Sport Physiology & Performance Coaching Program**

Brian P. Edlbeck      Clinical Assistant Professor of Exercise Science

Timothy J. Suchomel Program Director, and Assistant Professor of Exercise Science

### **Program Overview**

Upon successful completion of program requirements, students will earn a Master of Science degree. Sport Physiology & Performance Coaching (SPPC) Program incorporates extensive hands-on experiences through multiple practicums and an internship. Coursework includes both lecture and laboratory formats, incorporating innovative approaches to performance and exercise prescription. The mission of the SPPC Program is to prepare qualified professionals at the

master's level to work in fitness, professional sports, tactical training, and college/university settings. Upon graduation, students would possess the breadth and depth of knowledge and skills in the field to sit for a variety specialty certifications, and/or doctoral level work in exercise physiology or other allied health disciplines.

## **Learning Outcomes**

The following learning outcomes were developed based on the established scope of practice and services for sport and exercise physiology. Students completing the SPPC will possess general skills and abilities with a strong focus on strength and conditioning training, performance assessment, and programming to optimize training adaptations for athletes in a variety of sports and at all levels of competition.

Upon successful completion of the program, students will be able to:

1. Identify, perform, and interpret appropriate screenings to assess the health status of persons from diverse populations and health conditions.
2. Appropriately apply the principles, recommendations, and skills for exercise testing and prescription, and evidence-based decision making in planning safe and effective exercise programs for persons from diverse populations and health conditions.
3. Understand common chronic diseases and disabilities, disease progression, interventions, and the adaptations resulting from exercise, and apply this information in developing, implementing, and evaluating comprehensive programs that address client needs and goals.
4. Understand and apply problem-solving skills and current practices in risk factor reduction and lifestyle management to include goal setting, behavior change theory, motivational strategies, and health/wellness coaching.
5. Evaluate and use an array of testing and exercise equipment, and technologies to support clinical/sports medicine practice.
6. Demonstrate competence in communication and interpersonal skills in the provision, instruction, and supervision of programs and services in clinical/sports medicine practice.
7. Examine and critique the scientific literature in the discipline, synthesize relevant information, and appropriately convey that information in scientific writing and oral communication.
8. Evaluate and understand the importance and value of ethical and professional standards of practice to include being accountable for individual non-medical judgments and professional decisions about health and fitness, preventive, rehabilitative, and/or educational services and programs, and applied research.

## **General Degree Requirement**



The SPPC is a 15-month program, requiring a total of 40 credit hours. Students will fulfill the research requirements of the program by taking 6 credit hours of the thesis course and will present research finding at an institutional, local, regional, or national conference.

## **Admission**

The SPPC Program admits qualified students regardless of race, color, creed, gender, age, sexual orientation, national or ethnic origin, or disability that does not interfere with the performance of professional practice as provided by law. Students can enter the SPPC Program in one way:

**Prior Degree** - An individual who has completed an undergraduate or graduate degree at another institution or at Carroll can apply for the SPPC Program.

Applications and credentials for admission to the SPPC must be submitted for processing to the Carroll University Office of Admission. Applications are reviewed case-by-case on a monthly basis, continuously throughout the year and prior to the start of the summer term (June). As decisions are made on applications, applicants are notified through the Office of Admission. Applicants must be eligible to return in good standing (be free of academic or disciplinary probation) to all institutions previously attended

Requirements for admission into the SPPC Program include:

1. Evidence of a baccalaureate degree from an accredited institution or an equivalent institution will be awarded prior to the start of the SPPC Program.
2. Cumulative and pre-professional GPA of 2.50 (on a 4.0 scale) is recommended to be considered for admission.
  1. Pre-professional courses should typically be completed within the past seven years from the time of application with grades of 'C' or better. Candidate's with course work older than seven years should have relevant experience within the field to be considered. Pre-professional courses are indicated below with an asterisk.
3. Proof of current First Aid and CPR/AED certification for the professional rescuer is required prior to commencing the graduate program.
4. National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist (CSCS) credential or equivalent (e.g., USAW, NASM-PES. If not certified, individuals will be required to become certified during the first term of the program.
5. Successful completion of all college-level prerequisite course work (see required prerequisite course work below)

Applicants must comply with all admission requirements listed above. Selection decisions will be based on evaluation of:

1. Graduate Studies On-line Application

2. Supplemental application packet, which includes the following:
  1. List of three references
  2. Essay (must be typed)
  3. Experiences document or a professional resume
  4. Safety and technical standards
3. Official transcripts from all post-secondary institutions attended, including both graduate and undergraduate course work - must be mailed directly to Carroll University Admission Office.
4. Successful completion of prerequisite course work. Pre-professional courses are indicated below with an asterisk.

**International candidates may have additional admission requirements. Please contact the Office of Admission for details.**

### **Required Courses**

**The following courses must be completed prior to commencing SPPC:**

- One semester of anatomy with lab, or combined anatomy and physiology I with lab\*
- One semester of physiology with lab, or combined anatomy and physiology II with lab\*
- One undergraduate level exercise physiology course\*

\*Indicates course work included in pre-professional GPA calculation.

Admission and progression standards are subject to change based on regulatory, licensing and/or certification needs.

### **Technical Standards for Admission to and Progression in the Sport Physiology & Performance Coaching Program**

Successful participation in the SPPC Program requires that a student possess the ability to meet the requirements of the program. Though the program can modify certain course requirements in order to provide a handicapped person (as defined by the federal government pursuant to SS 504 of the Rehabilitation Act of 1973) with an equivalent opportunity to achieve the same results as those students without a handicap, there are no substitutions for the following essential skills. The applicant must initially meet these requirements to gain admission to the program, and must continue to meet them throughout participation in the program.

1. **Physical ability:** The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide safe and effective assessments and interventions for clients across the lifespan. The student is expected to possess the psychomotor skills and physical abilities necessary to safely and correctly perform a wide variety of health/fitness screenings, assessments, exercise tests, and exercise demonstrations. Examples of assessments include, but are not limited to, resting vitals

and other biometrics, cardiopulmonary tests, functional capacity, anaerobic testing, musculoskeletal fitness, range of motion (ROM), body composition, balance, and functional abilities. Interventions include, but are not limited to, patient education, cardiovascular fitness training, endurance training, resistance training, performance training, flexibility and ROM, neuromuscular training, and functional training.

2. **Communication ability:** The student must communicate effectively verbally and non-verbally to obtain important information and to clearly explain information to others as well as to facilitate communication among the client, sport medicine professionals, and sport coaches. Each student must have the ability to speak and comprehend the English language as well as be able to read and write in a manner that meets the standards for literacy in higher education. Students must be able to actively listen and possess basic interviewing skills. The student must be able to document and maintain accurate records, and present information in a professional and appropriate manner to the target audience.
3. **Intellectual/cognitive ability:** The student must demonstrate the ability to develop critical thinking and problem-solving skills essential to the field of exercise physiology. Problem solving skills include the ability to measure, calculate, reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflect thoughtful deliberation and sound judgment. The student must also possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound decisions for competent client/patient management, practice management, and scholarship.
4. **Interpersonal attributes:** The student is expected to demonstrate sufficient stable emotional behavior to effectively work with others, perform assessments, and perform intervention activities. Empathy, integrity, motivation, honesty, and caring are personal attributes required of those in the SPPC Program. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with athletes, coaches, teams, and professionals from a variety of social, emotional, cultural and intellectual backgrounds, and to collaborate effectively. Each student must be able to adapt to changing environments, displaying flexibility and a positive demeanor as well as to accept and integrate constructive criticism given in the classroom and professional settings. In addition, the student must demonstrate personal responsibility and accountability for their actions and reactions to athletes, teams, and situations to include the prompt completion of all responsibilities and tasks in the classroom and professional settings. Students must demonstrate continuous self-assessment to improve as a professional.
5. **Ability to manage stressful situations:** The student must be able to adapt to, and function effectively in relation to, stressful situations encountered in both the classroom and professional settings, including emergency situations. Students will encounter multiple stressors while in the SPPC Program, and must effectively manage these

stressors on an ongoing basis. These stressors might be related to (but are not limited to) personal issues, family, peers, supervisors/faculty, and clients.

- 6. Health screening and background check:** The student is required to complete a health screening/physical, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, criminal background investigation and drug screening as required by internship placement sites. Exceptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exception to the immunization requirements is approved, the University cannot guarantee that its affiliated location will allow the student to participate in patient care, which is a fundamental requirement of the experiential education component of the program.

## **Insurance**

**Professional Liability:** Students are required to purchase professional liability insurance on an annual basis through a university endorsed provider.

## **Academic Progression**

Progression Standards for progression policy.

## **Fees**

Graduate tuition and semester Program Fees are assessed to cover student liability insurance, professional memberships, personal and program related equipment and supplies for the SPPC Program are published in the Tuition and Fee Information section of the Graduate Catalog.

Programs of Study

## **School of Business**

Steven C. Bialek, Dean

- Majors: Accounting, Business Administration, Business Economics, Finance, Health Care Administration, Management and Leadership, Marketing
- Minors: Accounting, Economics, Finance, Health Care Administration, Management and Leadership, Marketing
- Graduate degree: Master of Business Administration

## **Master of Business Administration**

## Program Faculty

<u>Name</u>	<u>Title</u>	<u>Area</u>	<u>Email</u>
Dennis Debrecht	Associate Professor	Economics	ddebrech@carrollu.edu
Sarah Esveldt	Senior Lecturer	Health Care Administration	sesveldt@carrollu.edu
Gregory Kuhlemeyer	Professor	Finance	gkuhleme@carrollu.edu
Jeffery Kunz	Jeffery Kunz	Accounting	jkunz@carrollu.edu
Michael Levas	Associate Professor	Marketing	mlevas@carrollu.edu
Canchu Lin	Assistant Professor	Management & Leadership	clin@carrollu.edu
Gary Olsen	Associate Professor	Accounting	golsen@carrollu.edu
Carol Tallarico	Professor	Economics	ctallari@carrollu.edu
Mary Ann Wisniewski	Professor	Management & Leadership	mwisniew@carrollu.edu
Shaoqiong (Annie) Zhao	Assistant Professor	Marketing	szhao@carrollu.edu

## Program Overview

The Master of Business Administration (MBA) degree includes coursework in accounting, business law, business policy and strategy, economics, finance, leadership, marketing, operations and supply chain management, and quantitative analysis. The general focus provides students with a broader and deeper understanding of the business world.

## Learning Outcomes

Upon completion of the MBA program, students will be able to:

1. better understand business concepts and their applications;
2. demonstrate mastery of business communication skills;
3. effectively apply appropriate tools and techniques to solve complex business problems;
4. formulate and evaluate effective business policies and strategies within a global environment;
5. collaborate effectively in a competitive environment; and
6. examine and analyze issues related to diversity and ethics in a multicultural environment and their impact on the organization.

### **Foundation Coursework**

- An introductory university level statistics course
- An introductory university level accounting course (financial or managerial)
- An introductory university level economics course (micro or macroeconomics).

Admission and progression standards are subject to change based on regulatory, licensing and /or certification needs.

### **Admission**

**The Master of Business Administration Program admits qualified students regardless of race, color, creed, gender, age, sexual orientation, national or ethnic origin, or disability in the administration of its educational policies, admission policies, or scholarship and loan programs.**

Applications and credentials for admission to the Master of Business Administration Program must be submitted for processing to the Carroll University Office of Admission. Applications are reviewed on a rolling basis and as decisions are made on applications, applicants are notified through the Office of Admission. Applicants must be eligible to return in good standing (be free of academic or disciplinary probation) to all institutions previously attended.

**Requirements for admission into the Master of Business Administration Program include:**

1. Earned Baccalaureate Degree, graduate degree, or equivalent from an accredited institution.
2. Successful completion of all foundational course work (see above for specific foundational course work).

**Applicants must comply with all admission requirements listed above. The Graduate Admission Committee will review the applicant's file and determine an admission decision upon completion and submission of the following required credentials:**

### **Master of Business Administration**

1. Graduate Studies On-line Application.
2. All official post-secondary transcripts, including both graduate and undergraduate course work. Official transcripts must be mailed directly to Carroll University Admission Office.
3. Current professional resume.
4. If the cumulative GPA is below a 2.75 (on a 4.0 scale), additional admission criteria apply and additional admission materials may be required.

International candidates may be required to submit additional admission credentials. Please contact the Office of Admission for details.

### **Master of Business Administration - Emerging Leaders Cohort:**

1. Graduate Studies On-line Application.
2. All official post-secondary transcripts, including both graduate and undergraduate course work. Official transcripts must be mailed directly to Carroll University Admission Office.
3. Current professional resume.
4. Reference list including two or more individuals (please include in name, title, company/organization, email and phone for each reference)
5. Employer Nomination Form
6. If the cumulative GPA is below a 2.75 (on a 4.0 scale), additional admission criteria apply and additional admission materials may be required.

International candidates may be required to submit additional admission credentials. Please contact the Office of Admission for details.

### **Academic Planning**

Initially, interested students meet with an advisor to discuss how their background and educational goals relate to the MBA. Part-time students enroll in 5 or fewer credits per semester while full-time students enroll in 6 or more credits per semester.

Requirements for the MBA degree must be completed within seven years of starting the program. Students who interrupt their studies for one full academic year must reapply and must follow any new requirements upon re-entering.

### **Financial Assistance**

Financial aid, in the form of student loans, is available to MBA students who are enrolled at least half-time (6 credits per semester).

For further information, call the Office of Financial Aid at 262.524.7296.

### **Transfer Credits**

With approval of the MBA director, up to nine semester hours of graduate, business-related coursework, taken within the past seven years, may be transferred from other accredited colleges or universities. Transfer courses are evaluated by the MBA Director on an individual basis.

## **Academic Standing and Progression**

### **Master of Business Administration**

#### **Academic Standing and Progression Academic Standing**

All Master of Business Administration (MBA) students are expected to maintain at least a B (3.00) cumulative grade point average to remain in good standing. If the student does not maintain a 3.0 cumulative grade point average, the student will be placed on Academic Probation. All courses with an earned grade of a D or F must be repeated. All students must have a 3.0 cumulative GPA to graduate from the program. Students have a total of seven years to complete the program.

#### **Probation**

All MBA students with any number of attempted credits are eligible for probation. When a student's graduate cumulative grade point average (GPA) drops below a 3.0, that student is placed on academic probation.

Students not currently on probation;

- will be placed on academic probation if the cumulative GPA falls below 3.0.

Students currently on probation;

- must earn at least a B (3.00) semester grade point average in the subsequent semesters after being placed on probation.
- Students will be continued on probation until their cumulative GPA is at least 3.0.

#### **Suspension**

All MBA students with 9 or more attempted credits are eligible for suspension. Students who are suspended cannot attend the MBA program for the adjacent semester.

Students not currently on probation will be suspended;

- who achieve a cumulative GPA below a 2.5,
- have earned a C in more than one course or
- have earned a grade of D and/or F in any graduate course

Students currently on probation;

- who fail to meet the terms of their probation

#### **Dismissal**



All MBA students with a minimum of 9 or more attempted credits are eligible for dismissal.

Students not currently on probation;

- who have earned all D's and/or F's

Students who have previously been suspended

- and have earned below a B (3.00) semester grade point average

Students may appeal any probation, suspension or dismissal to the Academic Steering Committee (ASC).

### **Reapplication Process**

If a student has been suspended from the MBA program, they must complete any conditions or requirements following the suspension and reapply for graduate admission. Upon re-acceptance, the student will receive a letter indicating their remaining requirements, conditions, and time to complete the program.

Note: Graduate programs admit qualified students regardless of race, color, creed, sex, age, sexual orientation, national or ethnic origin, or disability that does not interfere with the performance of professional practice.

### **Withdrawal Procedures**

Any graduate student who wishes to withdraw should first meet with the MBA Director who will conduct a brief interview with the student. Students must also meet with the Director of Student Success, whose office is located in the Financial Aid office on the first floor of Voorhees Hall.

Students who add or drop a course must do so in writing through the Registrar's Office. Refunds are based on the date of the postmark of withdrawals sent by mail or on the date of delivery of those brought in personally to the Registrar's Office. Students registered for a class that is cancelled by the University due to lack of enrollment are given a full refund.

### **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

### **Support Services**

The Admission Office provides a point of initial contact and a face for Carroll. Admission support services are handled using a team approach. The MBA Director is involved in the admission acceptance process and in helping students enroll in appropriate courses.

The International Office plays a role for students who seek to come to the United States to advance their academic careers with a graduate degree from Carroll.

The Registrar's Office handles enrollment and transcript aspects of courses.

Financial aid is available to graduate students who are enrolled at least on a half-time basis, are degree seeking, and meet all other guidelines established by the University and the U.S. Department of Education. For financial aid purposes, half-time status is a minimum of six credit hours per semester and full-time status is a minimum of nine credit hours per semester. Unless a scholarship or grant is received from an outside organization, graduate students are eligible to receive financial assistance only in the form of loans. Financial aid counseling is provided by the Carroll University Office of Financial Aid.

Information Technology Services (ITS) provides support for computing and information-related activities.

### **School of Education and Human Services**

Kathrine Kramer, Interim Dean of the School of Education and Human Services

Telephone: 262-650-4917

Fax: 262-524-7571

E-mail: [kkramer@carrollu.edu](mailto:kkramer@carrollu.edu)

### **Department of Education**

- Majors: Elementary Education, Educational Studies, Secondary Education
- Graduate degree: Master of Arts in Teaching, Master of Education
- Master of Science degree: Educational Leadership

### **Education**

RoseAnn Donovan	Assistant Professor
Kimberly K. Hofkamp	Assistant Professor, Director of Clinical Experience

Andrew Hurie	Lecturer
Kathrine Kramer	Interim Dean, Director of Graduate Education Program
Kerry Kretchmar	Associate Professor
Colleen Pennell	Assistant Professor
Rachel Stickles	Senior Lecturer
Amy Toson	Assistant Professor
Kimberly R. White	Associate Professor, Chair of Department of Education

The Carroll University Graduate Program in Education supports students seeking to develop expertise through professional development, the acquisition of a Master of Arts in Teaching Degree (MAT), a Master of Education Degree (M.Ed.), or a Master of Science Degree in Educational Leadership (M.S.).

The M.Ed. program currently offers two emphases: Curriculum and Instruction (C & I) and Adult, Community, and Professional Education (ACPE). Within these emphases, candidates choose areas of concentration to develop their professional knowledge, skills, and dispositions.

Educators may extend licensure or certification by completing areas of concentration. Extended licensure or certification programs may be completed independently or as part of a Master of Education degree. Courses are offered in a variety of delivery models to enhance learning opportunities and provide flexible scheduling.

### **Goals for the Graduate Program in Education**

The following goals extend Carroll University's mission of providing excellence in teaching and learning:

1. Develop students' personal sense of competency as excellent educators in a variety of contexts;
2. Promote ideals of lifelong learning and professional development
3. Develop reflective skills in educators that enable them to connect new knowledge from the coursework they select with the educational settings in which they work; and,
4. Encourage research and practice that empowers educators to be forces of transformation in their educational setting.

### **Learning Outcomes in the Graduate Program in Education**

All students in the Graduate Program in Education are expected to demonstrate:

1. An increased understanding of classic and contemporary learning theories and instructional strategies appropriate to the discipline
2. The ability to develop, assess, and evaluate programs and/or curriculum based on the needs of learners and implement appropriate instruction strategies in a variety of teaching/learning settings
3. Higher order thinking skills to consider multiple perspectives, demonstrate collaborative teamwork and the ability to build partnerships with colleagues, schools, agencies, and organizations
4. The ability to read critically, interpret and evaluate research as well as the skills for systematic inquiry through which they engage in research, collect and analyze data, and communicate the results
5. An increased ability to reflect critically on theories and practice that result in the integration of knowledge into practice

### **Admission**

Applicants begin the admission process by completing a Carroll University Graduate Studies Application and submitting a professional resume. The application, resume, and official transcripts of all previous post-secondary coursework are submitted to the Carroll University Graduate Admission Office.

A Carroll undergraduate student with senior status may enroll in a graduate course with the permission of the Director of the Graduate Program in Education.

### **Master of Education Program**

Applicants for the M.Ed. program must have an undergraduate degree from an accredited college or university with a minimum grade point average of 2.5 on a 4.0 scale.

### **Cross-Categorical Special Education Additional License**

Applicants for this additional license program must hold a valid Wisconsin Teaching license. In addition, applicants must have either: Lifetime Educator License (Tier III) OR a passing Foundations of Reading Test (FoRT) score of 240 or higher.

### **Master of Science in Educational Leadership**

Applicants for the M.S. program must have a grade point average of 2.75 from their most recently completed program. Applicants must hold or be eligible to hold any Professional Educator License to teach at the early childhood through adolescence level or have completed an approved program leading to a license to teach, or hold or be eligible to hold a Professional

Educator License as a school counselor, a school psychologist, or a school social worker, or have completed an approved program leading to one of these licenses.

Applicants must have completed three years of successful full-time teaching experience at any of the grades at the early childhood through adolescence level or have completed three years of successful experience as a school counselor, a school psychologist, or a school social worker, which includes evidence of at least 540 hours of successful classroom teaching experience.

### **Director of Special Education and Pupil Services Additional License Program**

Applicants for this additional license program must have a master's degree from an accredited college or university with a grade point average of at least 2.75 and hold a Wisconsin Administrator license- Principal and/or Director of Instruction.

### **Master of Arts in Teaching**

Applicants for the MAT program must have an undergraduate degree from an accredited college or university with a minimum grade point average of 2.75 on a 4.0 scale. Applicants submit a writing sample and two letters of recommendation as part of their application. Applicants interested in the Secondary Education track must also demonstrate competency in their chosen subject matter through either coursework representing necessary content and a cumulative 3.0 GPA on a 4.0 scale OR a passing score on the approved subject assessment.

### **Academic Planning**

Students collaborate with the Academic Advisor for Education to determine course selection. Classes are offered in a variety of formats and locations: evening, daytime, weekends, online, and hybrid options. Part-time students enroll in up to 5 credits per semester while full-time students enroll in at least 6 credits per semester (financial aid is available for 3 or more credits).

Once students begin the graduate education program, they are given seven years to complete the program. Students who interrupt their studies for one full academic year must reapply and must follow any new requirements upon re-entering.

### **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

## **Tuition**

Tuition for graduate courses in education for 2020-2021 is \$580.00 per credit; \$230.00 per credit to audit a course. Tuition for the MAT program is \$18,448 (cohort tuition).

## **Financial Assistance**

Financial aid in the form of student loans is available to degree-seeking students who are enrolled at least on a part-time (3 credits per semester) basis.

For further information, call the Office of Financial Aid at 262-524-7296.

## **Transfer Credits**

Up to nine semester hours of graduate coursework in education, with a grade of B or better and taken within the past seven years, may be transferred from other accredited colleges or universities. Transfer courses are evaluated by the Director of Graduate Programs in Education on an individual basis; students must provide a course syllabus for specific course content review.

## **Master of Education**

Students choose one the following emphases in their M.Ed. degree:

### **Adult, Community, and Professional Education Emphasis**

The Carroll University Graduate Program in Adult, Community, and Professional Education (ACPE) develops knowledge, skills and dispositions to facilitate lifelong learning for adults, as a means to build capacity for community development and civic engagement. Completion of this program prepares individuals with the qualifications and credentials to facilitate lifelong learning for adults, communities, and professionals within a diverse society.

#### **Students in this emphasis have the option to:**

1. Obtain a certificate in Adult Learning (15 credits)
2. Obtain a certificate in Civic and Community Engagement (15 credits)
3. Complete both certificates which results in an M.Ed in Adult, Community and Professional Education (30 credits)

### **Curriculum and Instruction Emphasis**

The Carroll University Graduate Program in Curriculum and Instruction prepares graduates to perform a number of specialized tasks, including creating new curriculum material and modules; researching new teaching methods; evaluating how students learn; planning teacher training programs; and much more in a variety of educational settings.

**Students can complete any of the following concentrations for a certificate/additional license or complete two concentrations for a M.Ed:**

1. Advanced Studies in Personalized Learning Certificate (15 credits)
2. Elementary Mathematics Certificate (15 credits)
3. English as a Second Language License (#1395) (15 credits)
4. Reaching Teacher License (#1316) (15 credits)
5. Reading Specialist License (#5017) (15 credits)
6. Teacher Leader Certificate (15 credits)

### **Cross-Categorical Special Education Additional License Program**

This 12-credit additional license program includes the requirements for the Cross-Categorical Special Education license (#2801).

### **Master of Arts in Teaching**

The 36-credit Master of Arts in Teaching program is an 18-month hybrid, weekend model. Students complete online coursework weekly and complete a practicum placement during semesters 1-3. In the fourth and final semester, candidates student teach for one full K-12 semester in addition to five weekend face-to-face meetings and online coursework.

**Student who complete a Master of Arts in Teaching choose between two dual certification tracks:**

1. Elementary Education (#2088) and Cross Categorical Special Education (#2801)
  2. Secondary Education and English as a Second Language Education (#1395)
- a. Secondary Education licenses offered:
1. Art (#1550)
  2. English and Language Arts (#1300)
  3. Mathematics (#1400)
  4. Physical Education (#1530)
  5. Science (#2600)
  6. Social Studies (#2700)
  7. Spanish (1365)

### **Progression Standards**

This program is designed to reflect the Wisconsin Teacher Standards. Throughout their teacher preparation program, students are also expected to demonstrate proficiency in the knowledge and skills for effective teaching, as outlined in the InTASC standards.

## **Admission to the Teacher Education Program**

All MAT candidates are reviewed for Teacher Education Program admittance after the completion of their first semester. Candidates must meet the following requirements:

- Successful completion of the first semester of the MAT program with a grade point average of 2.75 or above.
- Satisfactory cooperating teacher evaluation from Field Placement I

## **Admission to Student Teaching**

All MAT candidates are reviewed for eligibility to student teach after the completion of their third semester. Candidates must meet the following requirements:

- Content Knowledge Assessment: A 3.0 or higher in all MAT coursework demonstrating content area competency. If candidates fall between a 2.75 and 3.0 they must complete the Praxis II Middle School Content Knowledge Exam (Test code: 5146) and receive a score of 146 or higher. (Elementary Education track candidates only)
- Completion of at least 90 hours of field experience
- Satisfactory cooperating teacher evaluation from Field Placement II & III
- Satisfactory progress on programmatic benchmark assessments

Students must maintain eligibility throughout the program, successfully completing all requirements. Students who do not maintain continuous registration in the MAT program or are refused admission must reapply for admission and will be subject to the requirements in existence at the time of the new application. Reapplication is necessary if students fail to register for two consecutive academic semesters. The Education Department reserves the right to counsel students out of the program when appropriate. Many decisions of the Education faculty are governed by state statutes and are not reversible by this institution.

## **Master of Science in Educational Leadership Program**

The Master of Science in Educational Leadership is designed to reflect the Wisconsin Administrator Standards, as well as the Educational Leadership Policy Standards - Interstate School Leaders Licensure Consortium (ISLLC). The program contains project-based and performance-based learning opportunities to support candidate knowledge, skills and dispositions for Educational Leadership.

**The Educational Leadership Program provides candidates with two options:**

1. **Master of Science in Educational Leadership** (30 credits) includes the requirements for Director of Instruction (#5010) and Principal (#5051). This degree program requires the completion of research related to the course of study. This experience allows students to



study an issue in greater depth that is important to their professional interest and to improve practice.

2. **Licensure Only** (21 credits) for Director of Instruction (#5010) and Principal (#5051) for candidates who currently hold a master's degree or the equivalent.

### **Director of Special Education and Pupil Services Additional License Program**

This 8-credit additional license program includes the requirements for the Director of Special Education and Pupil Services license (#5080). The program reflects the Wisconsin Administrator standards as well as the Council for Exceptional Children Special Education Administration standards.

## **Catalog Home**

### **Carroll University Contact Information**

Carroll University  
100 N. East Avenue  
Waukesha, WI 53186

For general information, call 262.547.1211

To contact the Admission Office, call 262.524.7220 locally or toll-free at 1.800.CARROLL (1.800.227.7655)

FAX: 262.524.7139

Carroll University Web site

Visits to Carroll University are encouraged. The Admission Office is open from 8 a.m. to 4:30 p.m., Monday through Friday. During the school year, the office is open from 9 a.m. to noon on Saturdays. Visits should be arranged in advance by calling or writing the admission office.

The offices of Admission, Part-Time Studies and Student Financial Services are located in Voorhees Hall, at the northwest corner of East and College Avenues.

### **Carroll's Mission Statement and Four Pillars of Education**

#### **Wisconsin's Oldest College**

In 1841, settlers living in the Wisconsin Territory community of Prairieville established the academy that five years later would become Carroll College. Soon after its founding, Carroll affiliated with the Presbyterian Church and adopted the motto, "Christo et Litteris," which means "for Christ and Learning." The University's early patrons believed that higher education would serve as an instrument for civilizing the wilderness, spreading the Gospel and planting the roots of democracy deep in the prairie soil. They also sought to provide for the prosperity of their children and future generations. As Wisconsin's oldest institution of higher learning, Carroll is known today as the "Pioneer College." Carroll became Carroll University in 2008.

Throughout its history, the hallmarks of the Carroll educational experience have been teaching excellence and individualized attention. These values find expression in The Mission Statement and The Four Pillars of a Carroll University Education.

#### **Carroll University Mission Statement**

"Carroll University provides a superior education, rooted in its Presbyterian and liberal arts heritage, and draws upon its Christian tradition to prepare all students for vocational success, lifelong learning and service in a diverse and global society."

### **The Four Pillars of a Carroll University Education**

Today, the institution draws upon its rich liberal arts tradition to prepare students to achieve their full potential in our ever-changing society. The University's educational philosophy is sustained by the four pillars of integrated knowledge, lifelong skills, gateway experiences and enduring values.

**Integrated Knowledge** is the very foundation of a quality liberal arts program. The Carroll curriculum emphasizes breadth and depth of learning. Our purpose is to encourage students to recognize the interrelationships among ideas. We believe that students with this understanding will continue to learn, grow and succeed long after they leave the campus.

**Lifelong Skills** help students prepare for life and work in a world of rapid and constant change. We believe that graduates will continue to evolve and contribute to their communities long after they earn their degrees. To that end, our mission is to help students learn to think critically and creatively, adapt to changing technologies, work efficiently and effectively, collaborate with others, and communicate clear, compelling ideas.

**Enduring Values** help students to consider always the impact of their actions on the world around them. We believe that effective leaders draw their inspiration from strong personal value systems. Our goal, therefore, is to offer students multiple opportunities to make decisions and then to reflect upon their consequences.

**Gateway Experiences** occur both upon entering and upon leaving Carroll University. We believe that our educational responsibility extends beyond the classroom into every aspect of our students' lives. That is why we place a special emphasis on preparing incoming students for university life and on helping graduates make successful transitions into their first jobs, or graduate and professional schools.

The four pillars undergird all that we do at Carroll University. They are integral to our undergraduate curriculum and guide our post-baccalaureate and graduate programs. In other words, they provide the broad inspiration for the Carroll experience and the many relationships we nurture with other organizations and institutions.

*The corporate name of the University is Carroll University, Inc.*

### **Note to Students**

This catalog provides general information about Carroll University graduate programs, and it summarizes important information about the University's policies, requirements for graduation, regulations and procedures. It is not intended to establish, nor does it establish, a contractual relationship with students. Rather, the catalog is published to acquaint students with information that will be helpful to them during their graduate careers.

It is necessary in the general administration of the University to establish requirements and regulations governing the granting of degrees. Academic advisors, other faculty, and academic staff members are available to aid students in understanding the requirements and regulations. It is the student's responsibility, however, to meet them. Students are encouraged to keep this catalog as a reference, should questions arise.

Changes in curricular requirements may occur between catalog publications. Students will be informed of such changes. When this occurs, per individual graduate program policy, students may follow the requirements in effect at the time they entered or they may follow the changed requirements. Students must choose to follow one catalog or the other; they may not pick and choose from the various requirements outlined in two or more catalogs. Students must follow the curriculum requirements of any one catalog in effect during their enrollment. Programs with additional accreditation standards may result in different course requirements from the student's original catalog. Progression standards are subject to change based on regulatory, licensing, and/or certification needs. Students returning to the University after an absence of one academic year or more must meet the degree requirements of the catalog in effect upon their return or of a subsequent catalog. Reasonable substitutions will be made for discontinued and changed courses by the program director with approval of the college dean.

The University reserves the right to make other necessary changes without further notice.

## **Programs of Study**

### **Carroll University**

#### **College of Arts and Sciences**

Charles Byler, Dean

#### **Department of Communication and Sociology**

Jennifer Huck, Chair

- Majors: Communication, Criminal Justice, Sociology
- Minors: Communication Liberal Arts, Criminal Justice, Sociology, Sociology of Sustainability, Women and Gender Studies

#### **Department of Computational and Physical Sciences**

Kevin McMahon, Chair

- Majors: Actuarial Science, Applied Physics/Engineering Dual Degree Program, Applied Physics, Chemistry and Biochemistry, Computer Science, Information Technology, Mathematics, 3+4 Biochemistry/PharmD Emphasis
- Minor: Aviation Science, Biochemistry, Chemistry, Computer Science, Information Technology, Mathematics, Physics
- Articulation Programs: 3+2 Engineering Program

#### **Department of English, Modern Languages and Philosophy**

B.J. Best, Chair

- Majors: English and Writing, Philosophy/Political Science/Economics (PPE), Spanish
- Minors only: Creative Writing, French, Philosophy, Professional Writing, Spanish, Video Game Studies

#### **Department of History, Political Science, and Religious Studies**

Lilly Goren, Chair

- Majors: Global Studies, History, Political Science, Religious Studies
- Minor only: Global Studies, History, Medieval and Renaissance Studies, Political Science, Religious Studies

## **Department of Life Sciences**

Matthew Scheel, Chair

- Majors: Animal Behavior, Biology, Environmental Science, Marine Sciences, Psychology, 3+4 Biology/Doctor of Podiatry Emphasis
- Minors: Animal Behavior, Biology, Environmental Studies, Earth Studies, Natural Resource Management, Psychology
- Articulation Programs: 3+2 Master in Freshwater Sciences, 2+2 Marine Sciences.

## **Department of Visual and Performing Arts**

Jennifer Dobby, Chair

- Majors: Art, Graphic Communication, Music, Music Education, Music Therapy, Photography, Theatre Arts
- Minor only: Art, Arts Management, Film and Television, Graphic Design, Music, Photography, Theatre, Web Design

## **College of Health Sciences**

Thomas Pahnke, Dean

### **Department of Health and Medicine**

Monika Baldrige, Chair

- Majors: Health Sciences, Health Sciences-Diagnostic Medical Sonography, Health Sciences-Radiologic Technology, Neurodiagnostic Technology, Pre-Medical Laboratory Sciences, Public Health.
- Minors: Health and Human Experience, Public Health.
- Articulation Programs: 3+4 Doctor of Podiatry Program, 3+4 Doctor of Pharmacy Program.
- Graduate degree: Master of Science in Physician Assistant Studies, Master of Occupational Therapy

### **Department of Human Movement Sciences**

David MacIntyre, Chair

- Majors: Exercise Science, Physical and Health Education, Sports Administration.

- Minors: Coaching
- Graduate degrees: Master of Science in Athletic Training
- Master of Science degrees: Clinical Exercise Physiology, Sport Physiology & Performance Coaching.

## **Department of Nursing**

Teresa Kaul, Chair

- Major: Nursing
- Graduate degree: Master of Science in Nursing

## **Department of Physical Therapy**

Sara Deprey, Director

- Graduate degree: Doctorate of Physical Therapy

## **Doctorate of Physical Therapy**

### **Physical Therapy Graduate Program**

Julie Amundson	Clinical Assistant Professor of Physical Therapy
Jason E. Bennett	Assistant Professor of Physical Therapy
Karene Boos	Clinical Assistant Professor of Physical Therapy
Rita Deering	Assistant Professor of Physical Therapy
Sara M. Deprey	Director of Physical Therapy Associate Professor of Physical Therapy
Vickie Ericson	Senior Lecturer in Physical Therapy Laboratory Coordinator
Ashley B. Knuth	Clinical Assistant Professor of Physical Therapy
Amy E. McQuade	Clinical Associate Professor of Physical Therapy Curriculum Coordinator

Lindsey Palmen	Clinical Assistant Professor of Physical Therapy Director of Clinical Education

The entry-level Doctor of Physical Therapy program is accredited by the Higher Learning Commission of the North Central Association. The Doctor of Physical Therapy Program at Carroll University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The mission of the Doctor of Physical Therapy Department at Carroll University is to educate students to become licensed physical therapists who are prepared to provide compassionate, respectful care in a dynamic health care environment and contribute to the profession and community. Education is grounded in evidence-based practice that includes consideration of diverse patient/client values, relevant research, and clinical experiential reasoning.

Graduates of the entry-level Physical Therapy program are reflective, adaptable, accountable and competent to render independent judgments within a framework of collaborative health care practice. Graduates are prepared to practice in a caring, compassionate manner with moral sensitivity, social responsibility and awareness of individual differences. Pre-professional education is grounded in the liberal arts and the natural, behavioral, and social and health sciences. Professional preparation is in the basic sciences, behavioral sciences, applied sciences, health sciences and the science of physical therapy. Graduates are prepared to examine, evaluate, diagnose, make prognoses and provide interventions designed to rehabilitate patients/clients to optimal levels of function, prevent the onset of symptoms, and progression of impairments, functional limitations and disabilities that may result from diseases, disorders or injuries. Understanding professional practice, patient/client management and practice management expectations allow graduates to impact health care delivery systems in their communities. Graduates have a life-long commitment to self-directed learning and critical inquiry, recognizing that completion of their professional education is the first phase on a continuum of phases to mastery and competency in physical therapy.

Graduates contribute to the profession and society by seeking and disseminating knowledge gained and providing pro bono services.

The program mission is reflected in its curricular philosophy. The curriculum is developed around four tracks, incorporating both traditional and problem-based learning concepts. Each track is composed of courses that find their foundations in the same basic or professional science. The professional track presents material in a manner that develops content from general to applied concepts in professional practice, patient/client management, practice management, clinical decision making and evidenced based practice. The neurological, musculoskeletal and



general medicine tracks present basic science, applied science in the absence of pathology, and applied science in the presence of pathology within the context of patient care. Across and within the four tracks are common themes that include ethical inquiry and practice, continuous integration of theory and practice across the curriculum, self-management of the learning process by students, and self-reinforcement whereby students learn because they value their growing competence. The curriculum includes both didactic and practical experiences. There is collaborative teaching within and across tracks and courses with planned redundancy of subject matter. Constant reinforcement of content with clinical experiences occurs through observations of, and exposure to, patients in academic courses, exposure to clients in the program's Teaching Laboratory Practice, and integrated clinical education.

To meet the program's mission, a variety of individuals including, but not limited to, academic and clinical physical therapists; other professionals; basic, behavioral and social scientists; patients and care givers; and the community are involved in the program. These individuals facilitate learning and share their content expertise in their area of specialization. The academic, community and professional collaborations allow the program to link education to the reality of practice, anticipate future developments and keep a global perspective.

## **Curriculum**

The entry-level Doctor of Physical Therapy program is a three year, eight semesters program. It is divided into DPT Year I, DPT Year II, and III.

During DPT Year I, course work in physical therapy begins at the 5400 level. The 5400-level courses present the basic, behavioral, professional and applied science foundations for the 6500- and 7600-level courses in DPT Year II. For students that enter the program with direct admission status Bachelor's degrees are awarded to those individuals satisfying all relevant Carroll undergraduate requirements at the conclusion of the senior year/DPT Year I.

At the conclusion of DPT Year I, students move into the graduate phase of the program, DPT Year II, where 6500-level (summer, fall and spring terms of year five) and DPT Year III, where 7600- level (summer, fall and spring terms of year six) courses in physical therapy are offered. Knowledge gained in each course is integrated throughout subsequent courses. Physical Therapy Program graduates participate in the University's Commencement ceremony in May.

## **Admission**

### **ENTRY-LEVEL DOCTOR OF PHYSICAL THERAPY PROGRAM ADMISSION**

The entry-level Doctor of Physical Therapy Program admits qualified students regardless of race, color, creed, gender, age, sexual orientation, national or ethnic origin, or disability that does not

interfere with the performance of professional physical therapy practice as provided by law. Students can enter the physical therapy program in one of three ways:

1. **Direct Admission** - Carroll students with direct admission status matriculate directly from high school into the pre-professional phase of the program. The pre-professional phase includes the Freshman, Sophomore and Junior years at Carroll University. If a student with direct admission status meets all progression standards after his or her junior year at the University, he or she applies for progression into the professional phase of the DPT Program. This option allows students to earn an undergraduate bachelor's degree as well as the Doctor of Physical Therapy degree in a six-year time frame.
2. **Competitive Admission** - Carroll students not selected for direct admission will follow the competitive admission process. Examples include high school students not selected for direct admission, undergraduate transfer students, Carroll alumni, and direct admission students who apply outside of their 3+3 cohort. Applicants who complete 60 or more undergraduate degree credits and will earn a bachelor's degree from Carroll receive a calculated preference in consideration for the professional phase of the program. Competitive students may apply to the professional phase of the DPT program as early as their junior year at Carroll.
3. **Prior Degree Admission** - An individual who received their bachelor's degree outside of Carroll University may apply for admission to the professional phase of the DPT program. Prior degree applicants are reviewed in a competitive pool consisting of competitive and prior degree applicants. Prior degree applicants are required to apply to the DPT program via the Physical Therapist Centralized Application Service (PTCAS). Please reference [www.ptcas.org](http://www.ptcas.org) for more information.

As decisions are made on applications, applicants are notified through the Office of Admission. Applicants must be eligible to return in good standing (be free of academic or disciplinary probation) to all institutions previously attended.

**All applicants must comply and meet the following requirements for admission into the entry-level Doctor of Physical Therapy Program, which include:**

1. Evidence that a baccalaureate degree from an accredited institution or an equivalent institution will be awarded prior to the start of the professional phase for all prior degree applicants and by the completion of the senior year for all direct admit and competitive applicants.
2. Cumulative GPA of 3.2 or higher (on a 4.0 scale).
3. Pre-professional course work GPA of a 3.2 or higher (on a 4.0 scale)
4. A minimum course grades of "C" or better and course work completion within the last seven years. A maximum of one course within the pre-professional course work may be repeated (see prerequisite section).
5. Successful completion of all prerequisite course work prior to beginning the professional phase of the program (see prerequisite section). Direct admission applicants are required

to complete all prerequisite, major, and general education coursework by the end of spring semester junior year. Direct admit and competitive admit applicants may complete CCS400 GPC in Year I of the professional phase.

6. Current CPR and First Aid certification. CPR certification must be either American Heart Association Basic Life Support for Healthcare Providers or American Red Cross CPR/AED for the Professional Rescuer. First Aid certification must be through an organization recognized as a valid issuer of certification such as the American Red Cross.
7. Safety and Technical Standards.
8. Physical Therapy professional phase students are required to have completed a health screening, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, criminal background investigation and drug screening as required by internship placement sites. Exceptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exception to the immunization requirements is approved, the University cannot guarantee that its affiliated hospitals and clinics will allow the student to participate in patient care, which is a fundamental requirement of the clinical education component of the Program.
9. Submission of required application materials prior to the applicant's designated deadline date.

**Direct Admission and Competitive Admission (Current Carroll students and alumni only) selection decisions will be based on the submission and evaluation of:**

1. Graduate Studies On-line Application
2. Supplemental Application Admission Materials, which include:
  - Clinical Experience Documentation Form(s): Participation in a minimum of two clinical observation experiences from two different types of physical therapy practice settings include inpatient acute care, inpatient rehab/sub-acute rehab facility, nursing home facility/extended care, outpatient free-standing PT or hospital clinic, school/pre-school, industrial/occupational health, or home health. Clinical Experience Documentation Form(s) must be submitted to admission. A minimum of 16 hours in two different practice setting.
  - Three Letters of Reference - Forms: One from a physical therapist, one from a university professor, and one from a non-family member that attests to the student's character. (If you waive your right of access, letters must be submitted with a signature across the seal in individual envelopes).
  - Essay Form - must be typed.
  - Employment, Service, and Academic Honor(s) Form: Participation and documentation of university or community service activities is required.
  - Health Science Statement(s) Form.

- Safety and Technical Standards Form.
- Course Work in Progress Form.
- Application for Graduation Form: (Only current Carroll students) application for graduation must be submitted to the Registrar Office prior to the application deadline to show evidence of the ability to earn a bachelor's degree by the end of senior year.
- Official GRE scores: Carroll's School Code is 1101 and Department Code is 0619 - exam date must be within the last 5 year
- Official transcript(s): Submission of transcripts from all post-secondary institutions attended. (Carroll applicants do not need to submit transcripts
- Cumulative GPA of 3.2 or higher (on a 4.0 scale)
- Pre-Professional GPA of 3.2 or higher (on a 4.0 scale) - reference the prerequisite section for details

**Prior Degree selection decisions will be based on the evaluation of the minimum following criteria:**

1. PTCAS application. Please reference PTCAS for specific details at [www.ptcas.org](http://www.ptcas.org).
2. Supplemental Application Fee.
3. Official Graduate Record Examination (GRE). GRE's must be sent directly to PTCAS. Carroll's PTCAS GRE code is 8829.
4. Documented Hours - Settings include inpatient acute care, inpatient rehab facility, outpatient orthopedic, outpatient neurological, skilled nursing facility, pediatric/school setting, home health, industrial/work rehab. Observation must be under licensed physical therapists. A minimum of 16 hours in 2 unique practice settings is required. Please reference PTCAS for documentation requirements.
5. Three Letters of Reference - LOR's must be submitted to PTCAS.
  - One letter from a licensed physical therapist
  - One letter from a university/college professor
  - One letter from a personal contact (non-familial) that may attest to the student's character
6. PTCAS calculated cumulative GPA of 3.2 or higher (on a 4.0 scale).
7. Pre-Professional GPA of 3.2 or higher (on a 4.0 scale) - reference the prerequisite section for details.

**Required Prerequisites:**

Successful completion of the following prerequisite course work is required prior to the start of the professional phase of the Doctor of Physical Therapy Program. Because of the rapid evolution of the basic sciences and the rigor of the program, it is required that applicants complete the pre-professional course work within seven years from the time of application. A

maximum of one course within the pre-professional course work may be repeated for a higher grade. Pre-professional course work is identified with an asterisk below.

Applicants to the Carroll University Physical Therapy Program may not use advanced placement credit, test credit, or online course completion for biology, chemistry and physics prerequisite course work. Biology, chemistry and physics prerequisites must be completed as a one-year sequence. For example, anatomy and physiology I with lab and anatomy and physiology II with lab is a full sequence and is equivalent to Carroll's ANP130 & ANP140. Please see below for the specific courses that are required under each discipline.

### **Prerequisite Course Work Includes:**

1. **\*BIOLOGY** - 4 semesters, which include:
  - 2 semesters of general biology I and II with labs OR 2 semesters of anatomy & physiology I and II with labs (Equivalent to Carroll's: BIO 120 & BIO125 or ANP 130 & ANP 140)
  - 2 semesters of advanced anatomy and advanced physiology with labs (Equivalent to Carroll's: ANP 402 and ANP 403). Please note: applicants who are accepted to the DPT Program and have not previously completed ANP 402 and ANP 403 must successfully complete the series at Carroll the summer prior to beginning the DPT program in fall.
2. **\*CHEMISTRY (Inorganic)** - 2 semesters, which include:
  - 2 semesters of general college chemistry I and II with labs (Equivalent to Carroll's: CHE 101 & CHE 102 or CHE 109 & CHE 110)
3. **\*PHYSICS** - 2 semesters, which include:
  - 2 semesters of general physics I and II with labs (Equivalent to Carroll's: PHY 101 & PHY 102 or PHY 203 & PHY 204)
4. **\*PSYCHOLOGY** - Up to 2 semesters, which include:
  - Introductory psychology or higher, with at least one course completed at a 200 level or higher (Equivalent to Carroll's: PSY 101 and above)
5. **STATISTICS** - 1 semester, which includes:
  - 1 semester statistics (Equivalent to Carroll's: CMP112 and CMP114)
  - May be completed as 1 course

\*Indicates course work included in pre-professional GPA calculation. Minimum of a 3.2 pre-professional GPA is required with letter grades of "C" or better. A maximum of one course within the pre-professional course work may be repeated.

Admission and progression standards are subject to change based on regulatory, licensing and /or certification needs. Carroll University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, age, sexual orientation, religion, disability, veteran's status or national origin in its educational programs or activities, including employment and admissions.

Physical therapy prerequisite courses may be taken at any accredited University or college, including two- year campuses, and technical schools. A grade of "C" or higher is required for each prerequisite course. Applicants to the Carroll University Physical Therapy Program may not use advanced placement credit, test credit, or online course completion for biology, chemistry and physics prerequisite course work.

### **Technical Standards for Carroll University Physical Therapy Students**

In preparation for professional roles physical therapy students are expected to demonstrate the ability to meet the demands encountered in a physical therapy career. Certain functional abilities are essential for the delivery of safe and effective care. An applicant to the DPT Program must meet and maintain the following technical standards for progression throughout the program. Students unable to meet these technical standards will not be able to complete the program. Students shall notify the program in a timely manner of any change in their ability to meet technical standards.

The technical standards include but are not limited to the following:

#### **General Ability**

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesized in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

#### **Observational Ability**

The student must have the ability to make accurate visual observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must be able to document these observations accurately.

#### **Communication Ability**

The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to read, write, hear, comprehend and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

#### **Psychomotor Ability**

The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete safe effective care for patients. The student is expected to have psychomotor skills necessary to safely perform examination procedures and treatment interventions, including CPR if necessary. Examples of examination procedures include, but are not limited to, cognitive assessment, range of motion, manual muscle testing, sensation, balance, functional abilities, pain, cardiopulmonary status, percussion, palpation, and anthropometrics. Treatment interventions include, but are not limited to, patient education, manual therapy, functional training (transfers, bed mobility, activity of daily living training, etc.), application of therapeutic physical agents such as electrotherapy, radiation, heat, and cold, and wound care.

The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel or balance. The DPT curriculum may require students to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

### **Intellectual/Cognitive Ability**

The student must have the ability to develop critical thinking and problem-solving skills essential to professional physical therapy practice. Problem solving skills include the ability to measure, calculate reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound judgment for competent patient/client management, practice management, and functions required for clinical scholarship.

### **Behavioral and Social Attributes**

The student is expected to have the emotional stability required to exercise sound judgment, complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the DPT program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive and effective relationship with patients and other members of the healthcare team. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Each

student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and effectively collaborate with others. Students must continuously self-assess to improve as a professional.

### **Ability to Manage Stressful Situations**

The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the DPT program, and must effectively manage these stressors throughout entire workdays. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer and/or program related.

### **Background Check**

Clinical facilities require that Carroll University perform background checks on all students before participation in clinical courses. The background check result is shared with the clinical facility.

### **Evaluation**

An applicant/candidate with a handicap shall not, on the basis of his or her handicap, except those which would preclude the essential skills outlined above, be excluded from participation in, denied the benefits of, nor be subjected to discrimination in the program. Carroll University may require that the applicant/student undergo a physical examination and/or an occupational skills evaluation.

All DPT students must be able to perform the essential functions of a student physical therapist. Reasonable accommodations will be afforded to students with disabilities as required under the Americans with Disabilities Act of 1990. A student who can no longer perform the essential functions of a student physical therapist must report this to their program advisor. If reasonable accommodations cannot be made, the student will not be able to remain in the DPT program.

The Physical Therapy program may require that an applicant/student undergo a physical examination. An applicant/student who is handicapped shall not, on the basis of his or her handicap (except those which would preclude the essential skills outlined above), be excluded from participation in, denied the benefits of, nor be subjected to discrimination in the physical therapy program.

Students in the Physical Therapy program are required to complete the Carroll University Physical Therapy Intern Medical Information Form upon entrance into the program. This form documents information about the student's health insurance carrier, physician, medical conditions, vaccination history and completion of health risk training. A copy of the original documents remain on file in the program. Students carry a copy to each full-time clinical



internship. It is the student's responsibility to update the information on this form on a yearly basis, or more frequently if necessary. Any medical treatment needed by a physical therapy student during academic preparation or clinical education experience is the responsibility of the student.

### **Caregiver Background and Criminal History Check and Health Screenings**

On October 1, 1998, the State of Wisconsin, Department of Health and Family Services mandated that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the Caregiver and Background Check requirements in Section 50.065 of the Wisconsin statute. Entry-level Physical Therapy students are required, by the first day of class of the program, to complete a background and criminal history check.

Physical Therapy professional phase students are required to have completed a health screening, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, criminal background investigation and drug screening as required by internship placement sites. Exceptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exception to the immunization requirements is approved, the University cannot guarantee that its affiliated hospitals and clinics will allow the student to participate in patient care, which is a fundamental requirement of the clinical education component of the Program.

### **Insurance**

Health: Pre-professional and professional students are required to have medical insurance. Those who are covered by a family or personal policy must provide the insuring company's name and the policy number on a waiver form that is sent to the student by the University's Business Office. For students without their own coverage, a group insurance policy is available through the University. Students are also required to have a personal health history form completed and on file at the University's health center.

Clinical facilities may require proof of immunizations or additional procedures (lab studies, radiographs, etc.). The student is responsible for the cost of any related procedures.

**Professional Liability:** Professional students are required to purchase on a yearly basis professional liability insurance through a university endorsed company.

### **Academic Progression Physical Therapy Program**

Progression Standards for the progression policy.

## **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

## **Policy on Reapplication to the Program**

The policy on reapplication defines the process by which students may seek readmission to the program following a withdrawal or dismissal of the student from the program for failing to maintain good academic standing. Readmission candidates may apply for readmission to the program no sooner than one year and no later than three years from the date of the withdrawal or dismissal. Readmission candidates may exercise their reapplication option only once. Readmission candidates applying to the program must submit the materials required and shall be considered with all new applicants for admission. In addition, they must provide transcripts relating to any education experiences completed since leaving the program. A letter indicating why the readmission candidate believes they will succeed academically and technically in the program must accompany the application materials. Upon review of the materials, the program's admission selection committee may render the following decisions: 1) Approval of the request for readmission to the beginning of the program, or 2) Denial of the request for readmission to the program.

## **Clinical Education**

Clinical education in the physical therapy program consists of three part-time practicum courses and 32 weeks of full-time supervised clinical experience courses. Clinical education experiences occur off campus, and thus a student must secure appropriate transportation and housing.

Learning experiences involving clients begin in the classroom through course experiences both at the University and at clinical practice settings where students observe and have planned practical experiences. The classroom experiences are expanded into a series of three integrated part-time clinical experience courses where students participate in campus-community service learning health and wellness initiatives with healthy individuals and individuals with pathology and disability across the life span. In addition, students participate in four full-time (40 hours/week) experiences with patients/clients in a variety of environments that include rural, inpatient, outpatient, and specialty facilities and that are representative of contemporary physical therapy practice and patient/client differences.

## **Fees and Financial Aid**

During the Professional DPT Year I of the Physical Therapy Program, tuition and other fees apply to all students. A professional program fee is assessed per semester for course related supplies and equipment, liability insurance, and assistance with membership dues in the American Physical Therapy Association (APTA). Carroll University students in their senior year are eligible for undergraduate financial aid. Students who have previously earned a bachelor's degree are eligible for undergraduate Federal Subsidized Stafford/Unsubsidized Stafford Loans.

Graduate (DPT Year II and III) tuition for 2020-21 will be assessed a per credit tuition fee, and students enrolled in DPT Year II and III are not eligible for Carroll University financial aid grants. Students in DPT Year II and III are eligible for graduate Unsubsidized Stafford Loans.

Course fees and tuition are found on the graduate fee and tuition page.

## **Licensure**

Students are responsible for determining the requirements of and securing the application from the state in which they expect to be licensed.

## **Doctor of Physical Therapy**

### **Doctor of Physical Therapy**

Doctorate of Physical Therapy

Entry-Level Doctor of Physical Therapy Program Curriculum

DPT Year I - 30 Credits

**(Senior year for Direct Admit and Transfer Students)**

Fall Semester - 15 Credits

- PTH 400 - Foundations of Professional Practice 2 Hour(s)
- PTH 401 - Statistical and Research Methods 3 Hours(s)
- PTH 404 - Biomechanics 2 Hour(s)
- PTH 404L - Biomechanics Laboratory 0 Hour(s)
- PTH 406 - Exercise Physiology 2 Hour(s)
- PTH 406L - Exercise Physiology Laboratory 0 Hour(s)
- PTH 408 - Introduction to Patient Management 3 Hour(s)
- PTH 408 - Introduction to Patient Management Laboratory 0 Hour(s)
- PTH 413 - Clinical Anatomy 3 Hour(s)

## Spring Semester - 15 Credits

- PTH 405 - Neuroscience 3 Hour(s)
- PTH 412 - Tests & Measures 3 Hour(s)
- PTH 412L - Tests & Measures Laboratory 0 Hour(s)
- PTH 414 - Advanced Kinesiology 3 Hour(s)
- PTH 414L - Advanced Kinesiology Laboratory 0 Hour(s)
- PTH 416 - Therapeutic Exercise 4 Hour(s)
- PTH 416L - Therapeutic Exercise Laboratory 0 Hour(s)
- PTH 460 - Clinical Pathology 2 Hour(s)

## DPT Year II

### Year 1 - 47 Credits

## Summer Semester - 16 Credits

- HSC 520 - Interprofessional Education: Collaboration, Communication, and Cultural Competency 2 Hour(s)
- PTH 6500 - Physical Agents 3 Hour(s)
- PTH 6501 - Advanced Patient Management 3 Hour(s)
- PTH 6507 - Orthopedics I 4 Hour(s)
- PTH 6521 - Integrated Clinical Experience I 2 Hour(s)
- PTH 6525 - Systems Development 2 Hour(s)

## Fall Semester - 13 Credits

- PTH 6509 - Introduction to Pharmacology 2 Hour(s)
- PTH 6512 - Evidence into Practice 1 Hour(s)
- PTH 6515 - Clinical Experience I 4 Hour(s)
- PTH 6516 - Human Motor Learning 2 Hour(s)
- PTH 6526 - Gerontology for the Physical Therapist 2 Hour(s)
- PTH 6535 - Applied Human Behavior 1 Hour(s)

## Spring Semester - 18 Credits

- PTH 6503 - Inter-Professional Collaborative Practice 1 Hour(s)
- PTH 6506 - Motor Control 4 Hour(s)
- PTH 6508 - General Medicine I 4 Hour(s)
- PTH 6517 - Orthopedics II 4 Hour(s)
- PTH 6530 - Professional Practice II 2 Hour(s)
- PTH 6531 - Integrated Clinical Experience II 2 Hour(s)

Year 2 - 45 Credits

Summer Semester - 12 Credits

- PTH 7611 - Clinical Experience II 12 Hour(s)

Fall Semester -17 Credits

- PTH 7606 - Neurological Disorders 4 Hour(s)
- PTH 7607 - Orthopedics III 3 Hour(s)
- PTH 7608 - General Medicine II 4 Hour(s)
- PTH 7620 - Professional Practice III 2 Hour(s)
- PTH 7621 - Integrated Clinical Experience III 2 Hour(s)
- PTH 7635 - Pediatric Care 2 Hour(s)

Spring Semester - 17 Credits

- PTH 7615 - Clinical Experience III 8 Hour(s)
- PTH 7616 - Clinical Experience IV 8 Hour(s)
- PTH 7618 - Evidence Into Practice II 1 Hour(s)

Summary of Credits

Doctor of Physical Therapy Degree	122 credits
DPT Year I	30 credits
DPT Year II & III	92 credits

### **Clinical Exercise Physiology**

#### **Clinical Exercise Physiology Program**

Jessica M. Brown Assistant Professor of Exercise Science

Daniel Shackelford Program Director, Assistant Professor of Exercise Science

#### **Program Overview**

Upon completion of program requirements, students will earn a Master of Science degree. The Clinical Exercise Physiology incorporates extensive hands-on experiences through multiple

practicums and internships. Coursework includes both lecture and lab, incorporating innovative approaches to medical screening, exercise assessment, exercise prescription and intervention, and rehabilitation. The mission of the Clinical Exercise Physiology is to prepare qualified professionals at the master's level to work in clinical rehabilitation settings, health promotion/preventative program settings, fitness and sport programs, functional training, and college/university settings. Upon graduation, students would possess the breadth and depth of knowledge and skills in the field to sit for a variety of clinical and related specialty certifications, and/or doctoral level work in exercise physiology or other allied health disciplines.

### **Learning Outcomes**

The following learning outcomes were developed based on the established scope of practice and services for exercise physiology. Students completing the clinical exercise physiology concentration would be eligible to sit for (but not limited to) the ACSM-CEP or ACE-CMES certification exams, and prepared to work in cardiovascular diagnostic centers, cancer rehabilitation clinics, and a variety of clinical rehabilitation settings, including (but not limited to) inpatient and outpatient clinics, and preventive cardiology, diabetic, and pulmonary programs.

Upon successful completion of the program, students will be able to:

1. Identify, perform, and interpret appropriate screenings to assess the health status of persons from diverse populations and health conditions.
2. Appropriately apply the principles, recommendations, and skills for exercise testing and prescription, and evidence-based decision making in planning safe and effective exercise programs for persons from diverse populations and health conditions.
3. Understand common chronic diseases and disabilities, disease progression, interventions, and the adaptations resulting from exercise, and apply this information in developing, implementing, and evaluating comprehensive programs that address client needs and goals.
4. Understand and apply problem-solving skills and current practices in risk factor reduction and lifestyle management to include goal setting, behavior change theory, motivational strategies, and health/wellness coaching.
5. Evaluate and use an array of testing and exercise equipment, and technologies to support clinical/sports medicine practice.
6. Demonstrate competence in communication and interpersonal skills in the provision, instruction, and supervision of programs and services in clinical/sports medicine practice.
7. Examine and critique the scientific literature in the discipline, synthesize relevant information, and appropriately convey that information in scientific writing and oral communication.

8. Evaluate and understand the importance and value of ethical and professional standards of practice to include being accountable for individual non-medical judgments and professional decisions about health and fitness, preventive, rehabilitative, and/or educational services and programs, and applied research.

## **General Degree Requirement**

The Clinical Exercise Physiology Program is a 21-month program, requiring a total of 58 credit hours.

## **Admission**

The Clinical Exercise Physiology Program admits qualified students regardless of race, color, creed, gender, age, sexual orientation, national or ethnic origin, or disability that does not interfere with the performance of professional practice as provided by law. Students can enter the Clinical Exercise Physiology Program in one of three ways:

1. **Prior Degree** - An individual who has completed an undergraduate or graduate degree at another institution or at Carroll can apply for the Clinical Exercise Physiology Program.
2. **3 + 2 Completion** - Current Carroll University undergraduate student seeking a Bachelor of Science degree in Exercise Science who intends to follow the 3 + 2 completion plan. The applicant generally is of junior standing when applying to the program. The 3 +2 completion plan requires the first three years of study to be completed at the undergraduate level of study with a major in exercise science (with verification through a degree audit that 128 total credits will be earned upon completion of year one of the graduate program). The final two years consist of graduate level study in the Clinical Exercise Physiology Program. Upon completion of the first year of the Clinical Exercise Physiology Program, a Carroll University Bachelor of Science degree in Exercise Science is awarded, and upon successful completion of all graduate credits (58 total credits), the Master of Science degree is awarded.
3. **Direct Admission (freshman or sophomore level of entry)** Current freshman and sophomore Carroll University undergraduate students seeking a Carroll bachelor's degree may apply for direct admission consideration through the Carroll Office of Admission. To be considered for direct admission, applicants must complete two semesters of Anatomy & Physiology with a lab (equivalent to Carroll's ANP130 & 140) and apply by May 1st of the spring semester of the freshman and/or sophomore year. Candidates who are granted direct admission must meet the direct admission progression requirements listed below.

Applications and credentials for admission to the Clinical Exercise Physiology Program must be submitted for processing to the Carroll University Office of Admission. Applications are reviewed case-by-case on a monthly basis, continuously throughout the year and prior to the start

of the fall term (September). As decisions are made on applications, applicants are notified through the Office of Admission. Applicants must be eligible to return in good standing (be free of academic or disciplinary probation) to all institutions previously attended.

Requirements for admission into the Clinical Exercise Physiology Program include:

1. Evidence of a baccalaureate degree from an accredited institution or an equivalent institution will be awarded prior to the start of the Clinical Exercise Physiology Program for all non-traditional applicants and by the completion of senior year for all Carroll 3+2 completion plan applicants.
2. Cumulative and pre-professional GPA of 2.75 (on a 4.0 scale) is recommended to be considered for admission.
  - o Pre-professional courses should typically be completed within the past seven years from the time of application with grades of 'C' or better. Candidate's with course work older than seven years should have relevant experience within the field to be considered. Pre-professional courses are indicated below with an asterisk.
3. Proof of current First Aid and CPR certification for the professional rescuer is required prior to commencing the graduate program.
4. Health Screening and Background Check - Clinical Exercise Physiology students are required to have completed a health screening (physical), updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, criminal background investigation and drug screening as required by internship placement sites. Exceptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exception to the immunization requirements is approved, the University cannot guarantee that its affiliated hospitals and clinics will allow the student to participate in patient care, which is a fundamental requirement of the clinical education component of the Program.

Applicants must comply with all admission requirements listed above. Selection decisions will be based on evaluation of:

1. Graduate Studies On-line Application
2. Supplemental application packet, which includes the following:
  - o Three letters of reference
  - o Essay (must be typed)
  - o Experiences document or a professional resume
  - o Safety and technical standards
3. Official transcripts from all post-secondary institutions attended, including both graduate and undergraduate course work - must be mailed directly to Carroll University Admission Office.



4. Successful completion of prerequisite course work. Pre-professional courses are indicated below with an asterisk.

International candidates may have additional admission requirements. Please contact the Office of Admission for details.

### **Required Prerequisite Course Work**

The following courses must be completed prior to commencing the Clinical Exercise Physiology Program:

- One undergraduate level statistics course
- One undergraduate level psychology course
- One undergraduate level anatomy course with lab\*
- One undergraduate level physiology course with lab\*
- One undergraduate level exercise physiology course\*
- One undergraduate level exercise testing and prescription course is suggested, but not required\*
  - Course equivalency or related content in exercise testing and exercise programming, strength and conditioning, personal training or wellness coaching will be considered.

\*Indicates course work included in pre-professional GPA calculation.

### **Direct Admission Application and Progression Requirements**

To be considered for direct admission, applicants must:

1. Apply to the MEXP program Graduate Online Application by May 1st of the spring semester of the freshman and/or sophomore year.
2. Email the Graduate Admission Office -(gradinfo@carrollu.edu) to indicate:
  - your intent and request to be considered for direct admission to the EXP Program.
  - to verify when your anatomy and physiology I and II courses with labs will be completed.

Direct admission candidates must meet the following progression requirements prior to entering the graduate program:

1. Earn a 3.0 cumulative and pre-professional GPA. Pre-professional course work must be grades of 'C' or better and is indicated with an asterisk below.
2. Submit the following by February 1st, prior to entering the fall term of the Clinical Exercise Physiology graduate program (i.e. February 1st after the junior or senior year at Carroll:
  - Graduate Online Application to apply for progression into the Clinical Exercise Physiology Program

- Documentation of a minimum of 10 hours of observation/volunteer/experience in a clinical exercise physiology or cardiac rehabilitation setting. A hospital setting is recommended.
3. Successfully complete or be in progress of completing all of the Clinical Exercise Physiology prerequisite course work, undergraduate major, support, and general education course work prior to entering the graduate program (note: CCS400 may be completed during year one of the graduate program). Pre-professional coursework includes (or equivalent):
    - ANP130 & ANP140, Anatomy & Physiology I and II with labs\*
    - ESC280, Exercise Physiology with lab\*
    - ESC320, Exercise Testing & Prescription with lab\*
    - PSY101, Introduction to Psychology (or higher)
    - CMP112 & CMP114, Computational Thinking I and II
  4. Proof of current CPR and First Aid certification for the Professional Rescuer or Healthcare Provider is required prior to commencing the program.

Admission and progression standards are subject to change based on regulatory, licensing and/or certification needs.

### **Technical Standards for Admission to and Progression in the Clinical Exercise Physiology Program**

Successful participation in the Clinical Exercise Physiology program requires that a student possess the ability to meet the requirements of the program. Though the program can modify certain course requirements in order to provide a handicapped person (as defined by the federal government pursuant to SS 504 of the Rehabilitation Act of 1973) with an equivalent opportunity to achieve the same results as those students without a handicap, there are no substitutions for the following essential skills. The applicant must initially meet these requirements to gain admission to the program, and must continue to meet them throughout participation in the program.

1. **Physical ability:** The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide safe and effective assessments and interventions for clients/patients across the lifespan. The student is expected to possess the psychomotor skills and physical abilities necessary to safely and correctly perform a wide variety of health/fitness screenings, assessments, exercise tests, and exercise demonstrations. Examples of assessments include, but are not limited to, resting vitals and other biometrics, cardiopulmonary tests, functional capacity, ECG, anaerobic testing, musculoskeletal fitness, range of motion (ROM), body composition, balance, and functional abilities. Interventions include, but are not limited to, patient education, cardiovascular fitness training, endurance training, resistance training, performance training, flexibility and ROM, neuromuscular training, and functional training.

2. **Communication ability:** The student must communicate effectively verbally and non-verbally to obtain important information and to clearly explain information to others as well as to facilitate communication among the patient, family members and other professionals. Each student must have the ability to speak and comprehend the English language as well as be able to read and write in a manner that meets the standards for literacy in higher education. Students must be able to actively listen and possess basic interviewing skills. The student must be able to document and maintain accurate records, and present information in a professional and appropriate manner to the target audience.
3. **Intellectual/cognitive ability:** The student must demonstrate the ability to develop critical thinking and problem-solving skills essential to the field of exercise physiology. Problem solving skills include the ability to measure, calculate, reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflect thoughtful deliberation and sound judgment. The student must also possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound decisions for competent client/patient management, practice management, and scholarship.
4. **Interpersonal attributes:** The student is expected to demonstrate sufficient stable emotional behavior to effectively work with others, perform assessments, and perform intervention activities. Empathy, integrity, motivation, honesty, and caring are personal attributes required of those in the Clinical Exercise Physiology program. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with individuals, families, groups and professionals from a variety of social, emotional, cultural and intellectual backgrounds, and to collaborate effectively. Each student must be able to adapt to changing environments, displaying flexibility and a positive demeanor as well as to accept and integrate constructive criticism given in the classroom and professional settings. In addition, the student must demonstrate personal responsibility and accountability for their actions and reactions to individuals, groups, and situations to include the prompt completion of all responsibilities and tasks in the classroom and professional settings. Students must demonstrate continuous self-assessment to improve as a professional.
5. **Ability to manage stressful situations:** The student must be able to adapt to, and function effectively in relation to, stressful situations encountered in both the classroom and professional settings, including emergency situations. Students will encounter multiple stressors while in the Clinical Exercise Physiology Program, and must effectively manage these stressors on an ongoing basis. These stressors might be related to (but are not limited to) personal issues, family, peers, supervisors/faculty, and clients/patients.
6. **Health screening and background check:** The student is required to complete a health screening/physical, updated immunizations and tuberculosis screening according to

current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, criminal background investigation and drug screening as required by internship placement sites. Exceptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exception to the immunization requirements is approved, the University cannot guarantee that its affiliated hospitals and clinics will allow the student to participate in patient care, which is a fundamental requirement of the clinical education component of the Program.

### **Caregiver Background and Criminal History Check**

On October 1, 1998, the State of Wisconsin Department of Health and Family Services mandated that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the caregiver and background check requirements in section 50.065 of the Wisconsin Statute. Prior to beginning their internship, students are required to complete a background and criminal history check, and abide by the university and state regulations pertaining to the findings.

### **Insurance**

Professional Liability: Students are required to purchase professional liability insurance on an annual basis through a university endorsed provider.

### **Academic Progression in Clinical Exercise Physiology**

Progression Standards for progression policy.

### **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

### **Fees**

Graduate tuition and semester Program Fees are assessed to cover student liability insurance, professional memberships, personal and program related equipment and supplies for the Clinical Exercise Physiology Program are published in the Tuition and Fee Information section of the Graduate Catalog.

## **Master of Science**

### **Exercise Physiology**

#### Curriculum

#### Requirements in Clinical Exercise Physiology (CEP)

- EXP 501 - Advanced Cardiac Life Support (ACLS) 1 Hour(s)
- EXP 503 - Advanced Exercise Physiology 3 Hour(s)
- EXP 505 - Laboratory Methods I 2 Hour(s)
- EXP 506 - Research Design and Statistical Methods for Health Science 3 Hour(s)
- EXP 510 - Advanced Exercise Testing and Prescription 3 Hour(s)
- EXP 511 - Cardiopulmonary Testing 2 Hour(s)
- EXP 512 - Electrocardiography 2 Hour(s)
- EXP 513 - Advanced Electrocardiography 2 Hour(s)
- EXP 516 - Pathophysiology and Exercise Prescription for Clinical Populations 3 Hour(s)
- EXP 517 - Laboratory Methods II 2 Hour(s)
- EXP 520 - Client-centered Clinical Practice in Exercise Physiology 4 Hour(s)
- EXP 570 - Cancer Rehabilitation 3 Hour(s)
- EXP 580 - Practicum I 4 Hour(s)
- EXP 590 - Practicum II 4 Hour(s)
- EXP 600 - Practicum III 4 Hour(s)
- EXP 607 - Graduate Research Project I 3 Hour(s)
- EXP 608 - Graduate Research Project II 1-3 Hour(s)
- EXP 610 - Practicum IV 4 Hour(s)
- EXP 615 - Concepts in Functional Rehabilitation 2 Hour(s)
- EXP 620 - Entrepreneurism in Health and Fitness 2 Hour(s)
- PTH 6509 - Introduction to Pharmacology 2 Hour(s)

#### Two Year Plan, Clinical Exercise Physiology

##### Year 1

##### Fall Semester

- EXP 503 - Advanced Exercise Physiology 3 Hour(s)
- EXP 505 - Laboratory Methods I 2 Hour(s)

- EXP 506 - Research Design and Statistical Methods for Health Science 3 Hour(s)
- EXP 510 - Advanced Exercise Testing and Prescription 3 Hour(s)
- EXP 511 - Cardiopulmonary Testing 2 Hour(s)
- EXP 512 - Electrocardiography 2 Hour(s)

#### Spring Semester

- EXP 501 - Advanced Cardiac Life Support (ACLS) 1 Hour(s)
- EXP 513 - Advanced Electrocardiography 2 Hour(s)
- EXP 516 - Pathophysiology and Exercise Prescription for Clinical Populations 3 Hour(s)
- EXP 517 - Laboratory Methods II 2 Hour(s)
- EXP 520 - Client-centered Clinical Practice in Exercise Physiology 4 Hour(s)
- EXP 570 - Cancer Rehabilitation 3 Hour(s)

#### Summer Semester

- EXP 580 - Practicum I 4 Hour(s)
- EXP 590 - Practicum II 4 Hour(s)

#### Year 2

##### Fall Semester

- EXP 600 - Practicum III 4 Hour(s)
- EXP 607 - Graduate Research Project I 3 Hour(s)
- EXP 615 - Concepts in Functional Rehabilitation 2 Hour(s)
- PTH 6509 - Introduction to Pharmacology 2 Hour(s)

##### Spring Semester

- EXP 608 - Graduate Research Project II 1-3 Hour(s) or elective
- EXP 610 - Practicum IV 4 Hour(s)
- EXP 620 - Entrepreneurism in Health and Fitness 2 Hour(s)

#### **Master of Science in Athletic Training**

#### **Master of Science in Athletic Training**

Jamie Krzykowski	Athletic Training Program Director Clinical Associate Professor
Lacey Runyon	Clinical Education Coordinator Clinical Assistant Professor

The Athletic Training Program at Carroll University is accredited by the Commission on Accreditation of Athletic Training Education. (CAATE)

The mission of Carroll University's Master of Science in Athletic Training (MSAT) program is to prepare students to become ethical health care practitioners who incorporate evidence-based principles and interprofessional practice in the comprehensive management of health and wellness of physically active populations across the lifespan.

The graduate possesses the knowledge and skills needed for injury and illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, and treatment and rehabilitation of injuries and illnesses of the physically active. The graduate is able to apply organizational and professional health and well-being concepts and strategies. The graduate applies knowledge and skills concerning pharmacology, therapeutic modalities, therapeutic exercise, general medical conditions and disabilities, and nutritional aspects of injury and illness for the physically active population. To ensure that the program is reflective of the development of athletic trainers at the master's level in a changing health care environment, ongoing student, faculty, program, institutional, and professional assessments occur regularly.

To meet the program's educational outcomes, the program utilizes a variety of individuals including, but not limited to, academic and clinical athletic trainers; basic, behavioral, and social scientists; other health care professionals; athletes and coaches; and community members. The athletic training academic faculty is responsible for design, implementation, and evaluation of the professional curriculum. In addition to the academic training of future athletic trainers, the program is committed to intra-and interdisciplinary service and scholarly activity in the delivery of athletic training.

**The Program Student Learning Outcomes are as follows:**

1. Provide students with the knowledge and skills in the domains of practice for entry-level athletic training practice as delineated by the National Athletic Trainers' Association (NATA) and Board of Certification for Athletic Trainers (BOC).
2. Prepare students for athletic training practice in traditional and emerging health care settings.
3. Foster an understanding of interprofessional health care practice and its impact on the patient experience.

4. Develop students' abilities to utilize sound evidence-based practice principles and clinical reasoning strategies within the International Classification of Functioning Disability and Health (ICF) model.
5. Prepare students with the situational skills necessary to practice successfully with diverse patient populations and professional environments.
6. Develop an appreciation for the impact and influence of the NATA code of ethics and regulatory considerations on the practice of athletic training.

### **Master of Science of Athletic Training Program Admission**

The athletic training program admits qualified students regardless of race, color, gender, creed, age, sexual orientation, marital status, national or ethnic origin or disability that does not interfere with the performance of professional athletic training practice as provided by law.

Applications and credentials for admission to the athletic training program must be submitted for processing to the Carroll University Office of Graduate Admission. Applicants must be in good standing (be free of academic and or disciplinary probation) at all institutions previously attended. Decisions on applications are made by a selection committee comprised of the athletic training faculty members. Applicants are notified of their status through the Office of Graduate Admission.

Students who meet the admission and prerequisite criteria are granted admission to the Master of Science in Athletic Training (MSAT) program. Students must also fulfill technical standards and caregiver background and criminal history check to be admitted to the MSAT program.

Students who fail to meet the admission criteria, who fail to meet technical standards requirements, or who do not pass the caregiver and background criminal history check can be denied admittance to the MSAT program.

**Students can enter the MSAT program in one of the following ways:**

#### **Path 1 - Prior Degree**

An individual who has completed an undergraduate or graduate degree at another institution or at Carroll may apply for the Master of Science in Athletic Training program. To be considered for admission, applicants must meet GPA requirements as well as successful completion of required MSAT prerequisite courses.

#### **Path 2: Direct Admission**



Incoming Carroll University first year students seeking a Carroll bachelor's degree may apply for direct admission to the 3+2 graduate completion program through the Carroll Office of Admission. To be considered for direct admission, applicants must meet the following criteria:

- 2.75 weighted high school GPA
- 1 year of high school Biology with a grade of "C" or better
- 1 year of high school Chemistry with a grade of "C" or better
- 3 years of high school math with a grade of "C" or better
- 1 year of high school Physics is recommended, but not required

Carroll University students with direct admission status must satisfy all MSAT program prerequisite requirements by the end of spring semester of their junior year in order to advance into year one of the graduate MSAT program in their senior year.

### **Path 3: Non-Direct Admission**

Current Carroll University

undergraduate students seeking a Carroll bachelor's degree in an approved discipline may apply for admission to the 3+2 completion program through the Carroll Office of Admission. To be considered for admission, applicants must meet GPA requirements as well as successful completion of required MSAT prerequisite courses.

### **Minimum requirements for all applicants:**

- A cumulative and prerequisite GPA of 3.0 or higher is recommended for admission.
- Students entering the MSAT program through the 3+2 Direct Admission process are guaranteed transition to the MSAT professional program if they earn both a 3.0 cumulative and a 3.0 prerequisite GPA and complete all enrollment criteria noted below.
- Students with a cumulative and pre-professional GPA of 2.75-2.99 will be considered for admission.

### **Prerequisite coursework**

- Anatomy and Physiology I and II with labs OR General Biology I and II with labs (Carroll ANP130/140 or BIO120/125)
- Advanced Anatomy and Advanced Physiology with labs (Carroll ANP 402/ANP 403). (Prior degree candidates are eligible to complete this course series at Carroll during the summer term, prior to the start of the MSAT program in the fall term.)
- Chemistry I and II with labs (Carroll CHE101/102 or CHE109/110)
- General Physics I and II with labs (Carroll PHY101/102 or PHY203/204)
- Introductory Psychology (Carroll PSY101)
- Letter grades of "C" or better are required in all prerequisite courses.
- All pre-professional coursework must have been completed within the past 7 years.

## **Application requirements**

- Official undergraduate transcript(s) (other than Carroll transcripts)
- Carroll University graduate application
- Professional resume must include:
  - Education
  - Employment history
  - College activities
  - Community service
  - Academic honors
- Statement of purpose
  - Why you are choosing to pursue a career in athletic training.
- 25 hours of athletic training observation with a licensed/certified athletic trainer completed within two years of application submission. Appropriate documentation must be provided (see Clinical Experience Hours Documentation form).
- 2 letters of recommendation (does not apply to Direct Admission applicants)
- Applications will be accepted on a rolling basis until the class is full.

## **Master of Athletic Training Academic Progression Standards:**

Progression Standards for progression policy.

## **Reapplication Policy for Dismissed or Withdrawn Students**

The policy on reapplication defines the process by which students may seek readmission to the program following a withdrawal or dismissal of the student from the program for failing to maintain good academic standing. Readmission candidates may apply for readmission to the program no sooner than one year and no later than three years from the date of the withdrawal or dismissal. Readmission candidates may exercise their reapplication option only once. Readmission candidates applying to the program must submit the materials required and shall be considered with all new applicants for admission. In addition, they must provide transcripts relating to any education experiences completed since leaving the program. A letter indicating why the readmission candidate believes they will succeed academically and technically in the program must accompany the application materials. Upon review of the materials, the program's admission selection committee may render the following decisions: 1) Approval of the request for readmission to the beginning of the program, or 2) Denial of the request for readmission to the program.

## **Technical Standards for the Athletic Training Program**

Successful participation in the Carroll University Athletic Training Program requires that a candidate possess the ability to meet the requirements of the program. Though the program may

modify certain course requirements in order to provide a person with a handicap an equivalent opportunity to achieve results equal to those of a person without a handicap, there are no substitutes for the following essential skills. With or without accommodation, the applicant/candidate must initially meet the technical standards described below to gain admission to and to progress through the AT program. If a student has a change in ability to meet these standards while enrolled in the AT program, the student is required to inform their program advisor and update the technical standards form. Where applicable, the AT program may require submission of supporting documentation from appropriate providers.

Requirements:

1. Completion of the technical standards form is required upon application to the AT program
2. The form must be updated immediately if the student has a change in their ability to meet technical standards at any point in the program.

### **Technical Standards for Carroll University Athletic Training Students**

In preparation for professional roles athletic training students are expected to demonstrate the ability to meet the demands encountered in an athletic training career. Certain functional abilities are essential for the delivery of safe and effective care. An applicant to the AT Program must meet and maintain the following technical standards for progression throughout the program. Students unable to meet these technical standards will not be able to complete the program. Students shall notify the program in a timely manner of any change in their ability to meet technical standards.

**The technical standards include but are not limited to the following:**

#### **General Ability**

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesized in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

#### **Observational Ability**

The student must have the ability to make accurate visual observations and interpret them in the context of clinical/ laboratory activities and patient care experiences. The student must be able to document these observations accurately.

## **Communication Ability**

The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to read, write, hear, comprehend and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

## **Psychomotor Ability**

The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete safe effective care for patients. The student is expected to have psychomotor skills necessary to safely perform examination procedures and treatment interventions, including CPR if necessary. Examples of examination procedures include, but are not limited to, cognitive assessment, range of motion, manual muscle testing, sensation, balance, functional abilities, pain, cardiopulmonary status, percussion, palpation, and anthropometrics.

Treatment interventions include, but are not limited to, patient education, manual therapy, functional training (transfers, bed mobility, activity of daily living training, etc.), application of therapeutic physical agents such as electrotherapy, radiation, heat, and cold, and wound care.

The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel and balance.

The AT curriculum may require students to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

## **Intellectual/Cognitive Ability**

The student must have the ability to develop critical thinking and problem-solving skills essential to professional athletic training practice. Problem solving skills include the ability to measure, calculate, reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound

judgment for competent patient/client management, practice management, and functions required for clinical scholarship.

### **Behavioral and Social Attributes**

The student is expected to have the emotional stability required to exercise sound judgment, complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the AT program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive and effective relationship with patients and other members of the healthcare team. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Each student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and effectively collaborate with others. Students must continuously self-assess to improve as a professional.

### **Ability to Manage Stressful Situations**

The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the AT program, and must effectively manage these stressors throughout entire workdays. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer and/or program related.

### **Background Check**

Clinical facilities require that Carroll University perform background checks on all students before participation in clinical courses. The background check result is shared with the clinical facility.

### **Tuition and Fees**

See the Tuition, Financial Aid, and Refund Policies section of the catalog.

Students enrolled in the Athletic Training Program are assessed an \$875 annual program fee for course related supplies and equipment, assistance with membership dues in the National Athletic Trainer's Association, and liability insurance. The Pre-athletic training course, ATH101, requires use of equipment and disposable supplies and is assigned a separate course fee.

### **Graduate**

In coordination with academic coursework, learning over time occurs by interaction with clinical instructors through field experiences in traditional athletic training settings, other health care settings, and practice and athletic event coverage. Students can expect to travel to offsite clinical rotations/laboratory sessions or field experiences in the athletic training program. Throughout the program, students are evaluated on the attainment of knowledge to include psychomotor, cognitive, and affective competencies as outlined by the National Athletic Trainers' Association Education Council. Outcomes are measured through ongoing self, peer, and clinical instructor assessments.

Ongoing program assessments include student evaluations and feedback, curriculum evaluations, institutional self-study assessment and site visits by the Commission on Accreditation of Athletic Training Education (CAATE).

## **Master of Science**

### **Master of Science in Athletic Training**

Total Program Credits = 77

#### **Year 1 - Fall**

- ATH 5402 - Athletic Training Seminar I 3 Hour(s)
- ATH 5402L - Athletic Training Seminar I Lab 0 Hour(s)
- ATH 5450 - Assessment and Evaluation I 2 Hour(s)
- ATH 5450L - Assessment and Evaluation I Lab 0 Hour(s)
- ATH 5460 - Athletic Training Practicum I 1 Hour(s)
- PTH 5401 - Statistical and Research Methods 3 Hour(s)
- PTH 5404 - Biomechanics 2 Hour(s)
- PTH 5404L - Biomechanics Lab 0 Hour(s)
- PTH 5406 - Exercise Physiology 2 Hour(s)
- PTH 5413 - Clinical Anatomy 3 Hour(s)
- PTH 5413L - Clinical Anatomy Lab 0 Hour(s)

#### **Year 1 - Spring**

- ATH 5455 - Assessment and Evaluation II 4 Hour(s)
- ATH 5455L - Assessment and Evaluation II Lab 0 Hour(s)
- ATH 5461 - Athletic Training Practicum II 2 Hour(s)
- PTH 5412 - Tests & Measures 3 Hour(s)
- PTH 5412L - Tests & Measures Lab 0 Hour(s)
- PTH 5414 - Advanced Kinesiology 3 Hour(s)
- PTH 5414L - Advanced Kinesiology Lab 3 Hour(s)

- PTH 5416 - Therapeutic Exercise 4 Hour(s)
- PTH 5416L - Therapeutic Exercise Lab 0 Hour(s)

Year 2 - Summer

- ATH 6504 - General Medicine and Pharmacology for Athletic Training 3 Hour(s)
- ATH 6504L - General Medicine and Pharmacology for Athletic Training Lab 0 Hour(s)
- ATH 6551 - Applied Interventions for Musculoskeletal Injuries 2 Hour(s)
- ATH 6551L - Applied Interventions for Musculoskeletal Injuries Lab 0 Hour(s)
- ATH 6560 - Athletic Training Practicum III 2 Hour(s)
- HSC 520 - Interprofessional Education: Collaboration, Communication, and Cultural Competency 2 Hour(s)
- PTH 6500 - Physical Agents 3 Hour(s)
- PTH 6500L - Physical Agents Lab 0 Hour(s)
- PTH 6507 - Orthopedics I 4 Hour(s)
- PTH 6507L - Orthopedics I Lab 0 Hour(s)

Year 2 - Fall

- ATH 6509 - Athletic Training Clinical Diagnostics 2 Hour(s)
- ATH 6510 - Nutrition and Sport Performance 2 Hour(s)
- ATH 6602 - Orthopedic Casting, Bracing and Device Fitting 3 Hour(s)
- ATH 6602L - Orthopedic Casting, Bracing and Device Fitting Lab 0 Hour(s)
- ATH 6620 - Administration and Professional Issues 3 Hour(s)
- ATH 6660 - Athletic Training Practicum IV 4 Hour(s)
- PHA 520 - Surgery 3 Hour(s)

Year 2 - Spring

- ATH 6670 - Capstone Internship Experience 12 Hour(s)

**Master of Science in Nursing**

**Master of Science in Nursing**

Jamie Hansen	Clinical Associate Professor
Teresa Kaul	Clinical Associate Professor/Nursing Department Chair
Karie Ruekert Kobiske	Clinical Associate Professor/Director of MSN Program

Carroll University graduate nursing program is designed to offer advanced nursing education with focus on superior clinical and academic knowledge and skills. Carroll University offers a graduate program leading to a Master of Science in Nursing (MSN) degree. The Carroll University MSN program emphasis is the Nurse Educator. Carroll University MSN program was designed to fit conveniently with schedules for working nurses.

- Eight-week courses meet one night per week
- Hybrid delivery with online and in-person courses
- Clinical education may be completed in your current work setting
- Educational practicum may be completed with the nursing faculty at the University

### **Accreditation**

Carroll University is accredited by the North Central Association of Colleges and Schools. The baccalaureate in Nursing Program at Carroll is accredited by the Commission on Collegiate Nursing Education (NE). The NE is a nationally recognized accrediting agency devoted exclusively to the evaluation of baccalaureate and graduate programs in nursing education. Carroll's nursing program received accreditation December 2010 through December 2020 with no deficiencies.

Carroll University has received approval from the Higher Learning Commission to offer the MSN Degree-Nurse Educator focus.

The Carroll University MSN program has applicant status with CCNE and will host an on-site accreditation visit in one year per CCNE accreditation procedures. The master's degree program in nursing program at Carroll University is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202.887.6791. Applying for accreditation does not guarantee that accreditation will be granted.

The Higher Learning Commission	Department of Regulation and Licensing
North Central Association	Wisconsin State Board of Nursing
230 South LaSalle St., Suite 7-500	4822 Madison Yards Way
Chicago, IL 60604	Madison, WI 53705
Phone: 800.621.7440	Phone: 608.266.2112

National League for Nursing (NLN) NLN  
Accrediting Commission  
The Watergate  
2600 Virginia Ave NW, 8th Floor



Washington DC 20037  
Phone: 800.669.1656

American Association of Colleges  
1818 R Street NW  
Washington, DC 20009  
Phone: 202.387.3760

Commission on Collegiate of Nursing  
Education (CNE)  
655 K Street NW., Suite 750  
Washington, DC 20001  
hone: 202.887.6791

### **Mission and Program Outcomes**

The MSN program builds on Carroll University's mission of providing a superior education, rooted in its Presbyterian and liberal arts heritage, and draws upon its Christian tradition to prepare all students for vocational success, lifelong learning and service in a diverse and global society. The mission of the Carroll University Department of Nursing is to educate professional nurses at the associate, baccalaureate and master's level.

The MSN program builds on baccalaureate education and prepares graduates for advanced roles within the discipline of nursing. The goals of the Carroll University MSN degree NE emphases are to develop MSN's who can:

1. Exercise leadership skills and manage collaborative efforts in their practice setting.
2. Translate evidence into practice.
3. Build interdependent relationships with other professions to improve care and advance learning.

### **MSN Program Outcomes**

*Graduates of the MSN program will:*

1. Integrate scientific findings from nursing, biopsychosocial sciences, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Develop leadership skills with an emphasis on ethical and critical decision-making, effective working relationships, and a systems-perspective.
3. Apply quality improvement principles within an organization.
4. Apply research outcomes within the practice setting.
5. Utilize patient-care technologies to deliver and enhance care.
6. Intervene at the system level to develop policy and employ advocacy strategies to influence health and health care.

7. Collaborate with other health professionals to manage and coordinate care.
8. Integrate organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of population care and services to individuals, families, and aggregates/identified populations.
9. Demonstrate an advanced level of understanding of nursing and relevant sciences, integrating this knowledge into practice

## **Admission**

Applications and credentials for admission to the Master of Science in Nursing-Nurse Educator program must be submitted for processing to the Carroll University Office of Admission. Applications are reviewed on a rolling basis and as decisions are made on applications, applicants are notified through the Office of Admission.

### *Program Prerequisites:*

- Bachelor of Science in Nursing (BSN) degree from an accredited program (NLNAC or CCNE)
- A cumulative GPA of 3.0 or higher (on a 4.0 scale)
- An undergraduate introductory level statistics course or equivalent
- Current unrestricted Wisconsin RN licensure.

### Program Admission Process:

Applicants must comply with all admission requirements listed above. Selection decisions will be based on submission and evaluation of:

1. Graduate Studies Application
2. All official post-secondary transcripts, including both graduate and undergraduate course work
3. Two letters of reference (work supervisors, professional colleagues, faculty)
4. Statement of purpose defining goals/objectives for the pursuit of graduate studies
5. Current resume or curriculum vita

## **Technical Standards**

### Technical Standards for Carroll University Nursing Students

Professional nursing students are expected to demonstrate the ability to meet the demands of a professional nursing career. Certain functional abilities are essential for the delivery of safe, effective nursing care. An applicant to the Master of Science in Nursing Program must meet and maintain the following technical standards for progression throughout the program. Students unable to meet these technical standards will not be able to complete the program. Students shall notify the program of any change in their ability to meet technical standards.

The technical standards include but are not limited to the following:

### **General Ability**

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesized in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

### **Observational Ability**

The student must have the ability to make accurate visual observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must be able to document these observations accurately.

### **Communication Ability**

The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

### **Motor Ability**

The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete physical assessments and provide safe effective care for patients. The student is expected to have psychomotor skills necessary to perform or assist with procedures, treatments, administration of medication and emergency interventions including CPR if necessary. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel or balance. Clinical settings may require that students have the ability to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

### **Intellectual - Conceptual Ability**

The student must have the ability to develop problem-solving skills essential to professional nursing practice. Problem solving skills include the ability to measure, calculate reason, analyze, synthesize objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to incorporate new information from peers, instructors and the nursing/healthcare literature to formulate sound judgment to establish care plans and priorities in patient care activities.

### **Behavioral and Social Attributes**

The student is expected to have the emotional stability required to exercise sound judgment, complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the nursing program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive and effective relationship with patients and other members of the healthcare team. The ability to establish rapport and maintain interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. Each student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and effectively collaborate in the clinical setting with other members of the healthcare team.

### **Ability to Manage Stressful Situations**

The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer and/or program related.

### **Evaluation**

A handicapped applicant/candidate shall not, on the basis of his or her handicap\* (except those which would preclude the essential skills outlined above) be neither excluded from participation in, denied the benefits of, nor be subjected to discrimination in the program. Carroll University may require that the applicant/student undergo a physical examination and/or an occupational skills evaluation.

\* Handicapped as defines by the federal government pursuant to SS 504 of the Rehabilitation Act of 1973.

### **Caregiver Background Check**

The applicant/candidate/student must complete a Background Information Disclosure Form prior to clinical placement in the program. The university intends to fully comply with the requirements of the Wisconsin Caregiver Background Check Law which requires hospitals and other health care and treatment entities to perform background checks on all persons who have direct, regular contact with clients. Certain convictions may prevent or significantly limit the ability of the university to place a student in a clinical program resulting in the student being unable to meet the university's graduation requirements. The university reserves the right to reject the application of a candidate or remove a student from the program if the university determines that the results of the caregiver background check demonstrate that the applicant/student does not exhibit behavior and social attributes consistent with the program's Technical Standards.

### **CPR and Health Requirements**

#### **CPR:**

All students must have on file current CPR certification.

#### **Health Requirements**

**Overall:** All nursing students must be able to perform the essential functions of a professional nurse. Reasonable accommodations will be afforded to disabled professional nurses as required under the Americans with Disabilities Act of 1990. A student who can no longer perform the essential functions of a professional nurse must report that to the MSN Program Director. If reasonable accommodations cannot be made, the student will not be able to remain in the nursing program. Students shall notify the program of any change in their overall health status as it relates to their ability to perform the duties of a professional nurse.

**TB Test:** Annual TB testing is required for health care professionals. Proof of one of the following is required:

- Two step TB skin test (1-3 weeks apart). Annual 1-step TB skin test after the initial two-step. or
- QuantiFeron Gold blood test or
- If you have a history of a positive TB skin test, provide a negative Chest XRay report. An annual Tuberculosis screening questionnaire is used when a student has a positive TB screening and a negative CXR on file.

**Urine Drug Screens:** Some clinical partners require a urine drug screen. The urine drug screen can be completed at the Carroll University Health Center if needed.

**Annual Influenza Vaccine:** Some clinical partners require annual influenza vaccines.

- Cost of the physical exam, immunizations, and drug screen is the responsibility of the student.

## **Insurance**

**Health:** MSN students are required to have health insurance, and students can be covered under a family or personal policy. Students without their own coverage may purchase University-sponsored coverage.

## **Academic Progression**

Progression Standards for progression policy.

## **Nurse Educator Emphasis**

Carroll University's Master of Science in Nursing degree with a Nurse Educator focus (MSN-NE) is designed to provide the knowledge, skills and experiences needed to step into a rewarding career as a nurse educator in both the academic and/or the clinical practice setting. This advanced degree will provide the tools necessary to develop, implement and evaluate nursing curricula that prepares entry-level nurses for practice and to mentor practicing nurses to provide the highest level of care.

### **Carroll University MSN NE (Nurse Educator) Emphasis outcomes:**

1. Demonstrate critical thinking and decision making when planning, implementing, and evaluating strategies to guide an educational system or program toward successful outcomes.
2. Analyze the impact of ethical and legal principles on the planning and delivery of educational programs in varied populations.
3. Critique educational delivery and evaluation strategies for application across culturally and age-diverse populations in selected educational settings.
4. Articulate a personal philosophy and framework acknowledging professional and accrediting agency competencies relating to the role and scope of practice of the nurse educator.
5. Implement the role of the nurse educator in a selected educational setting.

## **MSN-NE Courses**

The American Association of Colleges of Nursing (AACN), Essentials of Master's Education in Nursing (2011) provides a map to guide the development of Master's education to meet nursing accreditation standards. The Essentials document identifies that all graduates with a MSN degree develop competency in nine essential core areas as well as engage in additional coursework in an area of practice or functional role. To meet the standards identified in the Essentials document the following core and support courses will be completed by MSN program candidates and the NE emphases courses. As AACN designates the NE, as direct care nursing roles (practice roles)

emphases will complete physical assessment, pathophysiology, and pharmacology coursework. The practicum coursework and NE Synthesis provides MSN students the opportunity to build advanced specialty practice in nursing as NE.

## **Master of Science**

### **Master of Science in Nursing**

Progression Standards

#### MSN-NE Courses

Practice hours in the NE emphases provide the MSN student the opportunity to focus on a population of interest and supports preparation for the certification exam.

MSN-NE courses are all offered in a hybrid format

#### MSN Core Courses: (24 Credits)

- BUS 625 - Leading and Managing in a Changing Environment 3 Hour(s)
- HED 660 - Epidemiology and Public Health Issues (HE) 3 Hour(s)
- NRS 500 - Research and Theoretical Foundations of Nursing 3 Hour(s)
- NRS 510 - Physical Assessment 3 Hour(s)
- NRS 515 - Advanced Pathophysiology 3 Hour(s)
- NRS 520 - Pharmacology 3 Hour(s)
- NRS 530 - Research and Practice 3 Hour(s)
- NRS 540 - Informatics 3 Hour(s)

#### NE Emphasis Courses: (15 Credits)

- NRS 630 - Simulation in Nursing Education 3 Hour(s)
- NRS 650 - Teaching/Learning in Nurse Education 3 Hour(s)
- NRS 651 - Curriculum Design and Development 3 Hour(s)
- NRS 652 - Evaluation and Assessment in Nursing Education 3 Hour(s)
- NRS 660\* - Education Practicum 3 Hour(s)

#### Culminating Course (1 Credit)

- NRS 665 - (I - IX) Scholarly Synthesis 1 Hour(s)

#### Academic Progression

## **Academic Progression**

The academic progress of students in the Nursing program is evaluated at the end of each 8 week session of courses. Progression standards are subject to change based on regulatory, licensing, and/or certification needs. Satisfactory progress is contingent upon satisfying the following academic requirements.

Academic progression in the MSN program requires a grade of B or better or S, in all MSN courses and an 8 week session grade point average (GPA) of 3.00.

### **Satisfactory Progression and Probation**

A student will be placed on probation:

If a student receives a letter grade of BC, C, D, F or U, they are placed on academic probation

In order for a student to be removed from academic probation they are required to repeat the course and obtain a B or better or S before progressing to subsequent courses. When repeating an MSN course, a student may be required to successfully complete ancillary learning experiences or clinical competencies/practicums that validate theoretical knowledge. If a student is unable to take further courses in the next occurring session/semester as a result of this policy, the student must wait and repeat the course during the next appropriate session/semester. Due to course sequencing within the program, this will delay the student's graduation date. Students may decelerate to the next cohort only one time. MSN courses may be repeated only one time.

A student must obtain a session/semester grade point average of 3.00 or better each session/semester. If a student earns a session/semester grade point average between 2.00 to 2.99, they are placed on academic probation.

To meet academic standards for progression, the student must earn a session/semester grade point average of 3.00 or better in the following session/semester.

If at any time the student is deemed unsatisfactory in a clinical course or a course containing a clinical component, the student will receive a failing grade for the course, cannot continue to attend and will be placed on probation or dismissed from the program.

### **Dismissal from MSN Program**

If a student does not meet progression standards a second time during their tenure in the program, they will be dismissed from the program. A student receiving a BC, C, D, F or U in the same MSN course twice or in two MSN courses is dismissed from the program. If a student earns a session/semester grade point average of 1.99 or less, they will be dismissed from the program.



If a student is on academic probation during their final session/semester in the MSN program, they must earn a grade of S in any clinical course and grades of B or better and earn a 3.00 session/semester GPA or higher to graduate from the program. If this is not obtained students will be dismissed from the MSN program.

In addition to the Nursing Program Academic Progression policy, the Department of Nursing may generate a warning letter and may recommend that a student be dismissed from the program for any of the following reasons:

- A pattern of course withdrawals, incompletes, and/or grades below B.
- Unprofessional behavior in academic (online or face to face classes), laboratory, or practicum settings.

## **Master of Occupational Therapy**

### **Master of Occupational Therapy Program**

April Doebert-Fischer	Clinical Assistant Professor
Jennifer Labonte	Clinical Assistant Professor
Wendie Leveille	Program Director, Clinical Assistant Professor
April Phillips	Clinical Education Coordinator, Clinical Assistant Professor

Carroll University's Masters of Occupational Therapy Program recognizes occupational engagement as a determinant of health. We hold true that the essence of healthy living is the pursuit and performance of contextually rich and individually meaningful engagement, in the activities of everyday life. The Program design reflects the values espoused by the Carroll University Compact, including a commitment to academic excellence, personal fulfillment and

spiritual meaning. In addition, the Program parallels the Compact by recognizing that embracing diversity, in all its forms, promotes human flourishing.

As with all accredited occupational therapy programs in the United States, Carroll's Masters of Occupational Therapy curriculum prepares students as entry-level generalists. Faculty guide students in the use of occupation as a therapeutic tool across diverse populations and communities and support students through a transformative learning experience that utilizes a Humanistic therapy perspective and an Ethic of Care moral framework. Each of these approaches are widely recognized as client-centered, emphasizing the importance of a therapeutic relationship between therapists and clients.

The Program promotes a safe and supportive environment where students learn foundational and theoretical sciences to advance their understanding of the role of occupation in the human condition and everyday life. We foster a meaningful learning environment by providing students with just right challenges, during both didactic with experiential learning activities, and use learning experiences that align with learning student learning styles.

The Program's curriculum offers students a lens through which they progressively analyze components of life participation including person, population, environment, socio-cultural, and occupational interactions. We emphasizes the development ethical and professional behaviors, consistent with the standards, values, and attitudes of the occupational therapy profession. In addition, the curriculum promotes evidence-based practice, inter-professional education and a commitment to life-long learning.

### **Accreditation**

Carroll University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (30 N. LaSalle Street, Chicago, IL 60602-2504).

The Carroll University Master of Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. Telephone number: 301-652-AOTA (301-652-2682), website: [www.acoteonline.org](http://www.acoteonline.org).

### **Master of Occupational Therapy Admission Information and Requirements**

#### **Admission Information and Requirements**

Admission to the Carroll University Master of Occupational Therapy requires a baccalaureate degree from an accredited institution and satisfactory completion of prerequisite coursework prior to matriculation. The program considers all qualified applicants without discrimination regardless of race, color, creed, gender, age, sexual orientation, marital status, national or ethnic

origin, or handicap that does not interfere with the performance of professional occupational therapy practice as provided by law.

Carroll utilizes the Occupational Therapist Centralized Application Service (OTCAS) to collect application materials in addition to a Carroll University Supplemental Application.

### **Timeline for Admission**

The OTCAS admissions cycle begins mid-July each year. Applicants may start and submit the OTCAS application as soon as it is available. Once an application is deemed complete by OTCAS, the Service will verify the accuracy of the application materials, compare original transcripts to the self-reported course information on the application, calculate GPAs, and submit the verified application file directly to Carroll University.

Complete instructions for submitting the OTCAS application are available on the OTCAS website, <http://www.otcas.org>.

### **Required Application Materials**

- Verified OTCAS application

The following materials must be submitted to OTCAS:

- Official transcripts from all undergraduate and graduate institutions
- Three letters of reference - suggested authors include a college instructor, a supervisor and an occupational therapist
- List of coursework in progress
- Volunteer/Observation hours in an OT setting - Applicants must convey an understanding of the OT profession. Exposure to occupational therapy can be in the form of volunteering, observation and/or work experience within a setting where occupational therapy services are conducted. 40 hours completed at the time of application are strongly recommended.
- Personal Essay (with name attached)
- Official GRE Score Report sent to OTCAS via ETS Code #1211

The following materials must be submitted to Carroll University Graduate Admissions:

- Carroll University MOT Program Supplemental Fee
- Prerequisite Coursework - one semester each:

Prerequisites must be completed from an accredited junior college, college, or university. Most courses can be completed either in a classroom setting or on-line. Anatomy must be completed in a classroom setting.

- Anatomy
- Physiology
- Abnormal Psychology

- Lifespan Psychology
- Introductory Sociology or Cultural Anthropology
- Statistics
- Medical Terminology
- Chemistry - highly recommended

### **Other Admission Information**

- Completion of all prerequisites is required prior to matriculation.
- Cumulative and Prerequisite GPA of 3.0
- Prerequisite courses must be completed with a "C" or higher. Note that a "C-" will not be accepted.
- Only full-time students are admitted to the program.
- Class size per cohort is 30 students and will be admitted based on individual merits.
- Students need not have received their bachelor's degree from Carroll University, but those who do will receive a calculated advantage in the admission process.
- AP courses will be accepted for general psychology, sociology and statistics if listed on university transcript.
- The Carroll University MOT program will not accept transfer students or transfer credits for any required courses in Occupational Therapy. Student accepted into the program must complete all required occupational therapy courses. Advanced placement will not be granted for any reason, including prior academic studies or professional experience.

No more than 2 courses can be pending at the time of application. Pending courses must be listed on the OTCAS application or in coordination with the graduate admission office. Failure to comply may necessitate a revocation of acceptance into the program.

Admitted students will need to submit ALL official college transcripts directly to Carroll University prior to matriculation. Admitted students and will be required to have completed a health screening, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, background investigation and drug screening prior to beginning the program.

International applicants and those who graduated from a non-US college or university must complete the following in addition to the above:

- Three (3) hours of English composition completed at an accredited US or Canadian college or university if the initial education was not taken at an English-speaking university
- 20 hours of natural sciences taken at an accredited US or Canadian college or university. These hours must include 2 semesters of Anatomy and Physiology coursework. Anatomy must be completed in a classroom setting
- Documented completion of baccalaureate degree from accredited institution or equivalent via an international credit evaluation must be sent directly to OTCAS

- Official TOEFL scores must be sent directly to Carroll University for those who graduated from a non-US college or university
- Documentation needed to issue I-20

Please also see the Office of International Education webpages.

### **Transfer of Credits Information**

The Carroll University MOT Program does not accept transfer students or transfer credits for any required courses in Occupational Therapy. Students accepted into the program must complete all required occupational therapy courses. Advanced placement is not granted for any reason, including prior academic studies or professional experience.

### **Student Learning Outcomes**

Graduates of the Carroll University MOT Program will:

1. Be prepared to be socially responsible and accountable through service to the community and application of best practice strategies for an identified population.
2. Have acquired sound knowledge of and appreciation for the ethical and practical considerations that effect health and wellness of the underserved and underrepresented populations and the impact this has on occupational justice and potential disparity of services.
3. Be prepared to advocate as a professional for occupational therapy services offered and for the recipients of those services.
4. Be prepared to competently and professionally communicate and collaborate inter-professionally with peers, colleagues, clients and families, and other health care professionals in order to clarify each member's responsibility in executing components of an intervention plan.
5. Be able to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts, roles and environments to support engagement in everyday life activities that affect health, well-being, and quality of life.
6. Be able to plan and apply the therapeutic use of self and occupation in evaluation, assessment, screening, and interventions that are culturally sensitive and client-centered, to achieve expected outcomes as related to occupation.
7. Be educated as a generalist with broad exposure to delivery models and systems used in traditional, current and emerging occupational therapy practice settings.
8. Acknowledge the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
9. Have achieved entry-level competence through a combination of academic and fieldwork education.

10. Be prepared to be a lifelong learner and keep current with evidence-based professional practice so as to support the growth and dissemination of research and knowledge that will contribute to the profession of occupational therapy and to those served through the profession.
11. Model and uphold the ethical standards, values, and attitudes of the occupational therapy profession towards self, clients, and in interactions and communications with others.
12. Analyze and appreciate the human condition as a collective experience of culture, personhood, social and economic change, and other contexts and how this might affect access to and response to health care.
13. Develop a knowledge of evidence-based practice and promote an analytical and critical understanding of occupational therapy practice.

### **Master of Occupational Therapy Program Technical Standards**

In preparation for professional roles occupational therapy students are expected to demonstrate the ability to meet the demands encountered in an occupational therapy career. Certain functional abilities are essential for the delivery of safe and effective care. An applicant to the MOT Program must independently, with or without reasonable accommodation, meet and maintain the following technical standards for progression throughout the program.

#### **General Ability**

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesized in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

#### **Observational Ability**

The student must have the ability to make accurate visual observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must be able to document these observations accurately.

#### **Communication Ability**

The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to comprehend, write, hear, and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, present information in a professional manner and provide patient instruction to effectively care for patients and their families.

#### **Psychomotor Ability**

The student must be able to perform gross and fine motor movements with sufficient

coordination needed to provide complete safe effective care for patients. The student is expected to have psychomotor skills necessary to safely perform examination procedures and treatment interventions, including CPR if necessary. Examples of examination procedures include, but are not limited to, cognitive assessment, range of motion, manual muscle testing, sensation, balance, functional abilities, pain, cardiopulmonary status, percussion, palpation, and anthropometrics. Treatment interventions include, but are not limited to, patient and caregiver education, manual therapy, functional training (transfers, bed mobility, activity of daily living training, etc.), splinting, work hardening, task and environmental modification and adaptation, application of therapeutic physical agents such as electrotherapy, radiation, heat, and cold, and wound care.

The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel or balance. The MOT curriculum may require students to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

### **Intellectual/Cognitive Ability**

The student must have the ability to develop critical thinking and problem-solving skills essential to professional occupational therapy practice. Problem solving skills include the ability to measure, calculate reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound judgment for competent patient/client management, practice management, and functions required for clinical scholarship.

### **Behavioral and Social Attributes**

The student is expected to have the emotional stability required to exercise sound judgment, complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the MOT program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive and effective relationship with patients and other members of the healthcare team. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Each student must be able to adapt to changing environments; display flexibility; accept and integrate

constructive criticism given in the classroom and clinical settings; and effectively collaborate with others. Students must continuously self-assess to improve as a professional.

The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the MOT program, and must effectively manage these stressors throughout entire workdays.

### **Evaluation**

An applicant/candidate with a handicap shall not, on the basis of his or her handicap, except those which would preclude the essential skills outlined above, be excluded from participation in, denied the benefits of, nor be subjected to discrimination in the program. Carroll University may require that the applicant/student undergo a physical examination and/or an occupational skills evaluation.

All MOT students must be able to perform the essential functions of a student occupational therapist. Reasonable accommodations will be afforded to students with disabilities as required under the Americans with Disabilities Act of 1990, Sec. 504 of the Rehabilitation Act of 1973, and applicable state laws. A student who can no longer perform the essential functions of a student occupational therapist must report this to his or her program advisor. If reasonable accommodations cannot be made, the student will not be able to remain in the MOT program.

**An applicant to the MOT Program must independently, with or without reasonable accommodation, meet and maintain the following technical standards for progression throughout the program.**

### **Caregiver Background and Criminal History Check**

On October 1, 1998, the State of Wisconsin, Department of Health and Family Services mandated that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the Caregiver and Background Check requirements in Section 50.065 of the Wisconsin statute. Occupational Therapy students are required to complete a background and criminal history check, which will be facilitated prior to the first day of class and abide by the university and state regulations pertaining to the findings. While this may not prevent admission to our program, it may hinder the ability for placement in clinical rotations. Clinical rotations are a standard requirement of the Accreditation Council for Occupational Therapy Education (ACOTE), and are mandatory to take the board certification exam. In addition, failure to complete this requirement would render the student unable to fulfill requirements for graduation from the MOT program. All healthcare facilities require background checks; therefore, use of this information will be at the discretion of the university and of the clinical sites.



Background checks will be completed through the Exxat document management system. Clinical facilities require background checks on all students before participation in clinical rotations. The background check result is shared with the clinical facility.

## **Insurance**

**Health:** Health insurance for all full time students and international students at Carroll University is mandatory.

Students who choose to may purchase University-sponsored coverage, by logging onto <http://www.wpsic.com/waicu/>, finding the Carroll plan, and enrolling directly.

All students and faculty are required to obtain and maintain Advanced Cardiac Life Support (ACLS) certification.

Students are required to complete and maintain various health and immunization forms and records. These documents provide information about the student's health insurance carrier, physician, medical conditions, vaccination history and completion of health risk training. It is the student's responsibility to update all health information and health-related requirements annually, or more frequently if necessary and as required by clinical sites. Students are highly encouraged to keep a personal file of health information. Any medical treatment needed by an occupational therapy student during academic preparation or clinical education experience is the responsibility of the student. Clinical facilities may require proof of immunizations or additional procedures (lab studies, radiographs, etc.). The student is responsible for the cost of any related procedures.

**Professional Liability:** Professional students are required to have professional liability insurance. The University arranges for this coverage for each MOT student.

## **Master of Occupational Therapy Program Academic Progression Standards**

Progression Standards for progression policy.

## **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

## **Master of Occupational Therapy Program Tuition and Financial Aid**

## **Cost**

The Master of Occupational Therapy Program consists of 86 graduate credits. The estimated cost of tuition for the 2-year program is \$66,220 plus a \$590/semester program fee.

\$770 per credit x 86 credits = \$66,220\*

\*Please note that new tuition and fees amounts are finalized each year, therefore final tuition costs and fees are established by the Carroll University Board of Trustees and are subject to change.

Membership in both the American Occupational Therapy Association and the Wisconsin Occupational Therapy Association is required. Additional expenses include textbooks, personal and living expenses.

Graduate student financial aid is available in the form of loan; Government guaranteed loans (Unsubsidized and Graduate Plus) and private loans. Students who file the FAFSA are eligible to receive government loans regardless of their economic situation. Graduate students can borrow up to \$20,500 each year in the Federal Unsubsidized Loan program (or up to their cost of attendance, whichever is lower).

[Click for more information regarding financial aid.](#)

## **Curriculum**

The Carroll University Master of Occupational Therapy (MOT) Curriculum has been designed to reflect the mission and philosophy of the Carroll University and the MOT program, as well as align with the philosophical base of the American Occupational Therapy Association (AOTA). In addition, the MOT program emulates the liberal arts heritage of the University by embracing the conviction that humanness is underscored by diversity.

The MOT curriculum incorporates six themes or threads which are built upon throughout the learning experience: occupational performance, service to community, lifelong learning and scholarship, professional development and self-reflection, cultural and client-centered practice, and interprofessional and collaborative care.

Each thread is addressed by courses progressively and with increasing depth as a multi-disciplinary approach offers new perspective and complexity to founding sciences and profession-specific course content and helps to solidify knowledge and understanding as students move through the curricular sequence. Intentional placement of courses within the same semester helps boost comprehension as key concepts are reintroduced from a different vantage point.

## **Master of Occupational Therapy**

### **Master of Occupational Therapy**

## Year 1

### Summer (14 credits)

- HSC 520 - Interprofessional Education: Collaboration, Communication, and Cultural Competency 2 Hour(s)
- OTH 500 - Overview of Occupational Therapy Practice 2 Hour(s)
- OTH 502 - Human Anatomy 4 Hour(s)
- OTH 503 - Human Physiology 4 Hour(s)
- OTH 505 - Professional Writing 2 Hour(s)

### Fall (17 credits)

- OTH 504 - Medical Humanities II 2 Hour(s)
- OTH 510 - Neuroscience Foundations for Occupational Therapy Practice 4 Hour(s)
- OTH 515 - Biomechanics, Human Movement and Occupational Performance 3 Hour(s)
- OTH 520 - Occupations across the Life Span 3 Hour(s)
- OTH 521 - Introduction to Level I Fieldwork 2 Hour(s)
- OTH 530 - Theories and Models of Occupational Therapy 3 Hour(s)

### Spring (17 credits)

- OTH 531 - Level I Fieldwork 2 Hour(s)
- OTH 550 - Evaluation and Assessment in Occupational Therapy 3 Hour(s)
- OTH 555 - Clinical Conditions Affecting Occupational Performance 3 Hour(s)
- OTH 560 - Psychosocial Function and Group Performance 3 Hour(s)
- OTH 565 - Interventions in Physical Dysfunction 6 Hour(s)

## Year 2

### Summer (15 credits)

- OTH 610 - Management and Supervision 3 Hour(s)
- OTH 621 - Advanced Level I Fieldwork 2 Hour(s)
- OTH 650 - Research I - Evidence Based Practice 4 Hour(s)
- OTH 665 - Interventions in Pediatric and Developmental Dysfunction 6 Hour(s)

### Fall (10 credits)

- OTH 670 - Fieldwork II - Clinical Internship I 10 Hour(s)

- OTH 601 - Medical Humanities III 1 Hour(s)

Spring (13 credits)

- OTH 651 - Research II 2 Hour(s)
- OTH 680 - Fieldwork II - Clinical Internship II 10 Hour(s)

### **Master of Science in Physician Assistant Studies**

Monika Baldridge, Ph.D.	Professor
James Brandes, M.D.	Program Director, Clinical Professor
Kelly Miller, PA-C	Clinical Assistant Professor
Kerri Murphy, PA-C	Didactic Coordinator, Clinical Assistant Professor
Robert Schellinger, M.D.	Medical Director
Miranda Spindt, PA-C	Clinical Coordinator, Clinical Assistant Professor

The Carroll University Master of Science in Physician Assistant Studies Program has Continuing Accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and approval from HLC/NCA.

The Mission of the Master of Science in Physician Assistant Studies Program is to educate physician assistants to provide comprehensive quality health care to all, to be respectful of patient values, to be committed to ethical principles and to be grounded in evidence-based practice and clinical reasoning. Graduates will contribute to the profession and their communities and be prepared to practice medicine in a variety of primary care settings under the supervision of physicians. Graduates will also be prepared to provide service to medically underserved communities and diverse patient populations.

To achieve its mission, the Master of Science in Physician Assistant Studies Program has three goals:

1. To develop skilled primary care physician assistants who demonstrate the medical knowledge, skills, and abilities to provide quality patient care for entry level practice as a PA
2. To develop PAs with a high level of professionalism and interpersonal communication skills
3. To provide all students with practicum medical experiences in underserved areas or with underserved populations

The curriculum includes core knowledge about the established and evolving biomedical, clinical preparatory, behavioral and social sciences; informational literacy; health policy and professional practice; and the application of this knowledge to patient care through supervised clinical practice and practicums. The curriculum is of sufficient breadth and depth to prepare students for clinical practice of medicine and assist students in becoming critical thinkers who can apply the concepts of medical decision making and problem solving. Building on Carroll University Health Sciences Area's commitment to provide service to culturally diverse populations, there is emphasis on primary care, cultural competency, and Hispanic health care.

The philosophy of the curriculum incorporates both traditional and case-based learning concepts and culminates with a true problem-based learning experience (Capstone). A systems-based curriculum model integrates knowledge, provision of services, and reflection. Common themes across the curriculum include ethical inquiry and practice, professionalism, scientific inquiry, critical thinking, problem solving, decision making as incorporated into the clinical practice and clinical research models, the presentation of content across the lifespan, and exploration of the effects of gender, culture, and cognitive level on content. There is collaborative teaching across courses with planned redundancy of subject matter. Constant reinforcement of content with clinical experiences occurs through observations of and exposure to patients in academic courses, service-learning, and clinical rotations. The students learn in an inter-disciplinary health care and graduate environment that promotes interdisciplinary clinical practice and life-long learning. Ongoing self, student, peer, program, and professional assessment occurs to ensure that the program is reflective of optimal practice.

The physician assistant studies program is a cohort model, 24 months in length, requiring 118 credit hours to complete. The first year, Year 1 of curriculum, is 12 months and consists of 66 credit hours of didactic courses and integrated service-learning practicums in medically underserved communities in southeastern Wisconsin. Year 2 of the curriculum (consisting of 52 credits), is 12 months of clinical rotations plus the completion of a Capstone project.

## **Admission**

Admission to Carroll University Master of Science in Physician Assistant Studies Program requires a bachelor's degree and satisfaction of prerequisite coursework. The program admits qualified students regardless of race, color, creed, gender, age, sexual orientation, marital status, national or ethnic origin or handicap that does not interfere with the performance of professional physician assistant practice as provided by law.

Carroll University will be using Central Application Service for Physician Assistants (CASPA) to collect admission materials which will be forwarded to the university.

## **Timeline for Admission Process**

The application deadline date is Oct. 1. All materials (including Verified CASPA file) must be received by Carroll University on or before this date. Please note that verification of application of materials might take up to 4-6 weeks.

Candidates will be chosen for on-campus interviews in October-January. Twenty positions will be offered each year. Admission decisions are generally finalized in late spring.

### **Required Application Materials:**

Verified CASPA application including:

- Three letters of reference are required, preferably from a college instructor, a supervisor from a work or volunteer clinical experience, and a health care professional such as PA, NP, MD or DO. Letters of reference must be submitted via CASPA.
- List of coursework in progress.
- Carroll University PA Program Supplemental Fee.
- Official GRE score report using program code 0409. By entering program code 0409 your GRE exam score will automatically be sent to CASPA and considered official submission by Carroll University.

### **Required Prerequisites:**

Compliance with the following requirements must be completed prior to beginning the physician assistant program. Completion of all prerequisites is required prior to matriculation.

**GPA:** Cumulative GPA and science GPA of 3.0 or greater on a 4.0 scale.

**Patient Care Experience:** A minimum of 500 hours of patient care experience.

**Baccalaureate degree:** Must be awarded from an accredited institution prior to matriculation.

**Prerequisite Courses:** Please see below for the specific courses required under each discipline.

Any student accepted for admission to the program must have official college transcripts documenting completion of all requirements sent directly to Carroll University prior to matriculation. Accepted students are required to have completed a health screening, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, background investigation and drug screening prior to beginning the PA program.

**Biology Sciences - 5 semesters of biology (courses designed for science majors are preferred)**

Biological science courses must include the following:

- Anatomy (or combined anatomy and physiology)
- Physiology (or combined anatomy and physiology)
- Microbiology

Suggested additional biological sciences include:

- Genetics
- Cell Biology
- Immunology
- Endocrinology
- Upper division biological science related to medicine

### **Chemistry - 4 semesters of chemistry (courses designed for science majors are preferred)**

Suggested Chemistry course options include:

- General Chemistry
- Inorganic Chemistry
- Biochemistry
- Organic Chemistry

### **Psychology - 2 semesters**

Suggested Psychology course options include:

- General Psychology
- Developmental Psychology
- Lifespan Psychology
- Abnormal Psychology

### **Statistics - 1 semester**

Other courses highly recommended for success in PA education:

- Pathophysiology
- Medical Terminology
- Epidemiology
- Pharmacology
- Spanish language

Online format is not acceptable for anatomy/physiology courses. All prerequisite courses must be completed with a "C" or higher. Note that a "C-" will not be accepted.

**AP courses** are accepted for general psychology, general biology I, general chemistry I, and statistics. Documentation must be submitted via official college transcript.

**Time Limit for Completion of Prerequisite Requirements:** Candidates with coursework more than five years old will need to repeat A&P I and II.

**Carroll University will not accept transfer credits for any required course in the Physician Assistant Studies Program.** Advanced placement will not be granted for any reason, including prior academic studies or professional experience. Only full-time students are admitted to the program, and all courses within the curriculum are required.

The selection process for the PA Program is highly competitive. Each application is evaluated on individual merits. The submitted materials will be used to evaluate applicants for potential success in the program based on proven academic performance and potential; knowledge of the PA profession; work, community service and other experiences; letters of reference; and essays. Personal interviews, offered to the most qualified applicants, will aid the committee in assessing a variety of non-cognitive factors, including interpersonal skills, personal maturity, motivation and life experiences. Applicants may not be accepted without a personal interview. Invitations for admission will be extended to applicants who appear to be the most highly qualified to meet the mission and goals of the program. Students will be admitted to the Master of Science in Physician Assistant Studies program based on their admission materials and their interview.

Students need not have received their bachelor's degree from Carroll University, but those who do will receive additional admission points.

### **Technical Standards for Admission to and Progression in the Physician Assistant Studies Program**

The Physician Assistant Studies Program requires that a student possess the ability to meet the requirements of the program. Though the program might modify certain course requirements to provide accommodations required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1990, there are no substitutes for the following essential skills. The applicant must independently, with or without reasonable accommodation, be able to meet each requirement to gain admission to the program, and must also continue to meet them throughout participation in the program.

1. **Physical Requirements:** The applicant/student must be willing and capable of performing the customary techniques for physical assessment, such as visual observation, auscultation, percussion and palpation. The applicant must be able to timely perform physician assistant procedures such as suturing, splinting, venous and arterial puncture and cannulation, bladder catheterization, nasogastric tube placement, emergency procedures such as cardiopulmonary resuscitation, suctioning of airway, endotracheal intubation, operation of cardioverter/defibrillator, and application of routine first aid procedures.



2. **Communication:** The applicant/student must be able to elicit information, describe changes in health, mood and activity, and perceive nonverbal communication. The applicant/student must be able to communicate effectively and sensitively with patients and all members of the health care team.
3. **Intellectual Ability:** The applicant/student must be competent in problem solving skills, including measurement, calculation, reasoning and analysis.
4. **Behavioral and Social Attributes:** The applicant/student must be able to tolerate physically taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, learn to function in the face of uncertainties inherent in the evaluation and treatment of patients, and must possess integrity, compassion, effective interpersonal skills and be motivated for a career in health care. The student/applicant must be able to work with patients who have serious illnesses, infectious or terminal diseases and severe emotional disorders.

The Physician Assistant Studies Program requires that the applicant/student undergo a physical examination. Carroll University does not discriminate against qualified applicants or enrolled students with disabilities. These Technical Standards are not intended to deter any candidate or enrolled student for whom reasonable accommodation will allow the fulfillment of the complete curriculum.

#### **Health Insurance Statement:**

Physician Assistant students are required to have health insurance, and students can be covered under a family or personal policy. Students without their own coverage may purchase University-sponsored coverage.

#### **Caregiver Background and Criminal History Check**

October 1, 1998, the State of Wisconsin Department of Health and Family Services mandated that all persons who seek to be employed and/or licensed in the caregiver industry must fulfill the caregiver and background check requirements in Section 50.065 of the Wisconsin Statute. Prior to the first day of class, students are required to complete a background and criminal history check and abide by university and state regulations pertaining to findings.

#### **Insurance**

Physician Assistant students are required to have health insurance, and students can be covered under a family or personal policy. Students without their own coverage may purchase University-sponsored coverage.

#### **Academic Progression in Physician Assistant Program**

Progression Standards for progression policy.

## **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

## **End of Program Standards**

In addition to successful completion of all required physician assistant courses, students must complete the program Capstone course requirements. The Capstone course consists of four components: the summative comprehensive written examination, summative OSCE, the Capstone project, and Professionalism evaluation. The comprehensive written examination and summative OSCE will be administered at the end of the next to last return to campus day during the second year of the program. The capstone presentation will occur during the spring semester of year-2. If a student (1) fails the summative OSCE, (2) fails a written comprehensive examination or (3) receives a grade of D or F on the capstone, or (4) fails to "meet expectations" on the 2nd year Spring Professionalism Evaluation, successful remediation (as determined by the faculty) must occur prior to graduation. If the student fails to successfully complete remediation, the student will be dismissed from the program.

All Master of Science in Physician Assistant Studies program requirements must be completed in 24 months unless permission is otherwise granted by the Director of the Physician Assistant Program.

At the end of each grading period the Health Science Academic Progress Committee (HSAPC) will meet to review the academic status of every student in the physician assistant program and ensure that all students meet the requirements necessary for progression. The committee will consider the PA program progression standards and will make decisions within the context of the academic progression standards above. The committee is composed of the PA Program Director, the Department of Health and Medicine Chair, the Dean of the College of Health Sciences, the Chair of Physical Therapy, and the Directors and Chairs from Athletic Training, Exercise Physiology, Occupational Therapy, and Nursing. The purpose of the Health Science Academic Progress Committee is to ensure that every graduate of the Carroll University PA program has the skills, knowledge, and judgment to assume the responsibilities of a physician assistant. Students with deficiencies will be notified by the Office of the Registrar within 10 business days after grades are submitted and will meet with the PA Student Progress Committee (SPC) composed of the core PA program faculty and the PA Program Director.

## **Appeals Process**

The Academic Steering Committee acts as the appeal body for questions related to academic progression, academic policy, probation or dismissal, etc. The Student/Faculty Ethics committee acts as the appeal body for questions related to grades, integrity, and professionalism. A student wishing to appeal decisions by the HSAPC or SPC must follow the process indicated in the Carroll University Student Handbook.

## **Policy on Readmission to the Program**

The Policy on Readmission defines the process by which students may seek to be readmitted to the program following dismissal of the student from the program. Readmission candidates may apply for readmission to the program no sooner than eight months and no later than three years from the date of dismissal. Readmission candidates may exercise this option only once. Readmission candidates must submit the materials required of all applicants for admission. In addition, they must provide transcripts relating to any education experiences completed since leaving the program. A letter indicating why the readmission candidate believes they will succeed academically, technically, and professionally in the program must accompany the application materials.

Upon review of the materials, the PA admission committee will render one of the following decisions:

1. Approval of the request for readmission to the program with the academic condition that the readmission applicant repeat the entire academic program or
2. denial of the request for readmission to the program.

The decision of this committee is final.

## **Grade Appeals**

Students and faculty should make every effort to resolve questions about grades without seeking a formal grade appeal. Students should seek a formal grade appeal only as a last resort.

All students who seek to appeal the assignment of a grade should understand that the evaluation of the extent of course mastery is normally within the province of the instructor for a particular course. Absent extraordinary circumstances, no grade adjustments or changes will be initiated. Therefore, students should make every effort to resolve questions without seeking a formal grade appeal.

Students may seek to appeal final course grades only if there is a valid basis to do so, supported by compelling documentation to show that the assignment of a grade was incorrect or was contrary to established Carroll University academic policies and procedures. Accordingly, appropriate grounds for grade appeals may include:

- A clerical error in the assignment of a final grade;
- The assignment of a grade on some basis other than the student's performance and participation in the course;
- The evaluation of the student's work by using criteria that is unnecessarily different from that used to evaluate other students in the same class;
- The assignment of a grade that reflects a significant departure from the instructor's published or announced standards for assigning grades.

The responsibility for developing and presenting the case for a grade change rests with the student making the appeal. Further, no appeal shall be received by Student/Faculty Ethics Committee absent evidence that the student attempted to address and/or resolve the matter individually with the faculty member responsible for assigning the grade at issue.

All grade appeals must be submitted, in writing, to the Student/Faculty Ethics Committee within the first three weeks of the academic semester immediately following the term in which the course was taken. A written statement clearly identifying the basis for the appeal must be submitted by the student, along with the following documentation: All assignments/project grades, test/quiz results, instructor comments and assessments related to the course/grade in question.

Once submitted, the Student/Faculty Ethics Committee shall meet to review the student's written statement and supporting documentation. The committee retains the discretion to consult with the faculty member who issued the grade to receive further information. The committee's written recommendation for resolution of the matter will be issued within ten school days of its receipt of the appeal. This recommendation shall be forwarded to the student, faculty member and PA Program Director

If the student seeks further review, the written basis for such a review, along with the supporting documentation, must be forwarded to Carroll University Provost within ten school days of the issuance of the Student/Faculty Ethics Committee recommendation. Review of the matter and the issuance of a decision by the Provost shall be final.

### **Student Academic Integrity and Professionalism**

All acts of academic misconduct are serious and in fact subvert the very nature of the academic process. Given the central role of academic integrity to all academic pursuits, the Student/Faculty Ethics Committee will review every incident of alleged academic misconduct. Should they be accused of misconduct, students will be subject to fair application of the Policies and Procedures on Student Academic Integrity.

Academic misconduct violations include: committing plagiarism, fabricating or changing data or clinical logs, forging or falsifying academic documents or records, intentionally impeding or damaging the academic work of others, illicitly or maliciously accessing, altering, copying, using

or damaging computer software or files, or any other academic violation of the Information Technology Acceptable Use Policy as stated in the Student Handbook.

For cases of academic misconduct in a particular academic course, the instructor of that course assigns an appropriate course sanction and the case is forwarded to the Student/Faculty Ethics Committee to consider the sanction, including program probation or dismissal.

### **Fees and Financial Aid**

Graduate tuition for the Physician Assistant Studies Program is \$36,015 average per year plus \$1450 for fees for the 2019-2020 Academic Year.

The total program costs for students in the 2019-2020 Master of Physician Assistant Studies Program will be approximately \$73,480.

Note that while the year-1 program costs are finalized, the year-2 costs are yet to be established by the Carroll University Board of Trustees and are subject to change, which will change the total program cost.

### **Additional Equipment and Related Costs**

Medical Equipment	\$1,200.00*
Uniforms	\$120.00
Books (didactic and clinical years)	\$2,400.00
AAPA dues (highly recommended)	\$75.00
WAPA dues (highly recommended)	\$20.00
Drug screen	\$100.00/year**
Clinical Rotation Tracking System	\$80.00
BLS/ACLS training	\$305.00

\* Depending on specific models chosen

\*\*Depending on the facility

Financial aid is available in the form of loans. Additional information is available from the financial aid office.

### **Licensure**

Students are responsible for determining the requirements of physician assistant licensure and completing application requirements for the state in which they expect to be licensed.

## **Curriculum**

The curriculum includes core knowledge about the established and evolving biomedical, clinical preparatory, behavioral and social sciences; informational literacy; health policy and professional practice; and the application of this knowledge to patient care through supervised clinical practice and practicums. The curriculum is of sufficient breadth and depth to prepare students for clinical practice of medicine and assist students in becoming critical thinkers who can apply the concepts of medical decision-making and problem solving. Building on Carroll University's health sciences area commitment to provide service to culturally diverse populations, there is emphasis on primary care, cultural competency and Hispanic health care.

The philosophy of the curriculum incorporates both traditional and case-based learning concepts and culminates with a capstone experience. A systems-based curriculum model integrates knowledge, provision of services and reflection. Common themes across the curriculum include ethical inquiry and practice, professionalism, scientific inquiry, critical thinking, problem-solving, decision-making as incorporated into the clinical practice and clinical research models, the presentation of content across the lifespan, and exploration of the effects of gender, culture and cognitive level on content. There is collaborative teaching across courses with planned redundancy of subject matter. Constant reinforcement of content with clinical experiences occurs through observations of and exposure to patients in academic courses, service-learning and clinical rotations. The students learn in an interdisciplinary health care and graduate environment that promotes interdisciplinary clinical practice and lifelong learning.

The Carroll University Master of Science in Physician Assistant Studies program is a post-baccalaureate program divided into one year of course work with supervised clinical practicums, followed by one year of clinical rotations. The program begins in summer and runs full time for two years. The supervised clinical practicums in the first year provide students with hands-on patient/client experience that allows students to integrate classroom learning with practical and clinical applications while providing service to the community. The practicum courses help students develop clinical skills, and emphasize wellness and prevention across the lifespan. Students participate in 12 months of full-time clinical rotations in the areas of Family Practice, Internal Medicine, Emergency Medicine, Women's Health, Behavioral Health, Pediatrics and General Surgery in the second year. An additional four-week elective will be taken in either a medical or surgical subspecialty area. Clinical education experiences occur off campus, and students must secure appropriate transportation. International physician assistant clinical experiences are available to students.

Due to the academic rigor and demands of clinical rotations throughout the Master of Science in Physician Assistant Studies program, students are highly encouraged not to work during their

first and second years. Additionally, students are not allowed to work on campus within the physician assistant program at any time during their first or second year.

## **Master of Physician Assistant**

### **Master of Science in Physician Assistant Studies**

Curriculum: Graduate Year 1

Year 1 total credits: 66 credits

Summer - 19 Credits

- HSC 520 - Interprofessional Education: Collaboration, Communication, and Cultural Competency 2 Hour(s)
- PHA 500 - Human Gross Anatomy 6 Hour(s)
- PHA 501 - Medical Physiology 4 Hour(s)
- PHA 502 - Patient Assessment-History and Physical Exam 4 Hour(s)
- PHA 503 - Intro to Physician Assistant Profession 1 Hour(s)
- PHA 504 - Intro to Clinical Medicine 2 Hour(s)

Fall - 20 Credits

- PHA 505 - Clinical Medicine I 5 Hour(s)
- PHA 507 - Pharmacotherapy and Pathophysiology I 4 Hour(s)
- PHA 509 - Clinical Diagnostics I 2 Hour(s)
- PHA 511 - Behavioral Medicine 2 Hour(s)
- PHA 517 - Pediatrics 2 Hour(s)
- PHA 519 - OB/Gyn 3 Hour(s)
- PHA 521 - Clinical Decision Making I 2 Hour(s)

Winter - 4 Credits

- PHA 512 - Healthcare Systems, Health Policy and Administration 1 Hour(s)
- PHA 514 - Medical Ethics 2 Hour(s)
- PHA 518 - Geriatrics 1 Hour(s)

Spring - 21 credits

- PHA 506 - Clinical Medicine II 5 Hour(s)
- PHA 508 - Pharmacotherapy and Pathophysiology II 4 Hour(s)
- PHA 510 - Clinical Diagnostics II 2 Hour(s)

- PHA 516 - Emergency Medicine 4 Hour(s)
- PHA 520 - Surgery 3 Hour(s)
- PHA 522 - Clinical Decision Making II 2 Hour(s)
- PHA 522L - Clinical Decision Making II Laboratory 0 Hour(s)
- PHA 525 - Foundations of Cultural Competence and Health Disparities III 1 Hour(s)

May - 2 Credits

- PHA 513 - Evidence Based Medicine and Research 1 Hour(s)
- PHA 515 - Clinical Procedures 1 Hour(s)

Curriculum: Graduate Year 2

**(Year 2 total credits: 52)**

Required Clinical Rotations

- PHA 620 - Emergency Medicine Supervised Clinical Practice 8 Hour(s)
- PHA 621 - Family Medicine Supervised Clinical Practice 8 Hour(s)
- PHA 622 - General Internal Medicine Supervised Clinical Practice 8 Hour(s)
- PHA 623 - General Surgery Supervised Clinical Practice 8 Hour(s)
- PHA 625 - Pediatrics Supervised Clinical Practice 4 Hour(s)
- PHA 626 - Women's Health and Prenatal Care Supervised Clinical Practice 4 Hour(s)
- PHA 627 - Behavioral Medicine Supervised Practice 4 Hour(s)
- PHA 628 - Elective Supervised Clinical Practice 4 Hour(s)

Required Capstone

- PHA 630 - Capstone 4 Hour(s)

**Sport Physiology & Performance Coaching**

**Sport Physiology & Performance Coaching Program**

Brian P. Edlbeck      Clinical Assistant Professor of Exercise Science

Timothy J. Suchomel Program Director, and Assistant Professor of Exercise Science

**Program Overview**



Upon successful completion of program requirements, students will earn a Master of Science degree. Sport Physiology & Performance Coaching (SPPC) Program incorporates extensive hands-on experiences through multiple practicums and an internship. Coursework includes both lecture and laboratory formats, incorporating innovative approaches to performance and exercise prescription. The mission of the SPPC Program is to prepare qualified professionals at the master's level to work in fitness, professional sports, tactical training, and college/university settings. Upon graduation, students would possess the breadth and depth of knowledge and skills in the field to sit for a variety specialty certifications, and/or doctoral level work in exercise physiology or other allied health disciplines.

### **Learning Outcomes**

The following learning outcomes were developed based on the established scope of practice and services for sport and exercise physiology. Students completing the SPPC will possess general skills and abilities with a strong focus on strength and conditioning training, performance assessment, and programming to optimize training adaptations for athletes in a variety of sports and at all levels of competition.

Upon successful completion of the program, students will be able to:

1. Identify, perform, and interpret appropriate screenings to assess the health status of persons from diverse populations and health conditions.
2. Appropriately apply the principles, recommendations, and skills for exercise testing and prescription, and evidence-based decision making in planning safe and effective exercise programs for persons from diverse populations and health conditions.
3. Understand common chronic diseases and disabilities, disease progression, interventions, and the adaptations resulting from exercise, and apply this information in developing, implementing, and evaluating comprehensive programs that address client needs and goals.
4. Understand and apply problem-solving skills and current practices in risk factor reduction and lifestyle management to include goal setting, behavior change theory, motivational strategies, and health/wellness coaching.
5. Evaluate and use an array of testing and exercise equipment, and technologies to support clinical/sports medicine practice.
6. Demonstrate competence in communication and interpersonal skills in the provision, instruction, and supervision of programs and services in clinical/sports medicine practice.
7. Examine and critique the scientific literature in the discipline, synthesize relevant information, and appropriately convey that information in scientific writing and oral communication.
8. Evaluate and understand the importance and value of ethical and professional standards of practice to include being accountable for individual non-medical judgments and

professional decisions about health and fitness, preventive, rehabilitative, and/or educational services and programs, and applied research.

## **General Degree Requirement**

The SPPC is a 15-month program, requiring a total of 40 credit hours. Students will fulfill the research requirements of the program by taking 6 credit hours of the thesis course and will present research finding at an institutional, local, regional, or national conference.

## **Admission**

The SPPC Program admits qualified students regardless of race, color, creed, gender, age, sexual orientation, national or ethnic origin, or disability that does not interfere with the performance of professional practice as provided by law. Students can enter the SPPC Program in one way:

**Prior Degree** - An individual who has completed an undergraduate or graduate degree at another institution or at Carroll can apply for the SPPC Program.

Applications and credentials for admission to the SPPC must be submitted for processing to the Carroll University Office of Admission. Applications are reviewed case-by-case on a monthly basis, continuously throughout the year and prior to the start of the summer term (June). As decisions are made on applications, applicants are notified through the Office of Admission. Applicants must be eligible to return in good standing (be free of academic or disciplinary probation) to all institutions previously attended

Requirements for admission into the SPPC Program include:

1. Evidence of a baccalaureate degree from an accredited institution or an equivalent institution will be awarded prior to the start of the SPPC Program.
2. Cumulative and pre-professional GPA of 2.50 (on a 4.0 scale) is recommended to be considered for admission.
  1. Pre-professional courses should typically be completed within the past seven years from the time of application with grades of 'C' or better. Candidate's with course work older than seven years should have relevant experience within the field to be considered. Pre-professional courses are indicated below with an asterisk.
3. Proof of current First Aid and CPR/AED certification for the professional rescuer is required prior to commencing the graduate program.
4. National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist (CSCS) credential or equivalent (e.g., USAW, NASM-PES. If not certified, individuals will be required to become certified during the first term of the program.

5. Successful completion of all college-level prerequisite course work (see required prerequisite course work below)

Applicants must comply with all admission requirements listed above. Selection decisions will be based on evaluation of:

1. Graduate Studies On-line Application
2. Supplemental application packet, which includes the following:
  1. List of three references
  2. Essay (must be typed)
  3. Experiences document or a professional resume
  4. Safety and technical standards
3. Official transcripts from all post-secondary institutions attended, including both graduate and undergraduate course work - must be mailed directly to Carroll University Admission Office.
4. Successful completion of prerequisite course work. Pre-professional courses are indicated below with an asterisk.

**International candidates may have additional admission requirements. Please contact the Office of Admission for details.**

### **Required Courses**

**The following courses must be completed prior to commencing SPPC:**

- One semester of anatomy with lab, or combined anatomy and physiology I with lab\*
- One semester of physiology with lab, or combined anatomy and physiology II with lab\*
- One undergraduate level exercise physiology course\*

\*Indicates course work included in pre-professional GPA calculation.

Admission and progression standards are subject to change based on regulatory, licensing and/or certification needs.

### **Technical Standards for Admission to and Progression in the Sport Physiology & Performance Coaching Program**

Successful participation in the SPPC Program requires that a student possess the ability to meet the requirements of the program. Though the program can modify certain course requirements in order to provide a handicapped person (as defined by the federal government pursuant to SS 504 of the Rehabilitation Act of 1973) with an equivalent opportunity to achieve the same results as those students without a handicap, there are no substitutions for the following essential skills.

The applicant must initially meet these requirements to gain admission to the program, and must continue to meet them throughout participation in the program.

1. **Physical ability:** The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide safe and effective assessments and interventions for clients across the lifespan. The student is expected to possess the psychomotor skills and physical abilities necessary to safely and correctly perform a wide variety of health/fitness screenings, assessments, exercise tests, and exercise demonstrations. Examples of assessments include, but are not limited to, resting vitals and other biometrics, cardiopulmonary tests, functional capacity, anaerobic testing, musculoskeletal fitness, range of motion (ROM), body composition, balance, and functional abilities. Interventions include, but are not limited to, patient education, cardiovascular fitness training, endurance training, resistance training, performance training, flexibility and ROM, neuromuscular training, and functional training.
2. **Communication ability:** The student must communicate effectively verbally and non-verbally to obtain important information and to clearly explain information to others as well as to facilitate communication among the client, sport medicine professionals, and sport coaches. Each student must have the ability to speak and comprehend the English language as well as be able to read and write in a manner that meets the standards for literacy in higher education. Students must be able to actively listen and possess basic interviewing skills. The student must be able to document and maintain accurate records, and present information in a professional and appropriate manner to the target audience.
3. **Intellectual/cognitive ability:** The student must demonstrate the ability to develop critical thinking and problem-solving skills essential to the field of exercise physiology. Problem solving skills include the ability to measure, calculate, reason, analyze, synthesize, and judge objective and subjective data, and to make decisions in a timely manner that reflect thoughtful deliberation and sound judgment. The student must also possess the ability to comprehend, retain, retrieve and incorporate prior knowledge with new information from multiple sources including, but not limited to self, peers, instructors and related literature to formulate sound decisions for competent client/patient management, practice management, and scholarship.
4. **Interpersonal attributes:** The student is expected to demonstrate sufficient stable emotional behavior to effectively work with others, perform assessments, and perform intervention activities. Empathy, integrity, motivation, honesty, and caring are personal attributes required of those in the SPPC Program. The student must have the ability to establish rapport and maintain respectful interpersonal relationships with athletes, coaches, teams, and professionals from a variety of social, emotional, cultural and intellectual backgrounds, and to collaborate effectively. Each student must be able to adapt to changing environments, displaying flexibility and a positive demeanor as well as to accept and integrate constructive criticism given in the classroom and professional settings. In addition, the student must demonstrate personal responsibility and accountability for their actions and reactions to athletes, teams, and situations to include the prompt completion of all responsibilities and tasks in the classroom and professional

settings. Students must demonstrate continuous self-assessment to improve as a professional.

5. **Ability to manage stressful situations:** The student must be able to adapt to, and function effectively in relation to, stressful situations encountered in both the classroom and professional settings, including emergency situations. Students will encounter multiple stressors while in the SPPC Program, and must effectively manage these stressors on an ongoing basis. These stressors might be related to (but are not limited to) personal issues, family, peers, supervisors/faculty, and clients.
6. **Health screening and background check:** The student is required to complete a health screening/physical, updated immunizations and tuberculosis screening according to current Centers of Disease Control and Prevention (CDC) recommendations for health professionals, criminal background investigation and drug screening as required by internship placement sites. Exceptions to the immunization requirements will be considered on a case-by-case basis where, for example, a student has an allergy to a vaccine or one of its components. If an exception to the immunization requirements is approved, the University cannot guarantee that its affiliated location will allow the student to participate in patient care, which is a fundamental requirement of the experiential education component of the program.

## **Insurance**

Professional Liability: Students are required to purchase professional liability insurance on an annual basis through a university endorsed provider.

## **Academic Progression**

Progression Standards for progression policy.

## **Fees**

Graduate tuition and semester Program Fees are assessed to cover student liability insurance, professional memberships, personal and program related equipment and supplies for the SPPC Program are published in the Tuition and Fee Information section of the Graduate Catalog.

Programs of Study

## **Master of Science**

### **Sport Physiology & Performance Coaching**

Curriculum

- EXP 500 - Advanced Strength and Conditioning I 3 Hour(s)
- EXP 503 - Advanced Exercise Physiology 3 Hour(s)
- EXP 504 - Advanced Assessment of Athletic Performance 3 Hour(s)
- EXP 506 - Research Design and Statistical Methods for Health Science 3 Hour(s)
- EXP 508 - Current Topics in Strength and Conditioning 3 Hour(s)
- EXP 521 - Coaching Theory and Application 3 Hour(s)
- EXP 570 - Cancer Rehabilitation 3 Hour(s)
- EXP 574 - Practicum I in Strength and Conditioning 1 Hour(s)
- EXP 575 - Practicum II in Strength and Conditioning 1 Hour(s)
- EXP 591 - Advanced Strength and Conditioning II 3 Hour(s)
- EXP 602 - Adv Sport Nutrition Assessment & Prescription 3 Hour(s)
- EXP 607 - Graduate Research Project I 3 Hour(s)
- EXP 608 - Graduate Research Project II 1-3 Hour(s)
- EXP 690 - Internship in Strength and Conditioning 8 Hour(s)

#### 15-Month Plan

##### Year 1, Summer Terms 2 & 3

- EXP 500 - Advanced Strength and Conditioning I 3 Hour(s)
- EXP 504 - Advanced Assessment of Athletic Performance 3 Hour(s)

##### Year 1, Fall Semester

- EXP 503 - Advanced Exercise Physiology 3 Hour(s)
- EXP 506 - Research Design and Statistical Methods for Health Science 3 Hour(s)
- EXP 574 - Practicum I in Strength and Conditioning 1 Hour(s)
- EXP 591 - Advanced Strength and Conditioning II 3 Hour(s)
- EXP 607 - Graduate Research Project I 3 Hour(s)

##### Year 1 Spring Semester

- EXP 508 - Current Topics in Strength and Conditioning 3 Hour(s)
- EXP 521 - Coaching Theory and Application 3 Hour(s)
- EXP 575 - Practicum II in Strength and Conditioning 1 Hour(s)
- EXP 602 - Adv Sport Nutrition Assessment & Prescription 3 Hour(s)
- EXP 608 - Graduate Research Project II 1-3 Hour(s)

##### Year 2 Summer Terms 1-3

- EXP 690 - Internship in Strength and Conditioning 8 Hour(s)

### School of Business

Steven C. Bialek, Dean

- Majors: Accounting, Business Administration, Business Economics, Finance, Health Care Administration, Management and Leadership, Marketing
- Minors: Accounting, Economics, Finance, Health Care Administration, Management and Leadership, Marketing
- Graduate degree: Master of Business Administration

### Master of Business Administration

#### Program Faculty

<u>Name</u>	<u>Title</u>	<u>Area</u>	<u>Email</u>
Dennis Debrecht	Associate Professor	Economics	ddebrech@carrollu.edu
Sarah Esveldt	Senior Lecturer	Health Care Administration	sesveldt@carrollu.edu
Gregory Kuhlemeyer	Professor	Finance	gkuhleme@carrollu.edu
Jeffery Kunz	Jeffery Kunz	Accounting	jkunz@carrollu.edu
Michael Levas	Associate Professor	Marketing	mlevas@carrollu.edu
Canchu Lin	Assistant Professor	Management & Leadership	clin@carrollu.edu
Gary Olsen	Associate Professor	Accounting	golsen@carrollu.edu
Carol Tallarico	Professor	Economics	ctallari@carrollu.edu
Mary Ann Wisniewski	Professor	Management & Leadership	mwisniew@carrollu.edu

Shaoqiong (Annie) Zhao	Assistant Professor	Marketing	szhao@carrollu.edu
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## Program Overview

The Master of Business Administration (MBA) degree includes coursework in accounting, business law, business policy and strategy, economics, finance, leadership, marketing, operations and supply chain management, and quantitative analysis. The general focus provides students with a broader and deeper understanding of the business world.

## Learning Outcomes

Upon completion of the MBA program, students will be able to:

1. better understand business concepts and their applications;
2. demonstrate mastery of business communication skills;
3. effectively apply appropriate tools and techniques to solve complex business problems;
4. formulate and evaluate effective business policies and strategies within a global environment;
5. collaborate effectively in a competitive environment; and
6. examine and analyze issues related to diversity and ethics in a multicultural environment and their impact on the organization.

## Foundation Coursework

- An introductory university level statistics course
- An introductory university level accounting course (financial or managerial)
- An introductory university level economics course (micro or macroeconomics).

Admission and progression standards are subject to change based on regulatory, licensing and /or certification needs.

## Admission

**The Master of Business Administration Program admits qualified students regardless of race, color, creed, gender, age, sexual orientation, national or ethnic origin, or disability in the administration of its educational policies, admission policies, or scholarship and loan programs.**

Applications and credentials for admission to the Master of Business Administration Program must be submitted for processing to the Carroll University Office of Admission. Applications are reviewed on a rolling basis and as decisions are made on applications, applicants are notified



through the Office of Admission. Applicants must be eligible to return in good standing (be free of academic or disciplinary probation) to all institutions previously attended.

**Requirements for admission into the Master of Business Administration Program include:**

1. Earned Baccalaureate Degree, graduate degree, or equivalent from an accredited institution.
2. Successful completion of all foundational course work (see above for specific foundational course work).

**Applicants must comply with all admission requirements listed above. The Graduate Admission Committee will review the applicant's file and determine an admission decision upon completion and submission of the following required credentials:**

**Master of Business Administration**

1. Graduate Studies On-line Application.
2. All official post-secondary transcripts, including both graduate and undergraduate course work. Official transcripts must be mailed directly to Carroll University Admission Office.
3. Current professional resume.
4. If the cumulative GPA is below a 2.75 (on a 4.0 scale), additional admission criteria apply and additional admission materials may be required.

International candidates may be required to submit additional admission credentials. Please contact the Office of Admission for details.

**Master of Business Administration - Emerging Leaders Cohort:**

1. Graduate Studies On-line Application.
2. All official post-secondary transcripts, including both graduate and undergraduate course work. Official transcripts must be mailed directly to Carroll University Admission Office.
3. Current professional resume.
4. Reference list including two or more individuals (please include in name, title, company/organization, email and phone for each reference)
5. Employer Nomination Form
6. If the cumulative GPA is below a 2.75 (on a 4.0 scale), additional admission criteria apply and additional admission materials may be required.

International candidates may be required to submit additional admission credentials. Please contact the Office of Admission for details.

**Academic Planning**

Initially, interested students meet with an advisor to discuss how their background and educational goals relate to the MBA. Part-time students enroll in 5 or fewer credits per semester while full-time students enroll in 6 or more credits per semester.

Requirements for the MBA degree must be completed within seven years of starting the program. Students who interrupt their studies for one full academic year must reapply and must follow any new requirements upon re-entering.

### **Financial Assistance**

Financial aid, in the form of student loans, is available to MBA students who are enrolled at least half-time (6 credits per semester).

For further information, call the Office of Financial Aid at 262.524.7296.

### **Transfer Credits**

With approval of the MBA director, up to nine semester hours of graduate, business-related coursework, taken within the past seven years, may be transferred from other accredited colleges or universities. Transfer courses are evaluated by the MBA Director on an individual basis.

### **Academic Standing and Progression**

#### **Master of Business Administration**

##### **Academic Standing and Progression Academic Standing**

All Master of Business Administration (MBA) students are expected to maintain at least a B (3.00) cumulative grade point average to remain in good standing. If the student does not maintain a 3.0 cumulative grade point average, the student will be placed on Academic Probation. All courses with an earned grade of a D or F must be repeated. All students must have a 3.0 cumulative GPA to graduate from the program. Students have a total of seven years to complete the program.

##### **Probation**

All MBA students with any number of attempted credits are eligible for probation. When a student's graduate cumulative grade point average (GPA) drops below a 3.0, that student is placed on academic probation.

Students not currently on probation;

- will be placed on academic probation if the cumulative GPA falls below 3.0.

Students currently on probation;

- must earn at least a B (3.00) semester grade point average in the subsequent semesters after being placed on probation.
- Students will be continued on probation until their cumulative GPA is at least 3.0.

### **Suspension**

All MBA students with 9 or more attempted credits are eligible for suspension. Students who are suspended cannot attend the MBA program for the adjacent semester.

Students not currently on probation will be suspended;

- who achieve a cumulative GPA below a 2.5,
- have earned a C in more than one course or
- have earned a grade of D and/or F in any graduate course

Students currently on probation;

- who fail to meet the terms of their probation

### **Dismissal**

All MBA students with a minimum of 9 or more attempted credits are eligible for dismissal.

Students not currently on probation;

- who have earned all D's and/or F's

Students who have previously been suspended

- and have earned below a B (3.00) semester grade point average

Students may appeal any probation, suspension or dismissal to the Academic Steering Committee (ASC).

### **Reapplication Process**

If a student has been suspended from the MBA program, they must complete any conditions or requirements following the suspension and reapply for graduate admission. Upon re-acceptance, the student will receive a letter indicating their remaining requirements, conditions, and time to complete the program.

Note: Graduate programs admit qualified students regardless of race, color, creed, sex, age, sexual orientation, national or ethnic origin, or disability that does not interfere with the performance of professional practice.

### **Withdrawal Procedures**

Any graduate student who wishes to withdraw should first meet with the MBA Director who will conduct a brief interview with the student. Students must also meet with the Director of Student Success, whose office is located in the Financial Aid office on the first floor of Voorhees Hall.

Students who add or drop a course must do so in writing through the Registrar's Office. Refunds are based on the date of the postmark of withdrawals sent by mail or on the date of delivery of those brought in personally to the Registrar's Office. Students registered for a class that is cancelled by the University due to lack of enrollment are given a full refund.

### **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

### **Support Services**

The Admission Office provides a point of initial contact and a face for Carroll. Admission support services are handled using a team approach. The MBA Director is involved in the admission acceptance process and in helping students enroll in appropriate courses.

The International Office plays a role for students who seek to come to the United States to advance their academic careers with a graduate degree from Carroll.

The Registrar's Office handles enrollment and transcript aspects of courses.

Financial aid is available to graduate students who are enrolled at least on a half-time basis, are degree seeking, and meet all other guidelines established by the University and the U.S. Department of Education. For financial aid purposes, half-time status is a minimum of six credit hours per semester and full-time status is a minimum of nine credit hours per semester. Unless a scholarship or grant is received from an outside organization, graduate students are eligible to receive financial assistance only in the form of loans. Financial aid counseling is provided by the Carroll University Office of Financial Aid.

Information Technology Services (ITS) provides support for computing and information-related activities.

### **Master of Business Administration**

#### **Master of Business Administration**

Programs of Study

## General Degree Requirements

The MBA is an 11-course, 33-credit program.

Students must maintain a minimum GPA of 3.0.

## Core Requirements (24 Credits)

- BUS 600 - Managerial Economics 3 Hour(s)
- BUS 605 - Marketing Management 3 Hour(s)
- BUS 610 - Quantitative Decision Making 3 Hour(s)
- BUS 615 - Current Topics in Business Law 3 Hour(s)
- BUS 620 - Advanced Managerial Accounting 3 Hour(s)
- BUS 640 - Advanced Financial Decision Making 3 Hour(s)
- BUS 692 - MBA Capstone I: Methods Seminar 3 Hour(s)
- BUS 693 - MBA Capstone II: Project 3 Hour(s)

## Business Management

### **(Core requirements plus 9 elective credits)**

- BUS 580 - Information Tech Management 3 Hour(s)
- BUS 625 - Leading and Managing in a Changing Environment 3 Hour(s)
- BUS 635 - Operations and Supply Chain Management 3 Hour(s)
- BUS 642 - International Business 3 Hour(s)

## Business Analytics

### **(Core requirements plus 9 elective credits)**

- BUS 635 - Operations and Supply Chain Management 3 Hour(s)
- BUS 670 - Fundamentals of Business Analytics 3 Hour(s)
- BUS 672 - Predictive Analytics and Modeling 3 Hour(s)
- BUS 674 - Data Analytics in Practice 3 Hour(s)

## Healthcare Administration

### **(Core requirements plus 9 elective credits)**

- HCA 680 - Legal, Ethical, Political Issues in Health Care 3 Hour(s)
- HCA 682 - Health Care Financing and Budgeting 3 Hour(s)
- HCA 684 - Health Care Quality Assessment and Improvement 3 Hour(s)
- HCA 686 - Healthcare Information Management 3 Hour(s)

## School of Education and Human Services

Kathrine Kramer, Interim Dean of the School of Education and Human Services

Telephone: 262-650-4917

Fax: 262-524-7571

E-mail: [kkramer@carrollu.edu](mailto:kkramer@carrollu.edu)

### Department of Education

- Majors: Elementary Education, Educational Studies, Secondary Education
- Graduate degree: Master of Arts in Teaching, Master of Education
- Master of Science degree: Educational Leadership

### Education

RoseAnn Donovan	Assistant Professor
Kimberly K. Hofkamp	Assistant Professor, Director of Clinical Experience
Andrew Hurie	Lecturer
Kathrine Kramer	Interim Dean, Director of Graduate Education Program
Kerry Kretchmar	Associate Professor
Colleen Pennell	Assistant Professor
Rachel Stickle	Senior Lecturer
Amy Toson	Assistant Professor
Kimberly R. White	Associate Professor, Chair of Department of Education

The Carroll University Graduate Program in Education supports students seeking to develop expertise through professional development, the acquisition of a Master of Arts in Teaching Degree (MAT), a Master of Education Degree (M.Ed.), or a Master of Science Degree in Educational Leadership (M.S.).

The M.Ed. program currently offers two emphases: Curriculum and Instruction (C & I) and Adult, Community, and Professional Education (ACPE). Within these emphases, candidates choose areas of concentration to develop their professional knowledge, skills, and dispositions.

Educators may extend licensure or certification by completing areas of concentration. Extended licensure or certification programs may be completed independently or as part of a Master of Education degree. Courses are offered in a variety of delivery models to enhance learning opportunities and provide flexible scheduling.

### **Goals for the Graduate Program in Education**

The following goals extend Carroll University's mission of providing excellence in teaching and learning:

1. Develop students' personal sense of competency as excellent educators in a variety of contexts;
2. Promote ideals of lifelong learning and professional development
3. Develop reflective skills in educators that enable them to connect new knowledge from the coursework they select with the educational settings in which they work; and,
4. Encourage research and practice that empowers educators to be forces of transformation in their educational setting.

### **Learning Outcomes in the Graduate Program in Education**

All students in the Graduate Program in Education are expected to demonstrate:

1. An increased understanding of classic and contemporary learning theories and instructional strategies appropriate to the discipline
2. The ability to develop, assess, and evaluate programs and/or curriculum based on the needs of learners and implement appropriate instruction strategies in a variety of teaching/learning settings
3. Higher order thinking skills to consider multiple perspectives, demonstrate collaborative teamwork and the ability to build partnerships with colleagues, schools, agencies, and organizations
4. The ability to read critically, interpret and evaluate research as well as the skills for systematic inquiry through which they engage in research, collect and analyze data, and communicate the results
5. An increased ability to reflect critically on theories and practice that result in the integration of knowledge into practice

### **Admission**

Applicants begin the admission process by completing a Carroll University Graduate Studies Application and submitting a professional resume. The application, resume, and official transcripts of all previous post-secondary coursework are submitted to the Carroll University Graduate Admission Office.

A Carroll undergraduate student with senior status may enroll in a graduate course with the permission of the Director of the Graduate Program in Education.

### **Master of Education Program**

Applicants for the M.Ed. program must have an undergraduate degree from an accredited college or university with a minimum grade point average of 2.5 on a 4.0 scale.

### **Cross-Categorical Special Education Additional License**

Applicants for this additional license program must hold a valid Wisconsin Teaching license. In addition, applicants must have either: Lifetime Educator License (Tier III) OR a passing Foundations of Reading Test (FoRT) score of 240 or higher.

### **Master of Science in Educational Leadership**

Applicants for the M.S. program must have a grade point average of 2.75 from their most recently completed program. Applicants must hold or be eligible to hold any Professional Educator License to teach at the early childhood through adolescence level or have completed an approved program leading to a license to teach, or hold or be eligible to hold a Professional Educator License as a school counselor, a school psychologist, or a school social worker, or have completed an approved program leading to one of these licenses.

Applicants must have completed three years of successful full-time teaching experience at any of the grades at the early childhood through adolescence level or have completed three years of successful experience as a school counselor, a school psychologist, or a school social worker, which includes evidence of at least 540 hours of successful classroom teaching experience.

### **Director of Special Education and Pupil Services Additional License Program**

Applicants for this additional license program must have a master's degree from an accredited college or university with a grade point average of at least 2.75 and hold a Wisconsin Administrator license- Principal and/or Director of Instruction.

### **Master of Arts in Teaching**

Applicants for the MAT program must have an undergraduate degree from an accredited college or university with a minimum grade point average of 2.75 on a 4.0 scale. Applicants submit a writing sample and two letters of recommendation as part of their application. Applicants interested in the Secondary Education track must also demonstrate competency in their chosen



subject matter through either coursework representing necessary content and a cumulative 3.0 GPA on a 4.0 scale OR a passing score on the approved subject assessment.

### **Academic Planning**

Students collaborate with the Academic Advisor for Education to determine course selection. Classes are offered in a variety of formats and locations: evening, daytime, weekends, online, and hybrid options. Part-time students enroll in up to 5 credits per semester while full-time students enroll in at least 6 credits per semester (financial aid is available for 3 or more credits).

Once students begin the graduate education program, they are given seven years to complete the program. Students who interrupt their studies for one full academic year must reapply and must follow any new requirements upon re-entering.

### **Dismissed Graduate Students' Participation in Commencement**

A student may be dismissed from a Carroll University graduate program if he/she does not fulfill the academic progression requirements outlined by each program. If a student is dismissed from a graduate program, he/she will not be able to participate in the Commencement ceremony. The student may choose to appeal this dismissal by completing an Academic Petition form which is reviewed by the Academic Steering Committee. Depending on the outcome of the committee's decision, the student may be eligible to participate in the Commencement ceremony the following academic year.

### **Tuition**

Tuition for graduate courses in education for 2020-2021 is \$580.00 per credit; \$230.00 per credit to audit a course. Tuition for the MAT program is \$18,448 (cohort tuition).

### **Financial Assistance**

Financial aid in the form of student loans is available to degree-seeking students who are enrolled at least on a part-time (3 credits per semester) basis.

For further information, call the Office of Financial Aid at 262-524-7296.

### **Transfer Credits**

Up to nine semester hours of graduate coursework in education, with a grade of B or better and taken within the past seven years, may be transferred from other accredited colleges or universities. Transfer courses are evaluated by the Director of Graduate Programs in Education

on an individual basis; students must provide a course syllabus for specific course content review.

## **Master of Education**

Students choose one the following emphases in their M.Ed. degree:

### **Adult, Community, and Professional Education Emphasis**

The Carroll University Graduate Program in Adult, Community, and Professional Education (ACPE) develops knowledge, skills and dispositions to facilitate lifelong learning for adults, as a means to build capacity for community development and civic engagement. Completion of this program prepares individuals with the qualifications and credentials to facilitate lifelong learning for adults, communities, and professionals within a diverse society.

**Students in this emphasis have the option to:**

1. Obtain a certificate in Adult Learning (15 credits)
2. Obtain a certificate in Civic and Community Engagement (15 credits)
3. Complete both certificates which results in an M.Ed in Adult, Community and Professional Education (30 credits)

### **Curriculum and Instruction Emphasis**

The Carroll University Graduate Program in Curriculum and Instruction prepares graduates to perform a number of specialized tasks, including creating new curriculum material and modules; researching new teaching methods; evaluating how students learn; planning teacher training programs; and much more in a variety of educational settings.

**Students can complete any of the following concentrations for a certificate/additional license or complete two concentrations for a M.Ed:**

1. Advanced Studies in Personalized Learning Certificate (15 credits)
2. Elementary Mathematics Certificate (15 credits)
3. English as a Second Language License (#1395) (15 credits)
4. Reaching Teacher License (#1316) (15 credits)
5. Reading Specialist License (#5017) (15 credits)
6. Teacher Leader Certificate (15 credits)

### **Cross-Categorical Special Education Additional License Program**

This 12-credit additional license program includes the requirements for the Cross-Categorical Special Education license (#2801).

## **Master of Arts in Teaching**

The 36-credit Master of Arts in Teaching program is an 18-month hybrid, weekend model. Students complete online coursework weekly and complete a practicum placement during semesters 1-3. In the fourth and final semester, candidates student teach for one full K-12 semester in addition to five weekend face-to-face meetings and online coursework.

**Student who complete a Master of Arts in Teaching choose between two dual certification tracks:**

1. Elementary Education (#2088) and Cross Categorical Special Education (#2801)
  2. Secondary Education and English as a Second Language Education (#1395)
- a. Secondary Education licenses offered:
1. Art (#1550)
  2. English and Language Arts (#1300)
  3. Mathematics (#1400)
  4. Physical Education (#1530)
  5. Science (#2600)
  6. Social Studies (#2700)
  7. Spanish (1365)

**Progression Standards**

This program is designed to reflect the Wisconsin Teacher Standards. Throughout their teacher preparation program, students are also expected to demonstrate proficiency in the knowledge and skills for effective teaching, as outlined in the InTASC standards.

**Admission to the Teacher Education Program**

All MAT candidates are reviewed for Teacher Education Program admittance after the completion of their first semester. Candidates must meet the following requirements:

- Successful completion of the first semester of the MAT program with a grade point average of 2.75 or above.
- Satisfactory cooperating teacher evaluation from Field Placement I

**Admission to Student Teaching**

All MAT candidates are reviewed for eligibility to student teach after the completion of their third semester. Candidates must meet the following requirements:

- Content Knowledge Assessment: A 3.0 or higher in all MAT coursework demonstrating content area competency. If candidates fall between a 2.75 and 3.0 they must complete the Praxis II Middle School Content Knowledge Exam (Test code: 5146) and receive a score of 146 or higher. (Elementary Education track candidates only)

- Completion of at least 90 hours of field experience
- Satisfactory cooperating teacher evaluation from Field Placement II & III
- Satisfactory progress on programmatic benchmark assessments

Students must maintain eligibility throughout the program, successfully completing all requirements. Students who do not maintain continuous registration in the MAT program or are refused admission must reapply for admission and will be subject to the requirements in existence at the time of the new application. Reapplication is necessary if students fail to register for two consecutive academic semesters. The Education Department reserves the right to counsel students out of the program when appropriate. Many decisions of the Education faculty are governed by state statutes and are not reversible by this institution.

### **Master of Science in Educational Leadership Program**

The Master of Science in Educational Leadership is designed to reflect the Wisconsin Administrator Standards, as well as the Educational Leadership Policy Standards - Interstate School Leaders Licensure Consortium (ISLLC). The program contains project-based and performance-based learning opportunities to support candidate knowledge, skills and dispositions for Educational Leadership.

#### **The Educational Leadership Program provides candidates with two options:**

1. **Master of Science in Educational Leadership** (30 credits) includes the requirements for Director of Instruction (#5010) and Principal (#5051). This degree program requires the completion of research related to the course of study. This experience allows students to study an issue in greater depth that is important to their professional interest and to improve practice.
2. **Licensure Only** (21 credits) for Director of Instruction (#5010) and Principal (#5051) for candidates who currently hold a master's degree or the equivalent.

### **Director of Special Education and Pupil Services Additional License Program**

This 8-credit additional license program includes the requirements for the Director of Special Education and Pupil Services license (#5080). The program reflects the Wisconsin Administrator standards as well as the Council for Exceptional Children Special Education Administration standards.

### **Master of Arts in Teaching**

#### **Master of Arts in Teaching**

Candidates who complete the MAT degree chose one of the following tracks:

1. **Elementary Education and Special Education:** will receive dual licensure in General Education for grades K-9 and Special Education for grades K-12 in Wisconsin.
2. **Secondary Education and English as a Second Language Education:** will receive dual licensure in their chosen subject matter for grades 4-12 or grades K-12 (varies based on subject) and English as a Second Language Education for grades K-12 in Wisconsin.

The 36-credit Master of Arts in Teaching program is an 18-month hybrid, weekend model. Students complete online coursework weekly, and complete a practicum placement during semesters 1-3. In the fourth and final semester, candidates student teach for one full K-12 semester in addition to five weekend face-to-face meetings and online coursework. Throughout their teacher preparation program, students are expected to demonstrate proficiency in the knowledge and skills for effective teaching, as outlined in the InTASC standards.

### Core Courses

- EDU 502 - Critically Conscious Education 3 Hour(s)
- EDU 503 - Constructivist Education 3 Hour(s)
- EDU 561 - Inclusive Education 3 Hour(s)
- EDU 659 - Educators as Researchers and Change Agents 3 Hour(s)

### Elementary Education Courses

- EDU 523 - Literacy Methods I: Early Childhood-Middle Childhood 3 Hour(s)
- EDU 524 - Literacy II: Middle Childhood-Early Childhood 3 Hour(s)
- EDU 525 - Science and Social Studies Methods in the Elementary/Middle School Classroom 3 Hour(s)
- EDU 526 - Mathematics in the Elementary/Middle School Classroom 3 Hour(s)

### Secondary Education Courses

- EDU 506 - Literacy in the Disciplines 3 Hour(s)
- EDU 549 - Development, Observation and Assessment 3 Hour(s)
- EDU 553 - Special Methods in Teaching Secondary School Subjects 3 Hour(s)
- EDU 590 - Instructional Design for the Early Adolescent/Adolescent Learner 2 Hour(s)

### English as a Second Language Courses

- EDU 565 - Multilingualism in Education 3 Hour(s)
- EDU 566 - Linguistic Fundamentals for K-12 Learning and Assessment Syllabus 3 Hour(s)

- EDU 567 - Methods and Materials for Teaching Emergent Bilingual Students 3 Hour(s)
- EDU 568 - Multiple Literacies and Linguistic Diversity 3 Hour(s)

### Special Education Courses

- EDU 530 - Diagnostic Assessment and Evaluation in Cross Categorical Special Education 3 Hour(s)
- EDU 534 - Language Development and Disorders 3 Hour(s)
- EDU 564 - Collaboration for Academic, Social and Career Development of Students with Disabilities 3 Hour(s)
- EDU 572 - Methods in Cross Categorical Special Education 3 Hour(s)

## **Master of Education**

### **Master of Education**

#### Adult, Community and Professional Education

#### Community and Civic Engagement (15 Credits)

This five-course sequence focuses on civic studies, which sees the citizen as a "creative agent," who through public work, engages with others to promote civic renewal in communities. Important strands of study include managing common resources and assets; deliberative democracy; public work and the study of public participation in development; and incorporating social science ideas as practical wisdom that lays the foundation for real solutions to community problems.

- EDU 601 - Foundations of Research 3 Hour(s)
- EDU 602 - Engaging in Research 3 Hour(s)
- EDU 689 - Foundations of Community and Equity 3 Hour(s)
- EDU 690 - Civic Engagement 3 Hour(s)
- EDU 697 - Leadership and Advocacy 3 Hour(s)

#### Adult Learning (15 Credits)

This five-course sequence provides students with an understanding of adults as learners. Through the certificate program, students will be prepared to effectively facilitate personal growth and development that impacts the professional, social, and political aspects of adult learners in a range of collaborative, formal, and informal educational settings.

- EDU 641 - Teaching & Learning Across the Life Span (C&IC; ACE; HED) 3 Hour(s)
- EDU 646 - Administration of Adult Education Programs (ACE) 3 Hour(s)
- EDU 647 - Foundations of Adult Education (ACE) 3 Hour(s)
- EDU 648 - Facilitating Learning for Adults/The Adult as Independent Learner (ACE) 3 Hour(s)
- EDU 649 - Curriculum and Program Development in Adult and Continuing Education (ACE) 3 Hour(s)

## Curriculum and Instruction

Students choose two content strands:

### Advanced Studies in Personalized Learning Certificate

The Advanced Studies in Personalized Learning Certificate prepares exemplary learning specialists who embrace personalized learning as transformative practice, resulting in increased student agency and deeper learning. The Advanced Studies in Personalized Learning Certificate is a 15-credit program composed of 5 three-credit graduate education courses.

- EDU 692 - Learners and Learning in a Personalized Environment 3 Hour(s)
- EDU 693 - Educators as Agents of Change 3 Hour(s)
- EDU 694 - Facilitating in a Personalized Learning Environment 3 Hour(s)
- EDU 695 - Evaluating Personalized Learning 3 Hour(s)
- EDU 696 - Collaborating in a Personalized Environment 3 Hour(s)

### Elementary Mathematics Certificate

Elementary Mathematics Certificate candidates at Carroll University develop an in-depth understanding of mathematics content, processes, and pedagogy appropriate for grades P-5. They engage in professional learning communities and develop leadership skills to support and facilitate effective mathematics instruction and professional growth in their schools and districts.

- EDU 618 - Mathematical Reasoning and Leadership for Elementary Specialists: K-5 Learning Trajectories 3 Hour(s)
- EDU 619 - Numbers and Operations: K-5 Mathematical Tasks 3 Hour(s)
- EDU 627 - Algebraic Reasoning: K-5 Discourse and Questioning 3 Hour(s)
- EDU 628 - Measurement and Data: K-5 Equity and Technology 3 Hour(s)
- EDU 629 - Geometry and Spatial Reasoning: K-5 Assessment 3 Hour(s)

### English as a Second Language License (#1395)

Students pursuing the English as a Second Language #1395 license must have an initial Wisconsin teaching license. The 15-credit program is delivered in a hybrid, cohort model. Candidates will meet face-to-face 12 hours per month and engage in online learning experiences and participate in practicum experiences throughout the program.

- EDU 565 - Multilingualism in Education 3 Hour(s)
- EDU 566 - Linguistic Fundamentals for K-12 Learning and Assessment Syllabus 3 Hour(s)
- EDU 567 - Methods and Materials for Teaching Emergent Bilingual Students 3 Hour(s)
- EDU 568 - Multiple Literacies and Linguistic Diversity 3 Hour(s)
- EDU 569 - Multilingual Community-Based Leadership 3 Hour(s)

### Reading Specialist License (#5017)

Candidates seeking endorsement for the Wisconsin Reading Specialist (#5017) license must hold a Reading Teacher (#1316) license. Candidates will be required to successfully complete (or provide evidence of completion) the Foundations of Reading Test with a score of 240 or above. Candidates must hold a master 's degree or be enrolled as a degree seeking student for this licensure program.

- EDU 672 - Literacy Program Evaluation and Implementation 3 Hour(s)
- EDU 673 - Leadership in Literacy 3 Hour(s)
- EDU 679 - Literacy Leadership Practicum 3 Hour(s)
- EDU 607 - Introduction to Educational Research 3 Hour(s)
- EDU 616 - Research Seminar II 3 Hour(s)

### Reading Teacher License (#1316)

Students pursuing the Reading Teacher #1316 license must have an initial Wisconsin teaching license and two years of full-time teaching experience. Students seeking the #1316 license must earn a grade of B or higher in each reading course and must have an overall minimum reading course grade point average of 3.00. A portfolio demonstrating proficiency in InTASC Model Core Teaching Standards and International Literacy Association standards is required prior to licensure. Candidates not already holding a professional educator license may be required to successfully complete the Foundations of Reading Test with a score of 240 or above.

- EDU 674 - Literacy in the Secondary School Content Areas 3 Hour(s)
- EDU 676 - Literacy in the Middle Childhood Grades 3 Hour(s)
- EDU 675 - Emergent Literacy 3 Hour(s)
- EDU 677 - Issues in Children's and Adolescent Literature 3 Hour(s)
- EDU 678 - Reading Assessment in the K-12 Classroom 3 Hour(s)



## Teacher Leader Certificate

The Teacher Leader Certificate prepares exemplary educators, with a dedication for transformational leadership, agency and learning. Program candidates include those seeking building leadership, coaching, or mentoring roles outside the realm or scope of a principal or district administrator.

Through communities of practice, collaboration, reflection, research and a leadership internship, participants will:

1. Develop comprehensive knowledge of leadership theory, structures, policy, and equity
2. Serve as a change agent within teams, schools and districts/systems
3. Engage in key roles (e.g. coaching, mentoring) to lead school or district initiatives to nurture conditions that support learner and educator agency
4. Facilitate group decision-making using research, data and evidence to advocate for equity, inclusion and agency for learner centered schools and educator centered districts
  - EDU 613 - Educational Leadership Theory and Practice 3 Hour(s)
  - EDU 617 - Educators as Leaders 3 Hour(s)
  - EDU 624 - Policy, Advocacy and Contemporary Issues in Education 3 Hour(s)
  - EDU 684 - Graduate Internship - Teacher Leadership 3 Hour(s)
  - EDU 699 - Promoting Authentic Learning 3 Hour(s)

## Master of Science

### Educational Leadership

#### Program Delivery

The Educational Leadership Program is delivered through a Learning Community. The Learning Community participants meet together one weekend a month over a twenty-month period. While Learning Communities come together on a regular, scheduled basis, each Learning Community and the nested groups within this structure often create supplementary group time beyond the mandate of the program. Each Learning Community is co-facilitated by two instructors who follow the cohort through the entirety of the program.

The Learning Community provides a setting for teaching and learning culminating in enhanced performance in the workplace. Learning Communities are viewed by school leaders as the preferred model as they create a social, collegial, learning culture which promotes reflective practice leading to deeper understanding and solutions for PK-12 schools.

Educational Leadership Program (30 Credits)

Upon successful completion of program requirements, students will earn a Master of Science degree.

### Core Courses

- EDU 613 - Educational Leadership Theory and Practice 3 Hour(s)
- EDU 685 - Designs of Curriculum and Instruction 3 Hour(s)
- EDU 686 - Continuous Improvement in Education 3 Hour(s)
- EDU 687 - Educational Law 3 Hour(s)
- EDU 688 - Resource Allocation and Budget Deployment 3 Hour(s)

### Practicum Courses

- EDU 667 - Instructional Supervision Seminar 2 Hour(s)
- EDU 668 - School Leadership Practicum I 1 Hour(s)
- EDU 669 - School Leadership Practicum II 1 Hour(s)
- EDU 670 - School Leadership Practicum III 2 Hour(s)

### Research Courses (degree-seeking only)

- EDU 607 - Introduction to Educational Research 3 Hour(s)
- EDU 609 - Educational Research I 3 Hour(s)
- EDU 616 - Research Seminar II 3 Hour(s)

## **Certificate**

### **Advanced Studies in Personalized Learning Certificate**

The Advanced Studies in Personalized Learning Certificate prepares exemplary learning specialists who embrace personalized learning as transformative practice, resulting in increased student agency and deeper learning. The Advanced Studies in Personalized Learning Certificate is a 15-credit program composed of 5 three-credit graduate education courses.

Participants will complete the program within their cohort. Each Learning Community is co-facilitated by two instructors who follow the cohort through the entirety of the program. Each course includes hybrid elements to supplement face-to-face and collaborative time.

### **Program Goals**

Through a process of exploration, reflection, action research, and communities of practice, participants will:

1. Develop a comprehensive knowledge of the underlying research to analyze models, practices and initiatives that align with the key attributes of personalized learning
2. Serve as a change agent
3. Enable all learners to reach their full potential
4. Nurture conditions that support student agency
5. Advocate for learners and learning
6. Ensure all learners experience equity through opportunity, access, and a sense of belonging
7. Inspire learning through a constructivist perspective
8. Facilitate learning in multiple modalities
9. Collaborate with professional integrity
10. Use full range of digital learning tools to support engagement and achievement
11. Use data to support learning and improvement

### Core Courses

- EDU 692 - Learners and Learning in a Personalized Environment 3 Hour(s)
- EDU 693 - Educators as Agents of Change 3 Hour(s)
- EDU 694 - Facilitating in a Personalized Learning Environment 3 Hour(s)
- EDU 695 - Evaluating Personalized Learning 3 Hour(s)
- EDU 696 - Collaborating in a Personalized Environment 3 Hour(s)

### Elementary Mathematics Certificate

Elementary Mathematics Certificate candidates at Carroll University develop an in-depth understanding of mathematics content, processes, and pedagogy appropriate for grades P-5. They engage in professional learning communities and develop leadership skills to support and facilitate effective mathematics instruction and professional growth in their schools and districts.

### Core Courses

- EDU 618 - Mathematical Reasoning and Leadership for Elementary Specialists: K-5 Learning Trajectories 3 Hour(s)
- EDU 619 - Numbers and Operations: K-5 Mathematical Tasks 3 Hour(s)
- EDU 627 - Algebraic Reasoning: K-5 Discourse and Questioning 3 Hour(s)
- EDU 628 - Measurement and Data: K-5 Equity and Technology 3 Hour(s)
- EDU 629 - Geometry and Spatial Reasoning: K-5 Assessment 3 Hour(s)

### License

#### Cross-Categorical Special Education License

Students pursuing the Cross-Categorical Special Education license (#2801) must hold an initial Wisconsin teaching license. The 12-credit program is delivered in a hybrid, cohort model.

#### Core Courses

- EDU 530 - Diagnostic Assessment and Evaluation in Cross Categorical Special Education 3 Hour(s)
- EDU 534 - Language Development and Disorders 3 Hour(s)
- EDU 564 - Collaboration for Academic, Social and Career Development of Students with Disabilities 3 Hour(s)
- EDU 572 - Methods in Cross Categorical Special Education 3 Hour(s)

#### **Director of Special Education and Pupil Services**

#### **Director of Special Education and Pupil Services**

The Director of Special Education and Pupil Services program is an additional licensure program (#5080) for candidates who have completed a master's degree program in school administration, with licensure as a Principal (DPI #5051) and Director of Instruction (DPI #5010). The program allows instructional leaders to further expand their knowledge, skills and dispositions to reform systems that can teach to the edges from the most advanced to the most striving learners. The program contains project-based and performance-based learning opportunities to support candidate knowledge, skills and dispositions for School Leadership specific to Special Education and Pupil Services.

#### Core Courses

- EDU 630 - Continuous Improvement for Leading Diverse Communities 3 Hour(s)
- EDU 635 - Director of Special Education and Pupil Services (DSEPS) Practicum I 1 Hour(s)
- EDU 632 - Leadership in Special Education and Pupil Services 3 Hour(s)
- EDU 665 - Director of Special Education and Pupil Services (DSEPS) Leadership Practicum II 1 Hour(s)

#### **English as a Second Language License Program (#1395)**

Students pursuing the English as a Second Language #1395 license must hold an initial Wisconsin teaching license. The 15-credit program is delivered in a hybrid, cohort model. Candidates will meet face-to-face 12 hours per month and engage in online learning experiences and participate in practicum experiences throughout the program.

#### Core Courses

- EDU 565 - Multilingualism in Education 3 Hour(s)
- EDU 566 - Linguistic Fundamentals for K-12 Learning and Assessment Syllabus 3 Hour(s)
- EDU 567 - Methods and Materials for Teaching Emergent Bilingual Students 3 Hour(s)
- EDU 568 - Multiple Literacies and Linguistic Diversity 3 Hour(s)
- EDU 569 - Multilingual Community-Based Leadership 3 Hour(s)

### **Reading Specialist License Program (#5017)**

Candidates seeking endorsement for the Wisconsin Reading Specialist (#5017) license must hold a Reading Teacher (#1316) license. Candidates will be required to successfully complete (or provide evidence of completion) the Foundations of Reading Test with a score of 240 or above. Candidates must hold a master 's degree or be enrolled as a degree seeking student for this licensure program.

#### **Core Courses**

- EDU 672 - Literacy Program Evaluation and Implementation 3 Hour(s)
- EDU 673 - Leadership in Literacy 3 Hour(s)
- EDU 679 - Literacy Leadership Practicum 3 Hour(s)

#### **Research Courses (degree-seeking only)**

- EDU 607 - Introduction to Educational Research 3 Hour(s)
- EDU 616 - Research Seminar II 3 Hour(s)

### **Reading Teacher License Program (#1316)**

Students pursuing the Reading Teacher #1316 license must have an initial Wisconsin teaching license and two years of full-time teaching experience. Students seeking the #1316 license must earn a grade of B or higher in each reading course and must have an overall minimum reading course grade point average of 3.00. A portfolio demonstrating proficiency in InTASC Model Core Teaching Standards and International Literacy Association standards is required prior to licensure. Candidates not already holding a professional educator license may be required to successfully complete the Foundations of Reading Test with a score of 240 or above.

#### **Core Courses**

- EDU 674 - Literacy in the Secondary School Content Areas 3 Hour(s)
- EDU 675 - Emergent Literacy 3 Hour(s)
- EDU 676 - Literacy in the Middle Childhood Grades 3 Hour(s)

- EDU 677 - Issues in Children's and Adolescent Literature 3 Hour(s)
- EDU 678 - Reading Assessment in the K-12 Classroom 3 Hour(s)

## **Courses**

### **Athletic Training**

#### **ATH 5402 - Athletic Training Seminar I**

3 Hour(s)

This course will provide an overview of basic athletic training theory and techniques as well as basic skills and knowledge used in the athletic training profession. The student will gain an understanding of common injuries associated with physical activity. It will include discussions regarding the role of preventative techniques, emergency management plan, injury management and treatment methods, components of a pre-participation exam, wound management techniques, blood borne pathogen precautions, legal matters and risk management. Competencies for injury prevention will be taught including developing an emergency plan, vision screenings, wound management, advanced taping techniques, wrapping techniques, and taking vital signs. Overall, this course will introduce the student to the sports medicine team, their roles and responsibilities, and how they themselves are a contributing member of the sports medicine team.

FA

Prerequisite(s): Good standing in the athletic training program.

#### **ATH 5402L - Athletic Training Seminar I Lab**

0 Hour(s)

Laboratory component.

#### **ATH 5450 - Assessment and Evaluation I**

2 Hour(s)

This course will provide students with the knowledge and skills for clinical and on-the-field musculoskeletal assessment and evaluation for physically active people. General topics for the course will include patient care, interviewing and history taking, determining subjective and objective findings, and applying assessment and evaluation skills based on the patient presentation. Patient care topics will also include emergency management of injuries/illnesses, referral and return to participation measures for the physically active.

FA

Prerequisite(s): Good standing in the athletic training program.

### **ATH 5450L - Assessment and Evaluation I Lab**

0 Hour(s)

Laboratory component.

### **ATH 5455 - Assessment and Evaluation II**

4 Hour(s)

This course will provide students with the knowledge and skills for clinical and on-the-field musculoskeletal assessment and evaluation for physically active people. General topics for the course will include patient care, interviewing and history taking, determining subjective and objective findings, and applying assessment and evaluation skills based on the patient presentation. Patient care topics will also include emergency management of injuries/illnesses, referral and return to participation measures for the physically active.

SP

Prerequisite(s): Good standing in the athletic training program.

### **ATH 5455L - Assessment and Evaluation II Lab**

0 Hour(s)

Laboratory component.

### **ATH 5460 - Athletic Training Practicum I**

1 Hour(s)

This practicum course is a primary venue for the synthesis and integration of knowledge, skills, and clinical decision-making used in actual client/patient care. Students will gain experience working with patients in clinical settings. Students are not compensated through the University work/study program.

FA

Prerequisite(s): Good standing in the athletic training program.

### **ATH 5461 - Athletic Training Practicum II**



2 Hour(s)

This practicum course is a primary venue for the synthesis and integration of knowledge, skills, and clinical decision-making used in actual client/patient care. Students will gain experience working with patients in clinical settings. Students are not compensated through the University work/study program.

SP

Prerequisite(s): Good standing in the athletic training program.

### **ATH 6504 - General Medicine and Pharmacology for Athletic Training**

3 Hour(s)

Through a systems-based approach, this course will provide students with the knowledge and skills for assessment and evaluation of general medical conditions, systemic illnesses, and psychosocial disorders. Patient evaluation topics will include: clinical interviewing skills, delineating subjective and objective findings, and patient assessment using clinical reasoning and evidence-based scientific methods. Pharmacology topics will include: medication classifications, pharmacokinetics and pharmacodynamics, and drug metabolism of medications and performance enhancing drugs used by the physically active.

SU

Prerequisite(s): Good standing in the athletic training program.

### **ATH 6504L - General Medicine and Pharmacology for Athletic Training Lab**

0 Hour(s)

Laboratory component.

### **ATH 6509 - Athletic Training Clinical Diagnostics**

2 Hour(s)

This course will provide students with the knowledge to select and perform appropriate diagnostic testing for patients encountered in athletic training clinical practice. Diagnostic modalities to be covered include: basic laboratories, urinalysis, electrocardiogram, and imaging studies. Within their scope of practice, students will learn to interpret radiological or laboratory testing and to articulate the significance of abnormal results. At the completion of the course, students will also emerge with an understanding of indications for referral and treatment

planning based on diagnostic test results.

FA

Prerequisite(s): Good standing in the athletic training program.

### **ATH 6510 - Nutrition and Sport Performance**

2 Hour(s)

The goal of this course is to develop an understanding of the interaction of good nutrition and science habits for optimal functioning of the human body. Focus will be on the nutritional strategies to maximize energy and recovery.

FA

Prerequisite(s): Good standing in the athletic training program.

### **ATH 6551 - Applied Interventions for Musculoskeletal Injuries**

2 Hour(s)

The course will explore specific and advanced techniques for the rehabilitation and reconditioning of physically active populations with musculoskeletal injuries or disorders. Rehabilitation principles and programs are explored in the context of normal and impaired tissue healing, functional demands of the patient and contributing factors of musculoskeletal injuries or disorders. Progressions for range of motion, neuromuscular control, proprioception, strength, speed, power, coordination and agility, and cardiorespiratory endurance will be explored to facilitate patient return to function.

SU

Prerequisite(s): Good standing in the athletic training program.

### **ATH 6551L - Applied Interventions for Musculoskeletal Injuries Lab**

0 Hour(s)

Laboratory component.

### **ATH 6560 - Athletic Training Practicum III**

2 Hour(s)

This practicum course is a primary venue for the synthesis and integration of knowledge, skills, and clinical decision-making used in actual client/patient care. Students will gain experience working with patients in varied clinical settings with varying patient populations. Students are not compensated through the University work/study program.

SU

Prerequisite(s): Good standing in the athletic training program.

### **ATH 6602 - Orthopedic Casting, Bracing and Device Fitting**

3 Hour(s)

Students will be introduced to common casting and splinting techniques as well as specialty bracing for musculoskeletal disorders. Fabrication, design principles, patient fitting and application of appliances is covered. Contraindications and complications to casting and bracing is considered.

FA

Prerequisite(s): Good standing in the athletic training program.

### **ATH 6602L - Orthopedic Casting, Bracing and Device Fitting Lab**

0 Hour(s)

Laboratory component.

### **ATH 6620 - Administration and Professional Issues**

3 Hour(s)

This course covers topics associated with the administration and management of an athletic training facility and staff. These topics will be covered through lecture, class discussion, group work, and assignments. Some of the topics that will be covered include: management theories and styles, human resources, finances, facility design, information management, insurance, legal aspects/risk management, ethics, preparticipation physicals, developing a referral system, drug testing programs, and organizational bodies that provide governance/guidance to the field of athletic training/health care.

FA

Prerequisite(s): Good standing in the athletic training program.

### **ATH 6660 - Athletic Training Practicum IV**

4 Hour(s)

This practicum course is a primary venue for the synthesis and integration of knowledge, skills, and clinical decision-making used in actual client/patient care. Students will gain experience working with patients in varied clinical settings with varying patient populations. Students are not compensated through the University work/study program.

FA

Prerequisite(s): Good standing in the athletic training program.

### **ATH 6670 - Capstone Internship Experience**

12 Hour(s)

Students will gain experience in the field of athletic training and perform competencies and display knowledge expected of the entry-level certified athletic trainer outlined by the National Athletic Trainers' Association. This internship experience is directly supervised by a certified athletic trainer or health care provider. Students will present a case study modeled after the Journal of Athletic Training's format for a case study and present to faculty and students.

SP

Prerequisite(s): Good standing in the athletic training program.

## **Business**

### **BUS 580 - Information Tech Management**

3 Hour(s)

This course studies management of information technology and its transitions in a technology based world. The foundational message of the course is that the primary focus of the IT manager must be the business goals of the organization and the application of current and future technology towards a competitive advantage for the organization. Operational, tactical and strategic directions are discussed with the understanding that these are changing and will continue to change with the application of technology both within the organization, within their industry, and with respect to supply chain management. The positioning of the head of

information technology within the organization is researched and discussed. Proven leadership goals and strategies within information technology departments are reviewed and discussed with the focus of reviewing how technology is changing the methods and focus of IT management.

2nd half semester SU

### **BUS 600 - Managerial Economics**

3 Hour(s)

This course provides the theory and tools necessary for the analysis and solution of problems that have significant economic consequences for the business firm. Economic theory is applied in a way that would enable the decision-maker to understand the effect of the economic environment on resource allocation within the organization. This is an applied, problem solving course.

1st half semester FA

### **BUS 605 - Marketing Management**

3 Hour(s)

This course provides students with the opportunity to learn about marketing and management concepts. Marketing is a ubiquitous part of our lives and its influence on our lives is increasing. Marketing techniques have been used in the profit sector for decades. Not-for-profit organizations have adopted marketing techniques out of necessity in the last two decades. At the end of the course students will be able to: Identify basic marketing concepts, terminology and practices, approach marketing from a system's point of view, and analyze marketing problems using the case analysis method, and present findings and recommendations in oral and written forms.

1st half semester SP

### **BUS 610 - Quantitative Decision Making**

3 Hour(s)

This course develops knowledge and abilities useful for making effective business decisions. It presents tools and procedures that can be used to effectively analyze, interpret and communicate information. The course encourages students to think analytically and to reason logically using available information and appropriate technology in order to solve problems and make decisions. Course topics include decision making under uncertainty, time series forecasting, linear

programming and the transportation method.

2nd half semester FA

### **BUS 615 - Current Topics in Business Law**

3 Hour(s)

This course expands on foundational concepts and legal principles that are applicable to the American legal system, its development, and inherent ethical considerations. Course topics include the basis and structure of business contracts; the creation and characteristics of agencies, partnerships, limited liability companies, and corporations; and the rights and liabilities of agents, partners, directors, and shareholders; personal property, sales and the UCC, international transactions, product liability, secured transactions, insurance, negotiable instruments, banking, and bankruptcy.

1st half semester SU

### **BUS 620 - Advanced Managerial Accounting**

3 Hour(s)

This course integrates fundamental managerial accounting topics with strategic analysis to demonstrate how accounting information is used to make business decisions, design control systems, and evaluate the impact on various stakeholder groups. This class addresses issues of measurement and causality. Accounting is a measurement process and, for measures to be meaningful, it is necessary to know what to measure, how to measure, and what the consequences of the measure will be. During the class, there is a balance between accounting computations and use of the resulting information to make decisions. The course explores how different accounting systems affect how decisions are made within an organization. The focus is on information used for internal decision making purposes. The course is designed for the MBA who will be using, rather than producing, financial information.

1st half semester FA

### **BUS 625 - Leading and Managing in a Changing Environment**

3 Hour(s)

This course examines multiple theories, approaches, and research-based understandings of the theoretical constructs of leadership and management. Emphasis is placed on the evolution of

leadership and management theories. Enduring elements, ongoing issues, emerging trends, and contemporary research are examined.

2nd half semester SP

### **BUS 630 - Business and Ethical Decision Making**

3 Hour(s)

This course examines the nature and scope of business and organizational integrity. It emphasizes the perceived conflict between the traditional corporate objective of profit maximization and the overall desire for increased social welfare. This course encourages comparative analysis of business ethics within the moral standard of the world community. It addresses how to embed ethics into the everyday business decision-making and practice of organizations.

### **BUS 635 - Operations and Supply Chain Management**

3 Hour(s)

This course integrates the principles, theories and techniques learned from prior operations management courses and provides a broad perspective for efficiently and effectively managing operations. Whether an organization delivers a service or manufactured product, operations management plays a key role in achieving its strategic objectives. This course is designed both to reinforce the tools and techniques required to manage operations and to demonstrate the coordination required between operations and other functional areas. The importance of process choice as it relates to competitive priorities and the concept of manufacturing strategy are discussed in detail. Class discussions, exercises, case analyses and a simulation game provide the vehicles for developing decision making, communication, interpersonal and leadership skills that are essential for managers in operations and supply chain management.

1st half semester SP

Prerequisite(s): BUS 610

### **BUS 640 - Advanced Financial Decision Making**

3 Hour(s)

This course provides an exploration of advanced financial management topics applied in a case-based format. The course extensively uses teams and Excel modeling as students study, analyze and recommend decisions in areas related to capital budgeting, financing, cost of capital,

working capital management, mergers, dividend policy and other current topics.

2nd half semester FA

Prerequisite(s): BUS 620

### **BUS 642 - International Business**

3 Hour(s)

This course exposes students to ideas that impact business in the global marketplace. These ideas will be analyzed through case studies, class discussion, and a country analysis. The course will draw as much as possible from current global events.

1st half semester SU

### **BUS 670 - Fundamentals of Business Analytics**

3 Hour(s)

In this course, learners are introduced to the practice of business analytics and technologies that support it. The phases of the analytics process are presented and learners develop proficiency using various techniques and tools as they conduct exploratory analyses and report on results as they experience the business analytics process first-hand.

FA first-half

Prerequisite(s): BUS 610

### **BUS 672 - Predictive Analytics and Modeling**

3 Hour(s)

The ability to make predictions using statistical methods and data analytics is the focus of this course. Learners will explore procedures for predicting values and outcomes, and the time to an event. In addition, forecasting, text analytics, and predictive data mining will be introduced. The course provides an opportunity for learners to become proficient in the use of software tools to perform predictive analytic processes.

FA second-half

Prerequisite(s): BUS 670

### **BUS 674 - Data Analytics in Practice**



3 Hour(s)

In this course, students will integrate learning from prior analytics courses by generating business intelligence. Business intelligence will be explored as a broad category of procedures, applications and technologies for gathering, storing, analyzing, sharing and providing access to data to help leaders make strategic business decisions. Emphasis will be given to applications in business, e.g., analyzing campaign returns, promotional yields, or tracking social media marketing; in sales, where business intelligence helps performing for sales analysis; and in application domains such as Customer Relationship Management (CRM) and e-commerce. Ethical, legal, and behavioral issues of Business Intelligence will be studied.

SP second-half

Prerequisite(s): BUS 672

### **BUS 691 - Special Topics**

3 Hour(s)

A study of selected processes, developments, problems or issues in business administration or economics that are not covered in other courses. Changing topics may be drawn from any area of business administration. Courses may be repeated for credit with changed topics. This course is not a regular part of the program and will be offered as appropriate.

### **BUS 692 - MBA Capstone I: Methods Seminar**

3 Hour(s)

MBA students are required to engage in a culminating capstone experience. The capstone is organized as two, 3-credit courses offered as BUS 691 MBA Capstone I and BUS692 MBA Capstone II. The capstone courses use business case framework and require students to identify a business issue or opportunity; research possible solutions; evaluate, justify and recommend a course of action to resolve the issue or yield benefit. BUS 691 is focused on applied business research, case methods, techniques, tools, strategy integration, as well as business and academic writing.

FA/SP first-half

Prerequisite(s): Completion of 24 MBA credits.

### **BUS 693 - MBA Capstone II: Project**

3 Hour(s)

The second course in the MBA capstone experience, BUS 692, requires students to develop a fully executable business case. The objective is to incorporate concepts learned throughout the MBA program to address a strategic challenge or opportunity facing an organization. Students are required to prepare a final written business project report or business case. A formal professional presentation is also required.

FA/SP second-half

Prerequisite(s): Completion of at least 24 MBA credits.

## **Education**

### **EDU 502 - Critically Conscious Education**

3 Hour(s)

This course is designed to develop cultural awareness at the individual and systemic levels and to promote equity, anti-racist behaviors, and social justice in educational practices. Intercultural and multicultural education describe education policies and practices that recognize, accept, and affirm human differences and similarities related to gender, race, religion, linguistic diversity, disability, class and sexuality. To aid in this process, students will work to understand and question how differences and norms are conceptualized.

FA

### **EDU 503 - Constructivist Education**

3 Hour(s)

This course examines how children, early adolescents, and adolescents develop and learn, with particular emphasis upon the classroom. Students will engage in the study of principles and theories of cognitive, social, emotional, moral and physical development, complex cognitive processes, memory, constructivism, motivation, and the creation of a positive learning environment. This course will provide an overview of the principles of assessment.

FA

### **EDU 506 - Literacy in the Disciplines**

3 Hour(s)

This course examines literacy acquisition for grades K-3 and discipline specific domains for learners in grades 4-12. The development and acquisition of literacy will be explored including the role of oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. The role of literacy (reading, writing, speaking, and listening) across the curriculum will be analyzed and general and discipline specific instructional strategies for learners in grades 4-12 will be covered. Lastly, we will explore and read contemporary, young adult literature. The role of discussion for supporting high-level comprehension of text will be examined.

Prerequisite(s): EDU 502 , EDU 503 , EDU 561

### **EDU 523 - Literacy Methods I: Early Childhood-Middle Childhood**

3 Hour(s)

This course will investigate the theories, research and practices involved in literacy instruction. We will do an in-depth study of the core elements that constitute a balanced literacy program. Students will learn how to integrate the core elements while developing and analyzing their own ideas about what constitutes best practice in literacy instruction. An important goal for this course is for students to understand diversity and how to effectively meet the needs of all learners. The end goal of this course is for students to be confidently prepared to design a literacy block and implement a literacy curriculum that engages and meets the needs of diverse learners.

SP

Prerequisite(s): EDU 502.

### **EDU 524 - Literacy II: Middle Childhood-Early Childhood**

3 Hour(s)

This course is designed to extend the students' knowledge about the development of balanced literacy in elementary and middle school children in accordance with the best practices in literacy instruction and the Common Core State Standards. The focus will be on Instructional methods and content for teaching reading and writing to fourth through eighth graders.

SU

Prerequisite(s): EDU 523

## **EDU 525 - Science and Social Studies Methods in the Elementary/Middle School Classroom**

3 Hour(s)

EDU 525 is designed for Elementary Education teacher candidates to develop competencies in science and social studies methods through an integrated approach. Science topics, including environmental education and social studies themes will be explored with a focus on state and national standards. Woven into coursework will be considerations for the needs of both elementary school students and early adolescents. This course is part of the Methods 2 block and taken concurrently with EDU 524 and EDU 572.

SU

Prerequisite(s): EDU 526

## **EDU 526 - Mathematics in the Elementary/Middle School Classroom**

3 Hour(s)

EDU 526 develops teacher candidates' understanding of the mathematics content, processes, and pedagogy needed to teach mathematics in K-8 classrooms. In the course, teacher candidates engage in mathematical tasks and study research on how children learn mathematics so that candidates learn how to engage elementary and middle school students in meaningful sense making mathematics activities. Course content includes focused analysis of the Common Core Standards for Mathematics and NCTM's Principles and Standards to develop teacher candidates' abilities to align instruction that facilitates students' understanding of mathematics to state and national standards. Teacher candidates observe and interact in classroom settings and tutor individual students to support their understanding of how children learn mathematics. Candidates consider how teachers can plan culturally sustaining instruction that draws on students' strengths, while improving students' mathematical thinking and understanding. Throughout the course, teacher candidates implement formative and summative assessments to identify the effectiveness of instructional decisions and the impact on student learning throughout the teaching and learning process.

SP

Prerequisite(s): EDU 502.

## **EDU 530 - Diagnostic Assessment and Evaluation in Cross Categorical Special Education**

3 Hour(s)

This course provides core theoretical and practical background necessary to evaluate students having exceptional education needs. An overview of educational assessment and diagnosis of individuals with disabling conditions will be provided. Emphasis will be placed upon testing for Individualized Education Plan (IEP) development and teaching.

SU

Prerequisite(s): EDU 534.

### **EDU 534 - Language Development and Disorders**

3 Hour(s)

In this course, students will examine: (1) speech and language development in preschool and school aged children, (2) referral, assessment, and identification of children with speech and language impairment, (3) collaborative relationships between teachers and speech-language pathologists, (4) culturally and linguistically diverse populations, (5) augmentative and alternative communication, (6) speech and language characteristics of children with other disabilities, (7) narrative and classroom discourse, (8) evidence and standards-based speech and language instruction, and (9) correlations between speech, language , and literacy.

SP

Prerequisite(s): EDU 561.

### **EDU 549 - Development, Observation and Assessment**

3 Hour(s)

This course explores principles and theories of learner development in cognitive, affective, psychomotor, social and language domains. The course provides the core theoretical and practical background knowledge necessary to understand development and assess and observe learners. Students will develop strategies for using observation as a curriculum guide and as an assessment tool. An overview of educational assessments and diagnosis of individuals with developmental differences will be provided. Emphasis will be placed upon universal teaching and learning practices.

### **EDU 553 - Special Methods in Teaching Secondary School Subjects**

3 Hour(s)

This course is designed to examine models of learning and instruction at the secondary level, in order to equip students with the skills and knowledge needed for a diversity of learning environments and platforms. General pedagogy and best practices will be addressed, as well as pedagogy within specific content areas. As a group, we will focus on: how to engage students in learning; how to form learning communities; using technology to enhance teaching and learning; and developing online and blended learning platforms. Individually, students will explore, understand and develop a unit within their specific content areas. This will include 30 hours of clinical work out in the field to directly apply methodology while working with high school students.

Prerequisite(s): EDU 502 , EDU 503 , EDU 561

### **EDU 561 - Inclusive Education**

3 Hour(s)

This course is designed to provide an introduction to and overview of the field of special education. The class provides a forum in which students explore and examine major historical, social and philosophical perspectives related to students who are identified with disabilities. The course also covers federal legislation and policies, models of service delivery, processes for referral, identification and educational planning for students in special education. Current trends and future directions of special education are also explored.

FA

### **EDU 564 - Collaboration for Academic, Social and Career Development of Students with Disabilities**

3 Hour(s)

This course is designed to prepare future educators to understand contemporary legislation, issues, and trends pertaining to the career and vocational development of students with special needs. Students will investigate the range of disability-related services provided by community agencies and how families and schools can access those services. Participants will explore concepts, tools and strategies essential for effective collaboration and teamwork with students, families, community agencies and colleagues for supporting P-12 students with disabilities.

SP

Prerequisite(s): EDU 530

### **EDU 565 - Multilingualism in Education**

3 Hour(s)

This course is designed to foster understanding of different theories of language, second language acquisition, and multilingualism within the field of education. We will examine historical and contemporary U.S. language policies and survey existing program models for emergent bilingual students. We will also explore assessment issues for EL-identified students, including considerations for classroom-based, standardized content, and language proficiency assessments.

Hybrid Course Format.

SP

### **EDU 566 - Linguistic Fundamentals for K-12 Learning and Assessment Syllabus**

3 Hour(s)

This course provides an overview of linguistic perspectives on the nature of language in education. Students will explore basic linguistic and sociolinguistic concepts-including English phonology, morphology, syntax, and pragmatics-as they relate to classroom teaching and assessment. The focus of the course is to prepare pre-service teachers to better meet the linguistic and academic need of emergent bilingual students.

Hybrid Course Format.

SP

### **EDU 567 - Methods and Materials for Teaching Emergent Bilingual Students**

3 Hour(s)

This course will prepare pre-service teachers to make connections between theory and methods for teaching and learning with emergent bilingual (EB) students. It will focus on integrating the teaching of language and academic content; designing instruction, curricular materials, and classrooms to facilitate language acquisition for EL-identified students. Class periods will revolve around an interactive exploration of research-based instructional practices for EB students.

Hybrid Course Format.

SP

### **EDU 568 - Multiple Literacies and Linguistic Diversity**

3 Hour(s)

This course will prepare pre-service teachers to connect their classroom literacy practices to critical theories of multiculturalism and dynamic language use. The course begins with an overview of teaching and learning through multicultural children's literature, and then shifts to focus on new technologies to support emergent bilingual students' multilingual learning. Multimodal storytelling serves as a common thread throughout the course.  
Hybrid Course Format.

SP

### **EDU 569 - Multilingual Community-Based Leadership**

3 Hour(s)

This course is the culmination of the five-course sequence toward ESL licensure (#395) in the Master of Education in Curriculum and Instruction. Building from the theoretical and practical knowledge and skills constructed throughout the prior coursework, students will explore community-based approaches to leadership and collective agency. Further, students will develop experiential knowledge of community-based leadership by planning and implementing a service learning project with and for the multilingual communities they serve. In addition, students are expected to engage for a minimum of 10 hours with a community agency that provides services to a multilingual population.

SP

### **EDU 572 - Methods in Cross Categorical Special Education**

3 Hour(s)

This methods course provides core theoretical and practical background necessary to evaluate, support and teach students with emotional and/or behavioral disabilities at the elementary and middle level. Emphasis will be placed on the methods, materials, resources, requirements and responsibilities of teachers working with students who have been identified with Mild to Moderate Disabilities and Emotional/Behavioral Disabilities. Candidates will explore the development, implementation and monitoring of Individualized Education Plans (IEPs) related to instructional planning for students with disabilities within the general curriculum and the role of the special educator in facilitating special education services with families and the school community.



FA

Prerequisite(s): EDU 530

### **EDU 590 - Instructional Design for the Early Adolescent/Adolescent Learner**

2 Hour(s)

The course provides a practical overview of early adolescent/ adolescent behavior, curriculum planning, instructional methodology, and assessment applicable to teaching and learning at the secondary level. As a learning community, we will work to understand and question how we conceptualize what it means to be a teacher and a learner. We will explore how teachers engage in practices that establish high expectations for all students and encourage, develop, and support learning by all students.

### **EDU 601 - Foundations of Research**

3 Hour(s)

This is the first course of a two-course capstone required for M.Ed. completion. EDU 601: Capstone I is designed to present a general overview of the methods and procedures of research in education. The goal is to provide learning experiences that help the student understand, apply, and interpret a variety of research designs and methods commonly used in educational research. Emphasis is placed on how to evaluate and utilize published research. The student will learn how to choose a research problem and design a study to address the problem. Upon approval of the research plan, the student will complete the capstone project in EDU 602: Capstone II.

FA

### **EDU 602 - Engaging in Research**

3 Hour(s)

Through the Capstone II course, Master degree candidates complete a comprehensive, synthesizing project applying the knowledge and skills learned in the courses that comprise a student's degree program. Options for a Capstone Project include an applied research project, a thesis, and an experiential-based research project. Projects must have theoretical/academic and applied components. The outcome should include a professional product or deliverable that demonstrates the knowledge, critical thinking, and skills learned in the courses comprising the student's degree program.

SP

### **EDU 603 - Research Design, Data Collection, Analysis (RC)**

3 Hour(s)

Students broaden their professional identities to include researcher as part of that identity. Student researchers collect and analyze data and complete the final thesis report and participate in a symposium to share their research with their peers and the Carroll community. Course outcomes are symposium participation, completed thesis and library deposit, and a scholarly article for publication based on the research findings.

FA, SP

Prerequisite(s): EDU 601; EDU 602.

### **EDU 605 - Thesis Preparation (RC)**

3 Hour(s)

Students who are unable to complete the outcomes while enrolled in EDU 603 are required to fill out an incomplete form (available online) to be signed by the research facilitator to be approved and submitted to the registrar. If approved, the student researcher will have eight weeks to complete the thesis. If unable to complete, the student must submit an action plan and a timeline for the completed thesis for approval to the class research facilitator. If approved, the student will register for EDU 605, Thesis Preparation. Students can register each semester thereafter, if there is evidence of satisfactory progress demonstrated through an action plan approved by the class facilitator.

Prerequisite(s): EDU 601, EDU 602; EDU 603.

### **EDU 606 - Learning Community Theory and Practice**

3 Hour(s)

Explores the value of learning in a collaborative setting. Examines theories and key aspects of community development within the learning community and within their workplaces.

Semester 1

### **EDU 607 - Introduction to Educational Research**

3 Hour(s)

This course is designed to present a general overview of the methods and procedures of research in education. Emphasis is placed on how to critically interpret and evaluate research. The course explores research as a basis for improving professional practice and scholarship. The course covers all stages of the research process and emphasizes the value of data in making decisions regarding teaching and learning.

### **EDU 608 - Classroom as Community**

3 Hour(s)

Examines the relationship between individual and the group as it relates to teaching and learning. Explores sociocultural forces which influence the school environment, classroom culture, teacher and students.

Semester 2

### **EDU 609 - Educational Research I**

3 Hour(s)

This is the first of two research seminars for candidates who are seeking a Master of Science in Educational Leadership degree. The Research Seminars (I & II) are designed for candidates to build on their understanding of Educational Research (EDU 607) and complete a comprehensive, synthesizing project applying the knowledge and skills learned in the courses that comprise a student's degree program. In Research Seminar I, candidates explore the research topic identified in EDU 607 through a review of literature. Upon completion of the literature review, students design a project to be completed in the practicum experience.

Prerequisite(s): EDU 607

### **EDU 611 - Culturally Relevant Teaching**

3 Hour(s)

Examines the sociocultural context of teaching and learning. Explores theories and practices which foster an equitable learning environment for learners from diverse backgrounds.

Semester 1

### **EDU 612 - Authentic Learning and Assessment**

3 Hour(s)

Defines learning, assessment and education in a standards-based system. Identifies elements of learning and assessment with a focus on a balanced assessment process and data driven instruction.

Semester 2

### **EDU 613 - Educational Leadership Theory and Practice**

3 Hour(s)

In this course students will examine multiple organizational and leadership theories as well as leading and executing organizational change principles. Students will use quantitative and qualitative data, appropriate research methods, technology and information systems to develop a long range continuous improvement plan for a school/district. Through the symbolic, structural, human resource, and political lenses of change management, students will develop problem-solving skills and knowledge of strategic, long-range planning and operational planning to advocate for policies and programs that promoted equitable learning opportunities and success for all students.

### **EDU 614 - Educational Research III**

3 Hour(s)

In this course students will develop advanced knowledge of action research as they continue to implement an action research study. Student will collect data and begin to analyze findings.

### **EDU 615 - Educational Leadership Theory and Practice III**

3 Hour(s)

Continues the study of the value of organizational and leadership theories with an emphasis on the cultural and historical influences, knowledge and belief systems which shape educational organizations.

Semester 4

### **EDU 616 - Research Seminar II**

3 Hour(s)

Research Seminar II is designed for Master of Science in Educational Leadership candidates to apply their learning through a research project. The outcome includes a professional product or deliverable that demonstrates the knowledge, critical thinking, and skills learned in the courses comprising the student's degree program.

### **EDU 617 - Educators as Leaders**

3 Hour(s)

Application of leadership organizational theories in practice. Students develop or engage in active leadership roles in their educational contexts.

Semester 3

### **EDU 618 - Mathematical Reasoning and Leadership for Elementary Specialists: K-5 Learning Trajectories**

3 Hour(s)

Mathematics content and pedagogy designed to equip elementary teachers to become mathematics teacher-leaders in school settings. Includes readings, reports, and syntheses of research literature on teaching and learning K-12 mathematics. Attention given to number concepts and problem solving. Focus on incorporating NCTM Principles and Standards and Common Core State Standards in Mathematics to establish learning trajectories at the K-5 level.

### **EDU 619 - Numbers and Operations: K-5 Mathematical Tasks**

3 Hour(s)

An exploration of content and methods relevant to whole number and rational number arithmetic in the K-5 classroom with an emphasis on how children learn. Topics include an exploration of place value, arithmetic operations, fractions, decimals, percents, with emphasis on concepts, operations, and relations among them. Attention given to error analysis of children's work. Focus on analysis and construction of effective mathematical tasks in teaching number systems and operations at the K-5 level.

Prerequisite(s): Completion of or concurrent enrollment in EDU 618

## **EDU 620 - The Writing Process - Theory and Practice: Using Technology to Enhance the Writing Process**

2 Hour(s)

This course is a completely hands-on computer lab course with computer activities to complete on your own outside of class. With demonstration and support, we will bridge the gap between writing teachers and the diverse needs of their 21st Century Learners; explore strategies to engage reluctant writers in the curriculum using online creation, collaboration, and sharing; explore Web 2.0 tools such as wikis, blogs, and other free interactives; and develop resources with immediate application for the classroom.

## **EDU 621 - Writing Across the Curriculum: Leadership Institute**

3 Hour(s)

Through demonstration workshops and active participation, participants will experience writing-to-learn strategies that support student understanding without increasing teaching workload. Strategies to motivate students to become better and more powerful writers will be explored and adapted to individual content and grade levels. Educators interested in 3 credits may work with their team, or individually, to develop an Action Plan to help other teachers realize the benefits of writing circles, writing-to-learn and writing workshop.

## **EDU 622 - Writing Project Practicum**

3 Hour(s)

Participant's leadership skills will be developed and strengthened. With support from NWP teacher consultants, one might plan, develop and implement workshop demonstrations, collegial studies or professional development.

## **EDU 623 - The Zen of Collegial Studies**

1 Hour(s)

The Zen of Collegial Studies is a one credit weekend continuity workshop for teacher leaders who participated in the NWP-CU Summer Institute and for teachers who would like to take on a leadership role for the schools or districts. The workshop focuses on the philosophy and management of collegial study groups.

## **EDU 624 - Policy, Advocacy and Contemporary Issues in Education**

3 Hour(s)

Using a leadership lens, this course, considers current and emerging issues and trends impacting education which include demographic shifts; globalization; technology; data-based decision making; inclusion of diverse learners in American schools; and recent research on student achievement when influenced by race, gender, and poverty. Emphasis will be on developing, analyzing, and clarifying personal beliefs, values, and assumptions as they relate to educational practice and decision-making within the context of what can often be contentious and difficult to-resolve educational issues. Concurrent with EDU 613.

FA

### **EDU 625 - Teaching the Writing Process**

3 Hour(s)

Through a variety of exercises, participants focus on their own writing to explore the writing process in developing authors. Basic writing theory is translated into applied writing instruction. Emphasis is on creating a classroom writing environment. Course includes development and assessment of writing portfolios.

### **EDU 626 - Teacher as Writer-Facilitating Better Student Writing**

3 Hour(s)

Students continue to deepen and individualize the use of the writing process as a means to curricular reform. Participants define their areas of professional and personal writing expertise, writing and reflecting on their writing and then determining their course of instruction based on their findings and peer response. This process is used to revise classroom practice.

### **EDU 627 - Algebraic Reasoning: K-5 Discourse and Questioning**

3 Hour(s)

Specialized mathematical knowledge necessary to support the successful teaching and learning of algebra and number theory. Topics include patterns, functions, algebraic symbols, understanding of equality, variables and unknowns, and modeling real world situations using algebraic language. Focus on the early algebra concepts of functional thinking and generalized arithmetic in relationship to pedagogical practices centered on questioning in the mathematics classroom.

Prerequisite(s): EDU 619

### **EDU 628 - Measurement and Data: K-5 Equity and Technology**

3 Hour(s)

Specialized mathematical knowledge necessary to support the successful teaching and learning of measurement and data. Topics include measurement, collecting, organizing, displaying, and analyzing data. Attention is also given to learning methods that facilitate appropriate classroom interactions and support the mathematical learning of all students.

Prerequisite(s): Completion of or concurrent enrollment in EDU 627

### **EDU 629 - Geometry and Spatial Reasoning: K-5 Assessment**

3 Hour(s)

Specialized mathematical knowledge necessary to support the successful teaching and learning of geometry. Topics include properties of shapes, area and perimeter, volume and surface area, congruence and similarity, geometric transformations, coordinate geometry, and geometric reasoning. Course includes a focus on theory, methods, and techniques of assessment for improving mathematics learning.

Prerequisite(s): EDU 628

### **EDU 630 - Continuous Improvement for Leading Diverse Communities**

3 Hour(s)

In this course students will examine organizational and leadership reform structures related to pupil service. Students will explore leading and executing organizational change principles. Students will use quantitative and qualitative data, appropriate research methods, technology and information systems to develop a long-range continuous improvement plan for a school/district through the lens of pupil services. Through the symbolic, structural, human resource, and political lenses of change management students will develop problem-solving skills and knowledge of strategic, long-range planning and operational planning to advocate for policies and programs that promote equitable learning opportunities and success for all students.

### **EDU 631 - Cognitively Guided Instruction in Mathematics-Workshop (CCI)**



3 Hour(s)

Focuses on children's developmental phases in math/arithmetic skills and problem-solving activities. Engage in hands-on learning and teaching approaches to skill development in the four basic math operations. Share in group activities to produce math materials for classroom use. Emphasis is on math education in all elementary grades K-6.

### **EDU 632 - Leadership in Special Education and Pupil Services**

3 Hour(s)

In this course students will examine historical and contemporary national and state legislation in addition to funding systems that support organizational and leadership reform structures related to pupil service. Students will explore the results of leading and executing organizational change principles through continuous improvement cycles for a school/district through the lens of pupil services. In tandem these concepts will be leveraged to re-image a system of traditionally segregated supports to a culture of teaching and learning to remove barriers for all students in the learning community.

### **EDU 634 - Applying Educational Technology in K-12 Classrooms (C&I-C)**

3 Hour(s)

This course provides practical opportunities to become proficient in 21st century skills, their integration into classroom instruction, and hands-on practice with a variety of technology tools. Students explore current research to support technology in the classroom. Every effort is made to meet the professional and educational needs of the students.

### **EDU 635 - Director of Special Education and Pupil Services (DSEPS) Practicum I**

1 Hour(s)

This course serves as an orientation to the Council for Exceptional Children (CEC) Special Education Administration (SEA) and the Wisconsin Administrator Standards as outlined in the Content Guidelines for Director of Special Education and Pupil Services (80) as students engage in the tenets that support the DSEPS License. Through a 40-hour placement in school district sites, students will begin to analyze and build their own leadership theory, understand what school leaders do to create the conditions for all students to learn as they gain insight into everyday school operations. Learners will begin a journey of self-discovery and development through a self-assessment and create a personalized learning plan.

## **EDU 639 - Identifying Obstacles to Rational Thought to Enhance Advocacy for Self and Others**

3 Hour(s)

This interdisciplinary course explores thinking and reasoning to expand knowledge about learning environments (e.g., organizations, agencies or institutions) to advance advocacy for self and others. The course is designed for adult, K-16 educators and others who would like to examine societal socioeconomic contextual factors that may impact thinking and reasoning as it relates to schools, society, global issues or everyday life, seeking potential institutional and societal frameworks for change. In addition to exploring legitimate advocacy, analyzing and assessing reasoning and identifying obstacles to rational thought, this course will initiate strategies that enable students to ask essential questions and effectively grasp the logic of a subject or discipline, particularly teaching content through thinking rather than content and then thinking.

## **EDU 640 - Foundations of Gifted and Talented Education (CCI)**

3 Hour(s)

Characteristics of giftedness are discussed. Several identification methods and programming models are studied, including the Wisconsin Comprehensive Integrated Gifted Programming Model. Students investigate the 5 areas of giftedness as defined by federal and state governments as well as the psychology of giftedness in children and adolescents including cognitive and social-emotional dimensions. Practical strategies for accommodating the needs of gifted and talented learners in the classroom and in the home are explored. Legal issues related to Wisconsin Standards are considered; critical perspectives on gifted education are explored.

## **EDU 641 - Teaching & Learning Across the Life Span (C&IC; ACE; HED)**

3 Hour(s)

This course examines a wide variety of theories and research that contribute to the understanding of human development and learning, focusing particular attention to the application of developmental theory. Development is explored as a life-span process, influenced by the interaction between the individual and his/her environment. We will study the most important ideas from several theoretical perspectives, and examine patterns of growth, change, and continuity that occur throughout the lifespan. Finally, we will apply theoretical principles to real-life human behaviors.

## **EDU 643 - Curriculum Making - Past and Present (C&I-C)**

3 Hour(s)

Examines the myriad of elements that determine curricular content and discusses the ways that the social, political, and historical contexts of the times have defined the education children have received in American public schools. Various theories and historical perspectives will be studied in understanding the struggles for and evolution of the American curriculum.

**EDU 644 - Education of Gifted & Talented Students - Workshop (CCI)**

3 Hour(s)

Emphasizes meeting the needs of gifted children through curriculum differentiation. Students develop programming strategies and techniques for accommodating gifted learners in the general classroom in ways that are aligned with the Wisconsin Comprehensive Integrated Gifted Programming (Pyramid) Model. Effective instructional practices related to each of the following areas of giftedness are studied: general intellectual, specific academic, creative thinking, leadership, and visual/performing arts.

**EDU 645 - Collaboration in the Classroom (ACE)**

3 Hour(s)

Participants examine theory and practice of cooperative learning and other collaborative and community-building strategies and investigate the cooperative learning literature to develop a repertoire of strategies. Strategies are critiqued for application to specific curricula and particular student groups.

**EDU 646 - Administration of Adult Education Programs (ACE)**

3 Hour(s)

This course relates administrative theory to current practice in adult continuing education. Topics covered include management styles, effective personal development, the tools of administrative practice, organizational contexts, and ethical decision-making. Effective leadership is distinguished from effective management.

Prerequisite(s): EDU 641 and EDU 647, or consent of instructor.

**EDU 647 - Foundations of Adult Education (ACE)**

3 Hour(s)

This course introduces students to a variety of concepts which serve as the foundation of the field of adult education. Topics covered include a definition of adult education, a historical overview of the field, participation and nonparticipation factors, adult education in formal and informal settings. The course also examines six theories of learning as they relate to adult education and begins building the foundation for a theory of adult learning.

### **EDU 648 - Facilitating Learning for Adults/The Adult as Independent Learner (ACE)**

3 Hour(s)

The course focuses on identifying special needs of the adult learner including the adult as an independent learner. The unique relationship between adult student and facilitator is explored. The course also examines current research and theory relating to successful practice in adult education.

Prerequisite(s): EDU 641 and EDU 647, or consent of instructor.

### **EDU 649 - Curriculum and Program Development in Adult and Continuing Education (ACE)**

3 Hour(s)

Theory and processes of program planning and curriculum development as they relate to education and training programs designed for the adult learner. The focus is on program philosophy, program planning models, needs analysis, program design, and evaluation.

Prerequisite(s): EDU 647.

### **EDU 650 - Sociology of Education (C-IS)**

3 Hour(s)

An overview of the sociocultural foundations of educational practice in a variety of community environments within the political and economic contexts of society. Focuses on historical ideas, current practices, and future directions in education in relation to major social issues in America. Analyzes the role of schooling in transmitting cultural assumptions about American society and its ideologies. Discusses sociocultural forces which influence schools, teaching and learning.

Students review ethnographies and other forms of research to study education as a cultural institution.

### **EDU 652 - Culturally Responsive Teaching Practice (S-CI)**

3 Hour(s)

Focuses on what makes an effective learning environment for students of diverse backgrounds as a means for considering ways to improve learning contexts for all children. Examines the many pedagogies and practices which work effectively with students from a variety of backgrounds. Considers learning styles, language behaviors, participant structures, and social interactions all within the sociocultural context of the classroom and the school. Students design lessons/projects/learning environments to fit the sociocultural context of their own classrooms/schools.

### **EDU 653 - Rethinking At Risk" Students - Creating Promise (S-CI) "**

3 Hour(s)

'At Risk' is a term which is used to describe an increasingly large population of children who are linguistically, economically or ethnically different from the mainstream. Students critically analyze the educational, social, and political views of children 'at risk' and explore alternatives of viewing such children as 'at promise.' Students address ways to view children's heritage and experiences as strengths rather than deficits, and consider strategies for implementing the 'at promise' concept in classrooms, families, schools, and communities.

### **EDU 654 - Developing Multicultural and Global Curricula (C&I-S)**

3 Hour(s)

Explores theoretical, political and cultural issues underlying the development and implementation of curricula with a broader perspective on culture in a global context. In light of these issues, students research and develop curriculum materials relevant to their individual teaching situation. Central course concepts include change, diversity, and interdependence and multiple cultures in a global framework. Students work to enhance both personal and professional literacy in theory, political, cultural and other issues.

### **EDU 655 - Families in Society (CCI; S-CI)**

3 Hour(s)

Explores contemporary family issues from the perspective of educators and public and social service workers. Reviews the history of the American family. Considers current family issues and questions related to dynamics and values, cross-cultural perspectives, alternative structures (including teen pregnancy, single parent families, etc.), and poverty (including homelessness, welfare reform, etc.). Examines changing roles of parents, feminization of poverty, divorce, child care outside the home, and family educational and social policies. In addition to academic sources, topics are explored through modern fiction and the media.

### **EDU 656 - Career Guidance and Counseling through the Adult Lifespan**

3 Hour(s)

This course focuses on the examination of tools and resources used in career guidance, counseling and development for learners who will influence a career, career change or engage in individual, group or self-career counseling. Participants will explore theories, language, competencies, ethical and legal guidelines, and a value-based multicultural approach. Learners will also explore assessment in career counseling and development e.g., selecting assessment devices, and interpreting test and inventory results in relationship to the career counseling process. Core concepts in the course include societal contextual factors, utilization of existing assessments, and global job searches within the facilitation of career development, and practice. An emphasis will be on the impact of technology, which will include social media and how it has enhanced the career guidance and counseling environment.

### **EDU 657 - Pedagogy for Alternative Learning Environments (S-CI)**

3 Hour(s)

This course is designed to explore and develop programs which will meet the needs of students who have not thrived in traditional school settings and thus have been identified as being 'at risk' of not completing school. Research on existing and exemplary programs will be reviewed. An analysis of the needs of students will be made. Course topics include teaching with technology, building community, providing motivation, establishing a learning environment, and using appropriate assessment strategies.

### **EDU 658 - Philosophical/Ethical Issues in Education (S-CI)**

3 Hour(s)

Develops a 'macro' view of the larger foundations affecting and driving education using theoretical, critical, and practical perspectives. By personally and collectively engaging with issues such as moral education, school reform, funding equity, popular culture, and the hidden

curriculum, students will increase their situated awareness as a professional, encouraging thought and action beyond the walls of the classroom and the limits of their own history.

### **EDU 659 - Educators as Researchers and Change Agents**

3 Hour(s)

The course guides students in the development of a sustaining professional identity by providing theoretical and practical tools for research and advocacy. Students will analyze current educational policies, trends, and issues from a variety of perspectives, learn to be critical consumers of educational research, and advance their professional knowledge through a mini-action research project.

FA

Prerequisite(s): EDU 524 and EDU 525

### **EDU 660 - Strategies for Diagnostic Assessment**

3 Hour(s)

Introductory course in diagnostic assessment. Provides core theoretical and practical background necessary to evaluate students having special education needs. Surveys familiar educational assessment of individuals with disabling conditions. Emphasizes testing for IEP development and applications for the individual contexts of practicing teachers. Teachers will become familiar with a variety of formal and informal assessment techniques enabling them not only to interpret psychological and academic reports, but also to carry on an ongoing assessment of the progress of the special education students enrolled in their class. Practical experience with testing will be provided.

### **EDU 661 - Language Development/Disorders of the Exceptional Child**

3 Hour(s)

Presents background information about normal language development of children as a foundation for evaluating speech and language disorders in children. Emphasis will be placed on current methods of identifying language disorders in school age students and methods for modifying classroom activities to enhance language skills of speaking, listening, reading, and writing.

### **EDU 662 - Instructional Strategies for Students with Special Needs**

3 Hour(s)

Considers strategies for modifications students with special needs may require to learn content knowledge. Environmental adaptations and varied approaches to delivering instruction will also be presented. Teachers will prepare examples of modifications appropriate for their teaching situations.

### **EDU 663 - Serving Students Beyond the Classroom**

3 Hour(s)

Enables teachers to become effective collaborators with parents of exceptional children and with community agencies that also serve the needs of their students. Teachers will also explore effective practices for assisting individuals with disabilities in making successful transitions between grade levels and from school to post-secondary training and/or employment. Representatives of community agencies will be invited presenters in the class.

### **EDU 664 - Field Experience in Adaptive Education**

1 Hour(s)

This 40 hour experience can be taken any time during the school year in teachers' own classrooms working with the special education students enrolled in their classes and the special education teachers who also serve these students. Interactive journals with the course instructor will be the primary vehicle for implementing this field work and assessing its success.

### **EDU 665 - Director of Special Education and Pupil Services (DSEPS) Leadership Practicum II**

1 Hour(s)

This course serves as an ongoing orientation to the Council for Exceptional Children (CEC) Special Education Administration (SEA) and Wisconsin Administrative Standards Director of Special Education and Pupil Services (DSEPS) as students engage in the tenets that support the DSEPS Licensure. The 40- hour practicum is intended to promote experience with all stakeholders of the school community including teachers, non-certified staff, students, administrators, support staff, community organizations, social service organizations and any other relevant parties to a particular educational organization and role of the director.

### **EDU 667 - Instructional Supervision Seminar**



2 Hour(s)

This course will explore the various teacher evaluation models and associated reform efforts. Using teacher evaluation, supervision and follow up as a lever of improvement, participants will integrate research and case study in this interactive seminar.

### **EDU 668 - School Leadership Practicum I**

1 Hour(s)

In this first practicum the student is matched with a practicing principal or instructional leader for 150 hours. Throughout the placement, students analyze and build their own leadership theory as they think critically and systematically about the role of a principal and/or curriculum director. The practicum program is designed to promote reflective practices commensurate with the Wisconsin Administrator and Interstate School Leaders Licensure Consortium Standards.

### **EDU 669 - School Leadership Practicum II**

1 Hour(s)

This second practicum is a collaborative, project-based learning experience designed to field-test the student's ability to apply course concepts. Students focus on issues related to instructional leadership and supervision in an educational environment. Students complete a minimum 75 hours of practicum experience

### **EDU 670 - School Leadership Practicum III**

2 Hour(s)

In this third and final placement students engage in a semester long practicum (minimum 75 hours) where they construct their learning experiences in school finance, school year preparation, curriculum, instruction and assessment. Students continue to develop the knowledge, skills and dispositions critical for effective leadership.

### **EDU 671 - Understanding Self, Race, Class and Gender to Leverage Student Achievement**

3 Hour(s)

After reading research-based materials, teachers will engage in dialogue and reflection and will be provided strategies and support to address issues of race, class, and gender with their students

and colleagues. The course is designed to tap urban teachers' experiences, concerns and dilemmas about serving the needs of urban, low-income and diverse (racially, ethnically, culturally and linguistically) students. Teachers will be reading and writing to learn about how social issues impact student achievement and examine strategies to address classroom challenges more effectively. This course is designed and most appropriate for the urban educator. Others may enroll with consent of the instructor. This is an online course. High speed internet connection is recommended.

### **EDU 672 - Literacy Program Evaluation and Implementation**

3 Hour(s)

This course is designed to provide candidates with opportunities to explore issues and trends related to the administration of literacy programs in PK-12 environments. Candidates will explore the roles and responsibilities of the Reading Specialist through investigation and analysis of textbook and assessment adoption policies and procedures, censorship issues and research-based literacy practices and programs including Culturally Relevant Pedagogy.

### **EDU 673 - Leadership in Literacy**

3 Hour(s)

This course provides candidates with opportunities to develop and demonstrate knowledge, skills, and dispositions necessary to create and maintain literacy learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making and reflective practice. Candidates will explore the complexities of literacy in an educational system. Emphasis is placed on research, best practice and educational advocacy to promote student literacy achievement and efficacy.

### **EDU 674 - Literacy in the Secondary School Content Areas**

3 Hour(s)

Examines language and literacy strategies as they apply to readers in grades 6-12. Emphasizes strategic reading and writing within discipline specific curricula. Explores textbook analysis, content specific writing instruction and content specific reading comprehension strategies including vocabulary acquisition instruction. A ten hour practicum in the middle school or high school is required.

Prerequisite(s): Certified teacher.

## **EDU 675 - Emergent Literacy**

3 Hour(s)

Study of developmentally appropriate ways to facilitate emergent literacy of young children in the context of their lives in a literate community. Topics explored from constructivist and emergent literacy perspectives include early literacy, individualization through personalized learning, differentiation between formal reading programs and emergent literacy approaches, the roles of language experience and phonics in emergent literacy, curricular integration of emergent literacy approaches, and children's literature and language arts.

Prerequisite(s): Consent of instructor if not certified to teach K-12.

## **EDU 676 - Literacy in the Middle Childhood Grades**

3 Hour(s)

Focuses on the specific reading needs and development of the middle childhood reader in grades 3-6. Emphasis is placed on strategic, developmental reading. Explores specific comprehension strategy instruction, vocabulary study, word study and genre study related to students at this level. A ten hour tutoring practicum in an elementary school is required.

Prerequisite(s): Certified teacher; successful completion of EDU 675 - Emergent Literacy or consent of instructor.

## **EDU 677 - Issues in Children's and Adolescent Literature**

3 Hour(s)

Explores social and cultural issues through children's and adolescent literature. Provides in-depth experience in selecting and evaluating appropriate literature from different literary genres for students of varying abilities. Examines best practices which support the use of literature to teach reading in the K-12 classroom.

Prerequisite(s): EDU 675 or consent of instructor.

## **EDU 678 - Reading Assessment in the K-12 Classroom**

3 Hour(s)

The study of assessment and instructional techniques for all readers, but especially readers who

have special needs. Includes selecting, administering, and interpreting formal and informal assessments to develop, implement, and communicate appropriate instructional plans and intervention to classroom teachers and to parents. Includes analysis and interpretation of diagnostic data to prescribe instructional programs and activities appropriate to student needs. Explores a variety of activities that address group size, learning styles, developmental levels and student interests.

Prerequisite(s): consent of instructor.

### **EDU 679 - Literacy Leadership Practicum**

3 Hour(s)

This practicum is designed to guide candidates as they apply course concepts in the field. Candidates focus on issues related to instructional leadership and supervision of literacy programs. The practicum is created for the learner to gain first-hand knowledge about a variety of roles in literacy leadership. It allows the candidate to develop a realistic perspective of the demands, needs, and challenges that face instructional leaders in the educational environment. Candidates will partner with a practicing literacy specialist to more deeply understand the theory and practice of literacy leadership. The practicum includes a 60 hour experience in an educational setting.

### **EDU 680 - Practicum in Assessing and Teaching Reading**

3 Hour(s)

A supervised practicum in assessing and teaching reading to elementary, middle school, and high school students with a variety of abilities in one-to-one, small group, and large group contexts. Includes analysis and interpretation of diagnostic data to prescribe instructional programs and activities appropriate to student needs. Explores a variety of activities that address group size, learning styles, developmental levels and student interests. Includes methods of communicating diagnostic findings to classroom teachers and parents.

Prerequisite(s): EDU 675, EDU 677, EDU 678 or consent of instructor.

### **EDU 682 - Supervision of Student Teachers- Theory and Practice**

0 Hour(s)

This DPI-approved workshop qualifies licensed teachers to become cooperating teachers for the clinical experiences of student teachers seeking Wisconsin licenses. The qualification allows for

the supervision of students from Carroll and from all other Wisconsin institutions who offer teacher education programs.

### **EDU 683 - Graduate Internship in Education**

1-3 Hour(s)

Students are provided with a special field placement to explore individual professional interests in a selected teaching/learning environment. Offered upon request from interested students.

Prerequisite(s): consent of instructor.

Notes: Teachers adding certification will be required to meet practicum/portfolio requirements.

### **EDU 684 - Graduate Internship - Teacher Leadership**

3 Hour(s)

Teacher leader candidates work with program facilitators to design a practicum reflecting the candidate's professional goals, strengths and interests and aligned with the learning outcomes of the teacher leader certificate.

Prerequisite(s): Concurrent with EDU 699. Candidates enroll in EDU684 and EDU 699 after completing EDU 613 and EDU 624.

### **EDU 685 - Designs of Curriculum and Instruction**

3 Hour(s)

Participants will examine the curriculum and instructional design process at the PK-12 level including the research behind lesson design, culturally relevant classrooms, instructional strategies, and curriculum organization related to the Common Core Standards (CCS).

### **EDU 686 - Continuous Improvement in Education**

3 Hour(s)

Investigating the expanding research on school improvement, participants will explore the various models including but not limited to Baldrige Education Criteria, equity audits, quality tools, professional learning communities, data use and others. In addition, participants will analyze facilitation skills needed in organization improvement efforts while developing a facilitation repertoire.

## **EDU 687 - Educational Law**

3 Hour(s)

Participants will examine the relationship between school law, state and national policy, school leadership decision-making and the PK-12 school operations. Issues covered in this course will include but are not limited to the role of the lawyer in schools, equal access issues, Title IX, reform models (Charter, CSR, Choice, Voucher), state level legislative changes, reauthorization of federal legislation (NCLB, Special Education, Title funding) and the role of the Department of Public Instruction.

## **EDU 688 - Resource Allocation and Budget Deployment**

3 Hour(s)

Participants will gain the knowledge and skills to competently analyze, prepare, and deploy a school and/or department budget with a PK-12 setting. Being certain to understand national, state and local mandates and guidelines, participants will demonstrate the ability to create budgets that are aligned to strategic goals and initiatives while being fiscally responsible and ethical. Participants will gain an understanding of revenue limits, funding sources (referendum, grants, state aid) and other finance trends in Wisconsin and at the federal level.

## **EDU 689 - Foundations of Community and Equity**

3 Hour(s)

This course considers: what is community and why we need it? It explores changing demographics, connectedness, equity, diversity, and support systems for caring and mutual development to improve or overcome risks. It also promotes awareness of managing biases for building strengths in children, families and communities constructive communication, conflict resolution, and lifelong learning for meaningful participation to decrease civic ignorance while examining the question, "how should we live together". Students consider different facets of creating community to build strengths for individual growth and resiliency that inspire potentials for fair-mindedness toward justice to facilitate authentic sustainable communities in a fragmented society.

SU

## **EDU 690 - Civic Engagement**

3 Hour(s)

In this course, students will study a new version of civic engagement, one that focuses and develops citizen power through community work and outreach. Drawing on the emerging literature in civic studies, civic renewal, and public work, students will re-imagine civic engagement as an activity undertaken by citizens, as professionals, who work in concert with others across many community institutions and with diverse publics to enact collective action to address complex, community-based problems. A key component of this work is learning how to engage in dialogue and deliberation with people across diverse social networks. Students will develop their potential as citizen professionals to organize in communities and build grassroots power to affect meaningful and productive change. The course is organized around the guiding question, "How should we live together?".

FA

### **EDU 691 - Graduate Special Topics**

1-3 Hour(s)

Involves study of a selected current topic in education which is not offered in regular course offerings. The course may have a regular course format, or it may be offered as a short, intensive workshop. Offered in various terms for credit in a designated content strand.

### **EDU 692 - Learners and Learning in a Personalized Environment**

3 Hour(s)

In this course, participants will explore the history, research and current practices around personalized learning. Participants will evaluate and analyze various state supported approaches to learners including Universal Design for Learning, Positive Behavioral Interventions and Supports, and Response to Intervention, as well as differentiation, competency-based learning, proficiency-based learning, and personalized learning. Participants will also explore the shifts in roles from teacher/student to educator/learner, and use design thinking or continuous improvement practices to create short-cycles of personalized learning in their classrooms, buildings or districts.

FA

### **EDU 693 - Educators as Agents of Change**

3 Hour(s)

The course emphasizes an understanding of the complexities of social change in schools and organizations. Participants examine the relationship between their vision of teaching and learning within the context of their school and district. Participants develop the leadership and advocacy capacity necessary to create and maintain personalized learning environments that value diversity, continual knowledge acquisition, instructive and ethical decision-making, reflective practice, and successful achievement of all school-aged youth.

FA

### **EDU 694 - Facilitating in a Personalized Learning Environment**

3 Hour(s)

This course examines the multi-faceted components of a personalized learning environment as participants consider and reflect on their own practice. Through analysis of teaching and learning theory and practice, participants will identify characteristics of facilitation in personalized learning environments that promotes student agency through self-directed learning. Participants gain an understanding of the importance of creating a learning community that supports opportunity, access and a sense of belonging for all students.

SP

Prerequisite(s): EDU 692, EDU 693.

### **EDU 695 - Evaluating Personalized Learning**

3 Hour(s)

In this course, participants will explore the full range of assessment types, purposes and methods used to evaluate outcomes in a personalized learning environment. Participants will develop research-based strategies for utilizing data to inform learner goals and instructional practices and explore best practices in helping learners understand their own data. Participants will also develop strategies for communicating assessment results with a variety of stakeholders, including parents, community members and others.

SP

Prerequisite(s): EDU 692 and EDU 693.

### **EDU 696 - Collaborating in a Personalized Environment**



3 Hour(s)

Participants will evaluate and analyze research around various co-teaching models and approaches, as well as ways to collaborate with colleagues outside of the classroom setting. Participants will also develop skills in utilizing a wide range of communication strategies to cultivate true home-school and school-community partnerships. Participants will also gain an understanding of ways to collaborate with their students, to support collaboration among their students, and to involve students as decision-makers, problem-solvers, and co-designers of their learning.

SU

Prerequisite(s): EDU 694 and EDU 695

### **EDU 697 - Leadership and Advocacy**

3 Hour(s)

Today communities exist in a rapidly changing environment where uncertainty has become the norm. A sense of purpose, optimism, conviction, goal direction and a belief in a bright future is essential for community leadership and advocacy for constructive connectedness in a fragmented society. This course presents a framework of resilience for the community leader's facility to smooth progress of wide-ranging development of capacities that build strengths to decrease civic ignorance, find support for opportunities to expand boundaries and diminish or overcome risks • (e.g., capacities for social awareness, constructive communication, problem-solving and vision making). This facility includes fostering help-seeking skills for economic development, partnerships, task-mastery, planning and implementation with cultural flexibility, empathy, caring and adaptive distancing from negative messages and conditions.

SP

### **EDU 698 - Independent Study**

1-3 Hour(s)

Students pursue independent inquiry under the supervision of a faculty member. Offered each term for credit in a designated content strand. A maximum of 6 independent study credits can be applied to the M.Ed. degree.

Prerequisite(s): approval of the chair and the Dean of the College and consent of instructor.

### **EDU 699 - Promoting Authentic Learning**

3 Hour(s)

This course provides participants with opportunities to think strategically about promoting and supporting organizational change that leads to improvements in teaching learning and student achievement. Throughout this course, students will explore strategies to support teachers and principals in making and sustaining significant changes in practice using Theory of Action to guide decisions.

SP

Prerequisite(s): Concurrently with EDU 684. Candidates enroll in EDU 684 and EDU699 after completing EDU 613 and EDU 624.

## **Exercise Physiology**

### **EXP 500 - Advanced Strength and Conditioning I**

3 Hour(s)

This course will discuss advanced training programs to optimize individual and team adaptations in hypertrophy, force production, power development, speed, and agility. The theory of Olympic lifts, plyometrics, resistance training, aerobic capacity, and SAQ techniques will be discussed as well as development of annual programs for individual and team sports.

Prerequisite(s): ESC 280 and ESC 320 or equivalent.

### **EXP 501 - Advanced Cardiac Life Support (ACLS)**

1 Hour(s)

This course will cover emergency medical care for sustaining life, including defibrillation, airway management, and drugs/medications. Development of understanding and skills in life-saving protocols for various conditions is assessed. Successful completion of the course and passing the ACLS exam results in the student being ACLS certified.

### **EXP 503 - Advanced Exercise Physiology**

3 Hour(s)

Advanced study of the functioning of physiological systems and underlying mechanisms during exercise. This course will also cover the acute and chronic physiological adaptations of training and detraining as well as factors that affect performance to include metabolism,

neuroendocrinology, gender, age, and environment, with an emphasis on the role of exercise in rehabilitation.

Prerequisite(s): ESC 280 or equivalent.

### **EXP 504 - Advanced Assessment of Athletic Performance**

3 Hour(s)

This course will provide both theoretical knowledge and practical skills required for the evaluation of progress in athletic performance in both laboratory and field-based settings. Students will participate in data collection through assessments of muscular strength, power, change of direction ability, speed, anaerobic capacity, body composition, etc. Emphasis will be placed on the practical application of topics and procedures introduced in this course. After the completion of this course, students should have a thorough understanding of athlete monitoring techniques as well as experience in data collection and evaluation.

Prerequisite(s): ESC 320 or equivalent.

### **EXP 505 - Laboratory Methods I**

2 Hour(s)

Provides students with hands-on experience with techniques and research applications for assessing, evaluating, and interpreting various physiological parameters such as health screenings, body composition, pulmonary function, blood chemistry, submaximal exercise tests, musculoskeletal fitness, range of motion, and balance and functional ability screenings. This course will also include decision-making skills in designing exercise interventions to include instruction, demonstration and supervision of exercises.

### **EXP 506 - Research Design and Statistical Methods for Health Science**

3 Hour(s)

This course provides the student with an overview of topics including experimental design, data presentation and summary, estimation, statistical inference and hypothesis testing, correlation and regression, ANOVA, nonparametric methods, Chi-Square analyses, and computing with SPSS. Applications in the health sciences will be emphasized. Statistical methods for description and analysis provide investigators with useful tools for making sense out of data.

Prerequisite(s): CMP114 or equivalent.

## **EXP 508 - Current Topics in Strength and Conditioning**

3 Hour(s)

This course will present modules on current topics in the science of strength and conditioning. Example modules may include: resistance training in aging population, concurrent training, vibration training, HIIT, facility layout, and scheduling. Furthermore, the ability to search current research, and to critically analyze and interpret data will be included.

## **EXP 510 - Advanced Exercise Testing and Prescription**

3 Hour(s)

This lecture course is designed to provide a comprehensive overview of the normal and abnormal physiological responses of the human body to exercise testing and training in apparently healthy populations as well as the theoretical and practical knowledge necessary to conduct and interpret a wide variety of screenings and exercise tests commonly used in clinical practice. Additionally, students will be able to design, based on test results, appropriate exercise programs for apparently healthy adults, as well as clients with special considerations. This course will emphasize a case-study approach.

Prerequisite(s): ESC 320 or equivalent.

## **EXP 511 - Cardiopulmonary Testing**

2 Hour(s)

This lab-based course will provide students with the skills to properly perform a wide variety of clinical exercise test protocols for diagnostic and prognostic purposes using common testing modalities to include Holter monitoring. Students will learn how to properly monitor, assess, and interpret common variables during exercise testing.

## **EXP 512 - Electrocardiography**

2 Hour(s)

A concise summary of cardiac electrophysiology. Identification of normal and abnormal resting and exercise electrocardiograms (ECG). Effects of various physiological and pathological states as well as medications on resting and exercise ECG will be discussed. Includes lecture, investigation of documented ECG case studies, and practice in interpreting 6-second ECG rhythm strips.

### **EXP 513 - Advanced Electrocardiography**

2 Hour(s)

This course is a continuation of EXP 512. Students will practice and refine their clinical skills in ECG interpretation. This course will provide a more in-depth approach in understanding the underlying causes as well as signs and symptoms associated with common arrhythmias. Includes lecture, investigation of documented ECG case studies, extensive ECG rhythm strip interpretation, and the incorporation of ACLS megacode simulations.

Prerequisite(s): EXP 512

### **EXP 516 - Pathophysiology and Exercise Prescription for Clinical Populations**

3 Hour(s)

This course is designed to provide a comprehensive overview of disease pathophysiology, disease management, recommendations for exercise testing and prescription, and the benefits of exercise training, emphasizing the role of exercise in both prevention and rehabilitation. This course will emphasize a case-study approach.

Prerequisite(s): EXP 510

### **EXP 517 - Laboratory Methods II**

2 Hour(s)

Provides students with hands-on experience with techniques and research applications for assessing, evaluating, and interpreting various physiological parameters in clinical populations as well as applied skills utilized in inpatient and outpatient cardiac rehabilitation and diagnostic exercise testing to include patient simulation experiences.

Prerequisite(s): EXP 510

Corequisite: EXP 516

### **EXP 520 - Client-centered Clinical Practice in Exercise Physiology**

4 Hour(s)

This course provides students with the practical knowledge and applied skills to perform client-centered assessments, exercise prescriptions, and primary prevention in apparently health

populations with special considerations. This course will introduce students to informational and motivational interviewing skills to include physical activity counseling, goal setting, and patient education. This course includes a practicum component.

Prerequisite(s): EXP 510

### **EXP 521 - Coaching Theory and Application**

3 Hour(s)

Coaching Theory is an in depth study of the practical nature of coaching including the responsibility of coaches in developing athletes, organization of practice, organization of competition, handling budgets, NCAA recruiting, eligibility, organization and structure, dealing with media, developing a team culture and long term athlete development. There are many aspects to coaching and this course will explore some of the important challenges facing the coach and the coaching profession in the 21st Century.

### **EXP 570 - Cancer Rehabilitation**

3 Hour(s)

The course will provide in-depth content regarding physiology, exercise recommendations, and practical application that will prepare individuals to design and conduct exercise intervention programs for cancer patients. The physiological and psychological alterations that occur during and following cancer treatments and the effects that exercise has on eliminating or reducing these effects will be presented.

SP

Prerequisite(s): EXP 503  
EXP 510

### **EXP 574 - Practicum I in Strength and Conditioning**

1 Hour(s)

Experience will be gained through a "hands-on" approach. Students will be able to apply what has been learned and will be faced with real-world issues in athletics.

### **EXP 575 - Practicum II in Strength and Conditioning**

1 Hour(s)

Experience will be gained through a "hands-on" approach. Students will be able to apply what has been learned and will be faced with real-world issues in athletics.

### **EXP 580 - Practicum I**

4 Hour(s)

This clinical practicum provides students with an opportunity to develop practice-based, hands-on skills to include the assessment, interpretation, and clinical meaning of a variety of screenings and exercise tests commonly used in clinical practice under the direct supervision of a certified/licensed health professional. Students will also develop experience with current best practices and standards of care in the treatment and management of chronic diseases and disabilities.

Grading: Satisfactory completion ("S" grade) of at least 280 clinical hours is required.

Prerequisite(s): EXP 516, EXP 520 and permission of graduate advisor.

### **EXP 590 - Practicum II**

4 Hour(s)

This course provides students with an opportunity to develop practice-based, hands-on skills to include the assessment, interpretation, and clinical meaning of a variety of screenings and exercise tests commonly used in clinical practice under the direct supervision of a certified/licensed health professional. Students will also develop experience with current best practices and standards of care in the treatment and management of chronic diseases and disabilities.

Grading: Satisfactory completion ("S" grade) of at least 280 clinical hours is required.

Prerequisite(s): EXP 580 and permission of graduate advisor.

### **EXP 591 - Advanced Strength and Conditioning II**

3 Hour(s)

This course will examine aerobic and anaerobic adaptations due to advanced training programs, focusing primarily on the adaptations of the physiological systems. Chronic adaptations will be the main focus, but acute response to a single training session will also be discussed. The physiologic response to concurrent training and detraining will also be examined.

Prerequisite(s): EXP 500

### **EXP 600 - Practicum III**

4 Hour(s)

This clinical practicum expands on the foundation from EXP 590 to provide students with additional opportunities to develop practice-based, hands-on skills to include the assessment, interpretation, and clinical meaning of a variety of screenings and exercise tests commonly used in clinical practice under the direct supervision of a clinical exercise physiologist. Students will also develop experience with current best practices and standards of care in the management of chronic diseases and disabilities to include cardiovascular, pulmonary, metabolic, orthopedic, neuromuscular and immunological/hematological conditions.

Grading: Satisfactory completion ("S" grade) of at least 150 hours of practicum.

Prerequisite(s): EXP 590

### **EXP 602 - Adv Sport Nutrition Assessment & Prescription**

3 Hour(s)

This course will provide the strength and conditioning student with the knowledge to assess and design nutritional strategies for a variety of team and individual sports. This will include the use of supplemental nutrition. The overall focus is to give the future strength and conditioning coach the ability to optimize training programs through nutrition centered on periodization training programs both linear and undulating.

### **EXP 607 - Graduate Research Project I**

3 Hour(s)

In the second academic year students work on an investigative research project in exercise physiology. This project must have a scientific composition and be founded on applicable theory and literature within the chosen topic. The project must meet the criteria for a master's thesis, graduate research project, or a graduate research paper. Offered as satisfactory/unsatisfactory only.

Prerequisite(s): HED 606 and permission of the graduate advisor.

### **EXP 608 - Graduate Research Project II**



1-3 Hour(s)

Students who opt to complete a master's thesis or a graduate research project may take up to 3 additional credits to complete their project, and submit their work for presentation and/or publication. The scope of the project and credit hours must be approved by the graduate advisor in advance. Offered as satisfactory/unsatisfactory only.

Prerequisite(s): EXP 607 and permission of the graduate advisor.

### **EXP 610 - Practicum IV**

4 Hour(s)

This course expands on the foundation from EXP 600 to provide students with additional opportunities to develop practice-based, hands-on skills to include the assessment, interpretation, and clinical meaning of a variety of screenings and exercise tests commonly used in clinical practice under the direct supervision of a clinical exercise physiologist. Students will also develop experience with current best practices and standards of care in the management of chronic diseases and disabilities to include cardiovascular, pulmonary, metabolic, orthopedic, neuromuscular and immunological/hematological conditions. This practicum will also introduce students to interprofessional collaborative practice and learning.

Grading: Satisfactory completion ("B" grade) of at least 150 hours of practicum.

Prerequisite(s): EXP 600

### **EXP 615 - Concepts in Functional Rehabilitation**

2 Hour(s)

An integrative lecture/lab course designed to provide advanced practical knowledge and skills that relate to the rehabilitation and reconditioning to restore optimal musculoskeletal function in individuals both in health and disease to include testing for return to work. This course will also cover the physiological processes associated with musculoskeletal injury and disease, emphasizing a review of current literature and research.

### **EXP 620 - Entrepreneurism in Health and Fitness**

2 Hour(s)

This course will provide students with basic business, advocacy and entrepreneurial skills to develop an innovative aspect within the health and fitness field. This course will be taught in a

seminar format to facilitate peer education and learning as well as professional teaming and collaboration skills. The culminating project will be a business proposal to develop a unique intervention or program related to health, wellness, fitness, or sport.

### **EXP 690 - Internship in Strength and Conditioning**

8 Hour(s)

This course gives the opportunity for students to apply theories and concepts to actual work experiences under the supervision of the internship advisor. The purpose of the internship is to provide opportunities to improve skills, reach goals, and adapt to the world of work in the strength and conditioning field.

Prerequisite(s): EXP 591

### **Health Care**

#### **HCA 680 - Legal, Ethical, Political Issues in Health Care**

3 Hour(s)

This course will examine the legal, ethical, and political issues affecting health care organizations. The content will address the role of the government and its relationship to other regulatory agencies in the health care industry. Students will also explore the practical application of laws, ethics and policies that impact operational decisions.

FA first-half

Prerequisite(s): BUS 615

#### **HCA 682 - Health Care Financing and Budgeting**

3 Hour(s)

This course will focus on the application of finance principles and concepts to health care organizations. The emphasis will be on the development and interpretation of financial tools such as financial analysis, cost structure and allocation, budgeting and variance analysis, financial ratios, investment decision making, and working capital management.

FA second-half

Prerequisite(s): BUS 620

## **HCA 684 - Health Care Quality Assessment and Improvement**

3 Hour(s)

This course focuses on identifying, measuring, and seeking to improve health care quality, patient satisfaction, cost, and employee engagement. Students will be introduced to different models of process and quality improvement in the health care industry and as well as the application of those models to specific health care operations.

SP first-half

Prerequisite(s): BUS 610

## **HCA 686 - Healthcare Information Management**

3 Hour(s)

This course examines applications of information technology in healthcare. Consideration is given to a wide range of technology applications from enterprise application systems to electronic health records. Current trends in information technology and related regulatory initiatives are explored. The course also includes an examination of how these technologies enable the healthcare industry to manage information and knowledge resources most effectively.

SP second-half P second-half

Prerequisite(s): Graduate standing.

## **Health Education**

### **HED 660 - Epidemiology and Public Health Issues (HE)**

3 Hour(s)

This course will provide a comprehensive overview of epidemiological research with regard to the distribution and determinants of disease risk factors in human populations. Students will obtain and analyze health related data about social and cultural environments, growth, and developmental factors, needs, and diseases of populations.

SP

## **Health Sciences**

## **HSC 520 - Interprofessional Education: Collaboration, Communication, and Cultural Competency**

2 Hour(s)

This course will introduce students to interprofessional practice (IPP), IPP core competencies, scope of practice, and integrative primary health in the areas of client-focused disease prevention, health promotion and health literacy. Interprofessional practice skills in teamwork and collaboration will be developed in areas of mutual trust and respect, conflict resolution, and giving/accepting feedback. Interprofessional practice skills in communication will be developed in areas of verbal, nonverbal and digital communication; client/family/stakeholder communication; and mindfulness, self-awareness and empathetic listening and responsiveness. This course will also develop cultural competency through the exploration of student values, experiences, perceptions, stereotypes and biases and an understanding of models to elicit a patient's perspective on health and illness. Students will be able to identify social determinants of health and explain their connection to health inequities.

SU

Prerequisite(s): Good standing in Individual Professional Program.

## **Nursing**

### **NRS 500 - Research and Theoretical Foundations of Nursing**

3 Hour(s)

This course offers a critique and evaluation of nursing and other relevant theories and concepts from the social, behavioral, organizational and biological sciences related to nursing practice. Content incorporates the process of theory development from a historical perspective as well as an application of knowledge of selected nursing theories and frameworks. The research content in this course will develop the necessary skills to use implementation or improvement science to propose evidence based changes to practice. Emphasis is placed on evaluating the usefulness of theory and research, and the relationship among theory, research, and practice.

FA only

### **NRS 510 - Physical Assessment**

3 Hour(s)

Using evidence based methodologies, students will perform health histories, developmental

assessments, and physical/psychosocial assessments of individuals using culturally inclusive, high level interviewing and communication techniques appropriate to advanced nursing practice. Selected laboratory techniques are included. The laboratory component of the course provides the opportunity to practice assessment techniques and interpret clinical findings. \*Course has a 36-hour clinical component.

SP

### **NRS 515 - Advanced Pathophysiology**

3 Hour(s)

This course is an advanced study of the pathophysiology of human organ systems. The course focuses on the alterations in cell, tissue and system mechanisms that manifest as disease. A systems approach is used to emphasize the etiology, pathophysiology, evaluation and treatment of diseases involving the neurologic, endocrine, cardiovascular, pulmonary, renal, gastrointestinal, and reproductive systems across the lifespan. \*Course has a 36-hour clinical component.

FA

### **NRS 520 - Pharmacology**

3 Hour(s)

This course is designed to prepare MSN's to assess, diagnose, and manage (including the prescription of pharmacologic agents) a patient's common health problems in a safe, high quality, cost-effective manner. Basic pharmacologic principles and the pharmacologic actions of the major drug classes will be discussed in relation to physiologic systems, with emphasis on the application of these agents. \*Course has a 36-hour clinical component.

SP

### **NRS 530 - Research and Practice**

3 Hour(s)

This course is an exploration of the research process and critical examination of published studies with emphasis on research appraisal and interpretation as it pertains to implementation of evidence-based practices.

FA

**NRS 540 - Informatics**

3 Hour(s)

This course is an exploration of the health care professional's role as knowledge worker in the creation, collection, evaluation of data for the purpose of improved patient care. The student will learn and practice skills of analysis, and identify areas of needed research. Legal, ethical and trends in the use and application of health care technologies will be explored.

FA

Prerequisite(s): Acceptance to the MSN program.

**NRS 630 - Simulation in Nursing Education**

3 Hour(s)

This course explores the use of simulation as a teaching and learning strategy and its application to the classroom and clinical setting in nursing education. Students will explore evidence based strategies surrounding the development, planning, implementation, and evaluation of simulation based learning.

SU

**NRS 650 - Teaching/Learning in Nurse Education**

3 Hour(s)

Focus on selected teaching and learning theories with application to nursing education. Examine adult learning concepts with teaching strategies and tools that facilitate their learning styles. Innovative classroom and clinical teaching strategies, trends and issues in nursing education including technology and the role of the nurse educator will be explored.

FA

**NRS 651 - Curriculum Design and Development**

3 Hour(s)

In this course students explore and critique theories and philosophical foundations of education and instructional design and their applications to education in nursing and healthcare. Students utilize principles of curriculum development, learning theories and instructional design to facilitate learning. Curriculum development is emphasized at institutional level, course level, and individual class level in academic and clinical settings. Students will develop a knowledge base in evidence-based educational practice.

FA

### **NRS 652 - Evaluation and Assessment in Nursing Education**

3 Hour(s)

This course explores the principles and practices involving evaluation methods integral to nursing education. Concepts related to assessment, measurement, and evaluation in nursing are developed and analyzed. The process of analysis and modification of educational programs is emphasized to promote compliance with relevant standards, criteria for evaluation, and accountability.

FA

### **NRS 660\* - Education Practicum**

3 Hour(s)

This course is an experiential learning activity whereby students actively participate in nursing education practice with supervision from education experts in nursing. Students learn and demonstrate growing competency with knowledge and skills essential to the clinical nurse educator. This course includes 108 hours of practicum experience in an academic or healthcare setting.

SP

Prerequisite(s): NRS652

### **NRS 665 - (I - IX) Scholarly Synthesis**

1 Hour(s)

As a culminating experience, this scholarly project provides the student with the opportunity to complete a synthesis component of their graduate education. The student will complete one of the following scholarly activities under the guidance of a faculty advisor: research project,

evaluation project, evidence-based practice protocol, educational project, or grant application.

Grading: Pass/fail.

SP

Prerequisite(s): NRS652

Corequisite: NRS660

## **Occupational Therapy**

### **OTH 500 - Overview of Occupational Therapy Practice**

2 Hour(s)

This course introduces students to the concept of occupation, the potential supports and barriers to participation and engagement in occupation, and how this links to life meaning and sense of self. An overview of the areas of practice of occupational therapy, including a review of the history of the profession, values, and philosophy of occupational therapy practice, guidelines, and essential documents of the profession is presented.

FA

Prerequisite(s): Good standing in the OT Program.

### **OTH 501 - Medical Humanities I**

2 Hour(s)

This course explores people as complex beings existing in a web of socio-cultural interactions. This course considers and discusses how the patient is situated within his or her own society and culture, how issues such as class and gender might affect his or her access and response to health care, and a variety of other factors. The course examines historical, philosophical and ethical issues and their impact on patient access to health care and personal biases involved in the delivery of healthcare.

FA

Prerequisite(s): Good standing in the OT Program.

### **OTH 502 - Human Anatomy**

4 Hour(s)

The emphasis of this course is on a functional understanding of the location and interrelationship



of the body's structures. The anatomical basis for human occupation will be examined and applied through the integration of structure and function in content areas most pertinent to the practice of OT and with emphasis on occupational performance.

FA

Prerequisite(s): Good standing in the OT Program.

### **OTH 503 - Human Physiology**

4 Hour(s)

This course explores fundamental concepts related to the normal function of the human body are presented. Basic pathophysiological concepts are also introduced. This course includes the study of body systems using the incorporation of experimental design, data analysis, computer simulations, case studies and discussion/presentation of primary literature.

FA

Prerequisite(s): Good standing in the OT Program.

### **OTH 504 - Medical Humanities II**

2 Hour(s)

This course explores people as complex beings existing in a web of socio-cultural interactions. In order to provide the best care possible this course focuses on the socio-cultural, lifestyle choices and diversity issues impacting patient access to health care and the means through which health care is provided to a diverse population.

SP

Prerequisite(s): Good standing in the OT Program.

### **OTH 505 - Professional Writing**

2 Hour(s)

OTH505 is a class designed to prepare students to become effective communicators in professional practice. Students will learn the skills that promote effective communication in any professional context and adapt these techniques to meet the demands of various audiences in the contemporary workplace. This course will introduce principles of effective writing and promote strategies for both improving and streamlining the writing process. Issues specific to professional writing will be considered. One important component of the course is to advance students'

"socialization" in the field, that is, to advance the understanding of the norms for personal communication. This process will be facilitated with a careful survey of reading and writing strategies specific to scientific discourse. Students will then adapt the strategies explored to a variety of audiences. Being able to communicate ideas clearly in many contexts (from conferences to correspondence with colleagues to meetings with clients) will be central to students' professional success.

FA

Prerequisite(s): Admission to the MOT program.

### **OTH 510 - Neuroscience Foundations for Occupational Therapy Practice**

4 Hour(s)

Anatomy and physiology of the central nervous system will be presented. The relationship of the nervous system to development, learning, memory, emotions, sensation, perception, health, neuropsychological diseases and disorders will be emphasized. Laboratory experiences will apply course content to clinical examination procedures of the motor, sensory, cognitive and behavioral systems as performed by an occupational therapist.

SP

Prerequisite(s): Good standing in the OT Program.

### **OTH 515 - Biomechanics, Human Movement and Occupational Performance**

3 Hour(s)

Basics of biomechanics of movement, analysis of movement and kinesiology are analyzed to discern the impact on functional human performance. Analysis of movement is explored as it relates activity analysis and occupational performance. Range of motion and manual muscle testing will be taught.

SP

Prerequisite(s): Good standing in the OT Program.

### **OTH 520 - Occupations across the Life Span**

3 Hour(s)

Overview of human development across the life span from perspective of occupational performance in activities of self-care, work/education (productivity), play/leisure, and rest/sleep

is included. Typical and atypical developmental patterns will be discussed and their effect on performance of healthy occupations. Activity analysis and its importance to the occupational therapy process will be explored.

SP

Prerequisite(s): Good standing in the OT Program.

### **OTH 521 - Introduction to Level I Fieldwork**

2 Hour(s)

The first clinical experience focuses on learning professional behaviors and the introduction of OT practice, patients and clients with disabilities. Opportunities will be provided for students to interview clients, compile occupational profiles, practice evaluating range of motion and manual muscle testing.

SP

Prerequisite(s): Good standing in the OT Program.

### **OTH 530 - Theories and Models of Occupational Therapy**

3 Hour(s)

The theories, models and frames of reference that guide occupational therapy practice are presented and discussed. Emphasis will be on integration of these theoretical perspectives into practice.

SP

Prerequisite(s): Good standing in the OT Program.

### **OTH 531 - Level I Fieldwork**

2 Hour(s)

This practicum experience focuses on the psychosocial aspects of physical and developmental disabilities. Opportunities will be provided for students to interact with patients/clients, interview and compile occupational profiles, and provide activities/groups that will promote appropriate interaction, and emotional well-being.

SU

Prerequisite(s): Good standing in the OT Program.

## **OTH 550 - Evaluation and Assessment in Occupational Therapy**

3 Hour(s)

An overview of evaluation processes in occupational therapy including psychometrics (tests and measurement theories, methods, statistics) observation, interviewing, standardized assessment tools, assessment administration and assessment interpretation is provided.

SU

Prerequisite(s): Good standing in the OT Program.

## **OTH 555 - Clinical Conditions Affecting Occupational Performance**

3 Hour(s)

An overview of medical conditions that will provide an understanding of the diagnosis and the basis for treatment of common developmental, physical, musculoskeletal, psychological and neurological disorders encountered during occupational therapy practice is presented.

SU

Prerequisite(s): Good standing in the OT Program.

## **OTH 560 - Psychosocial Function and Group Performance**

3 Hour(s)

Theories and practices of effective interpersonal communication, and use of groups and group processes for therapeutic interventions are presented. Topics will include therapeutic use of self (self-awareness), didactic and group theories and interactions, and their application in occupational therapy practice.

SU

Prerequisite(s): Good standing in the OT Program.

## **OTH 565 - Interventions in Physical Dysfunction**

6 Hour(s)

Theories and intervention strategies related to treatment of adults with physical dysfunction. Focus will be on the application of neurophysiological principles, sensorimotor learning and performance, and specific intervention strategies. This includes strength, endurance, neuromotor

and neurosensory strategies. Mobility equipment, adaptive equipment, splinting techniques and ergonomics will be covered.

SU

Prerequisite(s): Good standing in the OT Program.

### **OTH 601 - Medical Humanities III**

1 Hour(s)

This is the culminating course in the Medical Humanities sequence. This course is held in a colloquium style allowing for critical analysis and evaluation of the impact of society and culture has on health care practices. Students reflect on their experiences in clinical practice as related to the socioeconomic status, culture, age, gender and lifestyle choices of the patients they have encountered. An evaluation of healthcare systems response to patient diversity issues occurs with a culminating recommendation for best practice for an identified unique population.

FA

Prerequisite(s): Good standing in the OT Program.

### **OTH 610 - Management and Supervision**

3 Hour(s)

This course examines general principles of administration, management, and leadership. Program design, funding, and implementation will be presented. Staffing patterns, quality assurance, reimbursement, contractual issues, program development, and reimbursement issues are discussed as they relate to management in healthcare. Effects of systems and legislative and social issues on practice will be explored.

FA

Prerequisite(s): Good standing in the OT Program.

### **OTH 621 - Advanced Level I Fieldwork**

2 Hour(s)

This practicum experience focuses on the provision of occupational therapy within a traditional clinical setting under supervision. Opportunities will be provided for students provide evaluations and interventions appropriate to the setting and patient needs. Experiences will vary based on setting.

FA

Prerequisite(s): Good standing in the OT Program.

### **OTH 650 - Research I - Evidence Based Practice**

4 Hour(s)

All phases of the research process will be presented. Focus will be on quantitative research & qualitative inquiry as the foundation for professional evidence. Research as the basis of critical inquiry and evidenced-based practice in occupational therapy are introduced. Students access and analyze a variety of health care and occupational therapy literature.

FA

Prerequisite(s): Good standing in the OT Program.

### **OTH 651 - Research II**

2 Hour(s)

Focus will be on developing and carrying out a pilot study or single case study, based on experiences in Level II FW. Faculty serve as mentors to guide students through the formulation of their projects, design and review the pilot study or single case study, and write up and oral presentation of the report. Projects may be done on as an individual or small group.

Prerequisite(s): Good standing in the OT Program.

### **OTH 665 - Interventions in Pediatric and Developmental Dysfunction**

6 Hour(s)

This course examines the neuromotor and neurosensory intervention strategies in occupational therapy for pediatric and developmentally populations. Focus will be on the application of neurophysiological principles, sensorimotor learning and performance, and specific intervention strategies as related to the infant through adolescent stages, and those with developmental disabilities. Developmental and motor learning theories and approaches to evaluation and treatment will also be discussed.

FA

Prerequisite(s): Good standing in the OT Program.

## **OTH 670 - Fieldwork II - Clinical Internship I**

10 Hour(s)

This is the first full-time 12-week clinical experience under the supervision of an occupational therapist. Students will achieve competence in basic entry-level occupational therapy skills including evaluation, goal setting, intervention planning and implementation, discharge planning, and termination of services. This may take place in a variety of clinical or community settings.

SP

Prerequisite(s): Good standing in the OT Program.

## **OTH 680 - Fieldwork II - Clinical Internship II**

10 Hour(s)

This is the second full-time 12-week clinical experience under the supervision of an occupational therapist. Students will achieve competence in basic entry-level occupational therapy skills including evaluation, goal setting, intervention planning and implementation, discharge planning, and termination of services. This may take place in a variety of clinical or community settings. During this terminal clinical affiliation, students are expected to complete a final capstone project synthesizing information from OTH 601 - Medical Humanities III and OTH 651 - Research II, which reflects the synthesis of knowledge, reflective practice, and skills developed during the program. This provides students the opportunity to illustrate their achievement and mastery of student learning outcomes.

SU

Prerequisite(s): Good standing in the OT Program.

## **Physician Assistant**

### **PHA 500 - Human Gross Anatomy**

6 Hour(s)

This course presents a comprehensive consideration of the human anatomy including both neuromusculoskeletal components and internal organ systems. Systems include musculoskeletal, neurological, genitourinary, gastrointestinal, skeletal, and cardiopulmonary. Biomechanical function, topographic and radiographic correlations, and clinical applications are emphasized. An in-depth understanding of the gross anatomy of the human body is obtained through lecture, audiovisual, computer and gross cadaver dissection.

This is a lecture / laboratory course.

SU

Prerequisite(s): Admission to the Physician Assistant Program

### **PHA 501 - Medical Physiology**

4 Hour(s)

This course is an advanced study of the physiology of human organ systems focusing on blood and circulation, muscular, neuronal and sensory systems, renal and respiratory systems, digestion, metabolism, reproduction, and their control by the endocrine and central nervous systems that provide the basis for understanding disease and pharmacotherapeutic mechanisms.

SU

Prerequisite(s): Admission to the Physician Assistant Program

### **PHA 502 - Patient Assessment-History and Physical Exam**

4 Hour(s)

The course provides students with instruction in patient assessment and management including techniques for interviewing and eliciting a medical history, performing of a basic physical examination, and documenting patient data. At the conclusion of the course, the student is expected to be competent in eliciting a complete medical history and physical exam, appropriately documenting the exam including all positive and negative findings. Medical terminology is reviewed throughout the course. The elements of a comprehensive medical history and physical examination are presented and students practice these techniques in PHA 510.

This is a lecture / laboratory course.

SU

Prerequisite(s): Admission to the Physician Assistant Program

### **PHA 503 - Intro to Physician Assistant Profession**

1 Hour(s)

The course explores the factors affecting the development of the profession and the role of the physician assistant in today's healthcare system. Credentialing, policies, regulations governing the scope of practice, and professional organizations for physician assistants are explored. The



course also examines quality assurance and risk management, legal issues, practice statutes, and rules regulating physician assistant practice in Wisconsin. Issues of professionalism, physician/physician assistant relationships, and ethical decision-making are introduced.

SU

Prerequisite(s): Admission to the Physician Assistant Program

### **PHA 504 - Intro to Clinical Medicine**

2 Hour(s)

This course is an introduction to clinical medicine with focus on preventive medicine, screening guidelines and treatment protocols throughout the lifecycle. Emphasis is on disease prevention with attention given to the unique needs of diverse and underserved patient populations. Clinical genetics and immunogenetics are introduced linking current research to practical clinical medicine in advancing the understanding of the molecular basis of genetic concepts to practical clinical application. Introduction to oncology, its clinical presentation, diagnostics, and therapeutics, as well the role of preventive medicine in cancer, is addressed incorporating basic knowledge of gene expression and genetic patterns.

SU

Prerequisite(s): Admission to the Physician Assistant Program

### **PHA 505 - Clinical Medicine I**

5 Hour(s)

This course integrates the pathophysiology, clinical diagnosis, and management of a spectrum of disorders in the comprehensive presentation of the various disease processes commonly encountered in primary care across the spectrum of clinical medicine. Clinical Medicine I employs a system-oriented, problem based approach. Clinical information is presented in conjunction with appropriate, correlative lectures pharmacology, radiology, laboratory diagnostics, and nutrition. Organ systems covered in Clinical Medicine I include: Dermatology, Cardiology, Pulmonary Medicine, Hematology/Oncology, and Gastrointestinal Medicine.

FA

Prerequisite(s): Successful completion of all courses in the summer term.

### **PHA 506 - Clinical Medicine II**

5 Hour(s)

This course integrates the pathophysiology, clinical diagnosis, and management of a spectrum of disorders in the comprehensive presentation of the various disease processes commonly encountered in primary care across the spectrum of clinical medicine. Clinical Medicine II employs a system-oriented, problem based approach. Clinical information is presented in conjunction with appropriate, correlative lectures pharmacology, radiology, laboratory diagnostics, and nutrition. Organ systems covered in Clinical Medicine II include: Musculoskeletal System, Infectious Disease, Endocrinology, Nephrology/Genitourinary System, HENT/Neurology.

SP

Prerequisite(s): Successful completion of all courses in the winter term.

### **PHA 507 - Pharmacotherapy and Pathophysiology I**

4 Hour(s)

Therapeutic and drug product selection including issues of efficacy, potential toxicities, side effects, compliance, monitoring parameters, drug interactions, contraindications and cost will be studied. Pathophysiology will be presented as it relates to disease states and the therapeutic mechanisms of treatment. The student will develop a rational approach to the selection of medications to be prescribed, and studies of medications used in the treatment of acute and chronic illnesses across the lifespan. Pharmacotherapy and Pathophysiology I runs concurrently with Clinical Medicine I and focuses on the therapeutics associated with disease states presented in Clinical Medicine. Some information will be presented in a case study format using patient scenarios to develop clinical pharmacology knowledge.

FA

Prerequisite(s): Successful completion of all courses in the summer term.

### **PHA 508 - Pharmacotherapy and Pathophysiology II**

4 Hour(s)

Therapeutic and drug product selection including issues of efficacy, potential toxicities, side effects, compliance, monitoring parameters, drug interactions, contraindications and cost will be studied. Pathophysiology will be presented as it relates to disease states and therapeutic mechanisms of treatment. The student will develop a rational approach to the selection of medications to be prescribed, and studies of medications used in the treatment of acute and chronic illnesses across the lifespan. Pharmacotherapy and Pathophysiology II runs concurrently

with Clinical Medicine II and focuses on the therapeutics associated with disease states presented in Clinical Medicine II. In addition, this course presents a review of the principles of pharmacology and examines legal and professional issues in prescribing.

SP

Prerequisite(s): Successful completion of all courses in the winter term.

### **PHA 509 - Clinical Diagnostics I**

2 Hour(s)

This course is an introduction to radiologic imaging, clinical laboratory medicine, and ECG and cardiac diagnostics. The ability to select, perform, and interpret the results of basic clinical laboratory procedures is essential to the physician assistant's role and responsibilities in ordering and performing diagnostic tests and analyzing a data base to aid in formulating a preliminary diagnosis and management plan. Students emerge with an understanding of the indications for various modalities and significance of abnormal results. Diagnostics associated with the particular systems covered in Clinical Medicine I are discussed.

FA

Prerequisite(s): Successful completion of all courses in the summer term.

### **PHA 510 - Clinical Diagnostics II**

2 Hour(s)

This course expands the student's medical, clinical and diagnostic skills. The principles, indications, interpretation, complications of, and contraindications to labs, diagnostics and imaging studies are discussed in a systems-based approach. This course runs concurrently with systems being covered in Clinical Medicine II.

SP

Prerequisite(s): Successful completion of all courses in the winter term.

### **PHA 511 - Behavioral Medicine**

2 Hour(s)

This course provides instruction in psychological development across the lifespan. Concepts in counseling and patient education skills necessary to help patients and families cope with injury and illness, adhere to prescribed treatment plans, modify behaviors to more helpful patterns are

presented. This course also explores principles of violence and substance abuse, elder and child abuse including identification and prevention. This course provides instruction in the important aspects of patient care including preventive, acute, and chronic rehabilitative and end of life care. Psychological issues involved in each aspect of care such as response to illness, injury, end of life, and stress are presented.

FA

Prerequisite(s): Successful completion of all courses in the summer term.

### **PHA 512 - Healthcare Systems, Health Policy and Administration**

1 Hour(s)

This course gives students a foundation in healthcare system knowledge. Students are oriented to basic components of the United States healthcare system. Issues and questions are presented and discussed in relation to their impact on citizens as well as practicing physician assistants. Topics include the historical underpinnings of health-care policy, the healthcare system, hospitals, ambulatory care, quality assurance and risk management in clinical practice, education, personnel, financing, insurance, managed care, mental health care, long term care, and other contemporary health care issues. Students evaluate, present, and debate pertinent issues presented in readings and lectures. The influence of culture on health care will be discussed. The relationship of socioeconomic status on healthcare will be explored.

WN

Prerequisite(s): Successful completion of all courses in the fall term.

### **PHA 513 - Evidence Based Medicine and Research**

1 Hour(s)

This course presents a review of basic statistics and its application to evidence-based theory as it pertains to epidemiology, public health, and the practice of clinical medicine. Modules in accessing computer based medically oriented information and medical data bases are presented. The course emphasizes the use of literature to validate and improve the practice of clinical medicine. Students identify, review, and critique published literature relevant to clinical settings. Students learn to use medical literature as a tool in clinical decision-making.

SU

Prerequisite(s): Successful completion of all courses in the spring term.

### **PHA 514 - Medical Ethics**

2 Hour(s)

This course examines prominent ethical issues in healthcare delivery. Students engage in discussion of ethical dilemmas relevant to clinical practice and the unique relationship of the physician and physician assistant.

WN

Prerequisite(s): Successful completion of all courses in the fall term.

### **PHA 515 - Clinical Procedures**

1 Hour(s)

The course provides the student with an overview of common clinical procedural skills and their indications, limitations, benefits and potential risks. Students perform clinical procedures that will be emphasized in the clinical phase of their education with an emphasis placed on aseptic technique, appropriate indications and contraindications, patient safety, and patient comfort.

This is a lecture / laboratory course.

May

Prerequisite(s): Successful completion of all courses in the spring term.

### **PHA 516 - Emergency Medicine**

4 Hour(s)

This course provides a comprehensive introduction to diagnosis and treatment of common and life-threatening patient presentations in the Emergency Department.

This is a lecture / laboratory course.

Sp

Prerequisite(s): Successful completion of all courses in the winter term.

### **PHA 517 - Pediatrics**

2 Hour(s)

This course is an introductory pediatrics course which covers well child care, preventive pediatric medicine and the common problems encountered in the pediatric patient. The course employs a system-oriented, problem-based approach. Included in this course is a laboratory for students to practice physical exam on a pediatric patient.

FA

Prerequisite(s): Successful completion of all courses in the summer term.

### **PHA 518 - Geriatrics**

1 Hour(s)

This course is an introduction into the biological aspects of aging, latency of disease, clinical geriatric syndromes, atypical disease presentations, drug prescribing and long term care of the elderly. An understanding of the special considerations and knowledge needed for clinical assessment and management of this special patient population is developed. Physical examination of the geriatric patient will take place as a practicum experience utilizing standardized patients.

WN

Prerequisite(s): Successful completion of all courses in the fall term.

### **PHA 519 - OB/Gyn**

3 Hour(s)

This course presents the fundamentals of gynecology, pathophysiology, screening and diagnosis of gynecological cancers; management of women's health problems, antenatal and postnatal care, recognition and management of complications of pregnancy, and basic management of normal/abnormal labor and delivery, and gynecological problems encountered in primary care. The pelvic exam will be taught utilizing teaching associates during the semester.

This is a lecture/laboratory course.

FA

Prerequisite(s): Successful completion of all courses in the summer term.

### **PHA 520 - Surgery**

3 Hour(s)

An introduction to the role of the physician assistant in surgery and surgical procedures commonly performed. The course employs a system-oriented, problem-based approach and clinical information is presented in conjunction with appropriate, correlative lectures in anatomy, physiology, pharmacology, pathology, radiology, laboratory diagnostics, and nutrition.

This is a lecture/laboratory course.

SP

Prerequisite(s): Successful completion of all courses in the winter term.

### **PHA 521 - Clinical Decision Making I**

2 Hour(s)

This course is designed to expand the student's medical knowledge base and facilitate critical thinking and clinical diagnostic skills. The student will develop differential diagnoses and order and interpret appropriate laboratory and imaging studies. Finally, students will demonstrate the ability to succinctly present a working diagnosis, treatment plan, and prognosis.

This is a lecture/laboratory course.

FA

Prerequisite(s): Successful completion of all courses in the summer term.

### **PHA 522 - Clinical Decision Making II**

2 Hour(s)

This course brings together the knowledge and skills developed previously so that the student can perform a comprehensive history and physical examination with complex patient cases. Critical thinking is an integral part of performing the examination through the development of a differential diagnosis and appropriate diagnostic strategies. Content includes presentation of behavioral and social concepts in medicine including personality development, normative responses to stress, psychosomatic manifestations of illness, sexuality, basic counseling skills, and emotional problems of daily living.

This is a lecture/laboratory course.

SP

Prerequisite(s): Successful completion of all courses in the winter term.

### **PHA 522L - Clinical Decision Making II Laboratory**

0 Hour(s)

Laboratory component for PHA 522.

### **PHA 523 - Foundations of Cultural Competence and Health Disparities I**

1 Hour(s)

This course is a 1-credit semester course intended to build upon basic interviewing skills that are introduced in PHA 502. It will consist of a series of patient encounters, classroom discussions and readings relevant to working constructively with problems in clinician/patient communications. Common types of difficult patient interactions will be addressed. Self-awareness is emphasized as the basis upon which clinicians develop an enhanced capacity for empathic listening and responsiveness. This course helps students to develop the competencies necessary for current and evolving clinical practice in a variety of practice settings with focuses on primary care, disease prevention, health promotion, and cultural competence with an emphasis on Hispanic health care.

Prerequisite(s): Admission to the Physician Assistant Program

### **PHA 524 - Foundations of Cultural Competence and Health Disparities II**

1 Hour(s)

Consistent with the Mission Statement, Goals, and Objectives, Practicum II provides Master of Science in Physician Assistant Studies students with practice-based, hands-on skills and experience which parallel didactic instruction during the semester. This course helps students to develop the competencies necessary for current and evolving clinical practice in a variety of practice settings with focuses on primary care, disease prevention, health promotion, and cultural competence with an emphasis on Hispanic health care.

Prerequisite(s): Successful completion of all courses in the summer term.

### **PHA 525 - Foundations of Cultural Competence and Health Disparities III**

1 Hour(s)

Consistent with the Mission Statement, Goals, and Objectives, Practicum III provides Master of Science in Physician Assistant Studies students with practice-based, hands on skills and experience which parallel didactic instruction during the semester. This course helps students to develop the competencies necessary for current and evolving clinical practice in a variety of practice settings with focuses on primary care, disease prevention, health promotion, and cultural competence with an emphasis on Hispanic health care.

SP

Prerequisite(s): Successful completion of all courses in the winter term.



## **PHA 620 - Emergency Medicine Supervised Clinical Practice**

8 Hour(s)

The student is introduced to triage and stabilization of patients with life threatening conditions and procedures performed in the emergency medicine department. Emphasis is placed on skills required to perform and document a problem oriented history and physical, formulate a differential diagnosis, order and interpret the tests necessary to confirm or rule out a primary diagnosis, and give appropriate patient education. The student will learn strategies for interacting with patients and families in various levels of stress.

8 weeks

Prerequisite(s): Successful completion of year-1 courses.

## **PHA 621 - Family Medicine Supervised Clinical Practice**

8 Hour(s)

The student will evaluate, document, diagnose, and treat problems common in primary care/family medicine. The student will demonstrate proficiency in office procedures commonly performed in a family medicine office.

8 weeks

Prerequisite(s): Successful completion of year-1 courses.

## **PHA 622 - General Internal Medicine Supervised Clinical Practice**

8 Hour(s)

The student will perform in-depth evaluation and ongoing treatment of patients with complex problems and/or chronic illness. The student will evaluate and manage the effects of chronic disease on multiple body systems and perform or assist in procedures commonly done in internal medicine.

8 weeks

Prerequisite(s): Successful completion of year-1 courses.

## **PHA 623 - General Surgery Supervised Clinical Practice**

8 Hour(s)

The student will evaluate and manage patients with a variety of surgical problems. The student will develop an understanding of the role of the surgeon, anesthesiologist, assistant surgeon, circulating nurse, scrub nurse, scrub tech, recovery room nurse, and the surgery floor nurses, aides, and techs in the care of the surgical patient.

8 weeks

Prerequisite(s): Successful completion of year-1 courses.

### **PHA 625 - Pediatrics Supervised Clinical Practice**

4 Hour(s)

The student will provide care to the neonate through adolescent in outpatient and inpatient settings. The student will perform evaluation of the healthy pediatric patient and recognize, evaluate and treat the common illnesses and problems experienced by the neonate, infant, small child and adolescent to age 18 years. The student will identify and manage problems in growth and development of these age groups and recognize and manage pediatric emergencies.

4 weeks

Prerequisite(s): Successful completion of year-1 courses.

### **PHA 626 - Women's Health and Prenatal Care Supervised Clinical Practice**

4 Hour(s)

The student will provide care to female patients in the areas of women's health, prenatal care, and disease processes of the reproductive system. The student will evaluate, manage, and educate female patients regarding annual exams, birth control, infertility, menstruation, sexuality, pregnancy, pre- and postnatal care, menopause, and relationships.

4 weeks

Prerequisite(s): Successful completion of year-1 courses.

### **PHA 627 - Behavioral Medicine Supervised Practice**

4 Hour(s)

The student will evaluate and manage patients with a variety of psychiatric problems. The student will develop an understanding of the role of psychiatrists, psychologists, social workers and nurses in the care of the psychiatric patient. Students will administer selected psychoactive pharmaceuticals. The student will perform a psychiatric interview and mental status

examination and make referrals for specialized psychiatric treatment.

4 weeks

Prerequisite(s): Successful completion of year-1 courses.

### **PHA 628 - Elective Supervised Clinical Practice**

4 Hour(s)

The student will select an elective clinical rotation, including but not limited to primary care, nephrology, interventional radiology, orthopedics, oncology, dermatology, or international medicine.

4 weeks

Prerequisite(s): Successful completion of year-1 courses.

### **PHA 630 - Capstone**

4 Hour(s)

This is a program-long project requirement. Student medical investigation is interwoven throughout the curriculum and the project is completed during year-2. The student will either present a detailed case presentation utilizing the medical literature to provide evidence based discussion of the management and plan or will use the medical literature to answer a case-related medical question or controversy using an evidence-based investigational approach. The student will complete a scholarly paper and present findings as an oral presentation at Celebrate Carroll in April of year-2. The student is encouraged to submit their respective project for presentation at the American Academy of Physician Assistant annual CME conference, in May of year-2. Successful completion of the Capstone requires satisfactory completion of the summative OSCE, comprehensive written examination and capstone project.

Prerequisite(s): Successful completion of year-1 courses.

## **Physical Therapy**

### **PTH 5401 - Statistical and Research Methods**

3 Hour(s)

This course introduces evidence-based practice and the theory and practice of research. The components and processes of statistical methodology and quantitative and qualitative research

designs are emphasized. Learners access a variety of literature sources to develop a research question, proposes methods, and expected clinical outcomes, which are defended orally and evaluated by peers and faculty.

FA

### **PTH 5404 - Biomechanics**

2 Hour(s)

This course integrates anatomy with mechanical principles to study and understand the causes and effects of forces acting on and produced by biological systems. Connective tissue properties and their relation to function and adaptation are discussed. The interactions of skeletal muscle, tendon, and general properties of human joints are analyzed in the context of normal human movement.

FA

### **PTH 5404L - Biomechanics Lab**

0 Hour(s)

Laboratory component.

### **PTH 5406 - Exercise Physiology**

2 Hour(s)

This course provides fundamental knowledge about the adaptability of human physiological systems in meeting a range of exercise demands. Areas covered include nutrition; energy transfer during rest and exercise; function of the cardiovascular, respiratory, and skeletal muscle systems including energy delivery & utilization and exercise performance; acute and chronic physiologic and performance effects of exercise; exercise prescription for healthy adults; and body composition/weight management. Research evidence regarding how exercise and physical activity impact health, performance, and disease is included.

FA

**PTH 5412 - Tests & Measures**

3 Hour(s)

This course emphasizes the clinical test and measure skills needed during patient/client examination. This course strongly emphasizes laboratory experiences where skills are practiced and content is applied to clinical examination procedures of multiple body systems.

SP

**PTH 5412L - Tests & Measures Lab**

0 Hour(s)

Laboratory component.

**PTH 5413 - Clinical Anatomy**

3 Hour(s)

This course includes a comprehensive study of histology and gross anatomy. For content delivery, a regional approach will be utilized, but all major systems will be covered. Systems include musculoskeletal, neurological, cardiovascular, pulmonary, gastrointestinal, and genitourinary. Emphasis will be placed on clinical application. An overview of topographic and radiologic correlations will also be provided. Understanding of anatomy content will be obtained via lecture, gross anatomy lab, and independent reading.

FA

**PTH 5413L - Clinical Anatomy Lab**

0 Hour(s)

Laboratory component.

## **PTH 5414 - Advanced Kinesiology**

3 Hour(s)

This course applies biomechanical concepts to joint specific and whole-body kinesiology. Musculoskeletal structure and function as they relate to the production of normal human movement are explored using a variety of analysis techniques. Palpation clinical skills are introduced and practiced. The course integrates concepts of posture, balance, and human movement, including gait analysis.

SP

## **PTH 5414L - Advanced Kinesiology Lab**

3 Hour(s)

Laboratory component.

SP

## **PTH 5416 - Therapeutic Exercise**

4 Hour(s)

This course presents fundamental knowledge about prescription of exercise for the purpose of improving neuromusculoskeletal and cardiopulmonary impairments. Areas covered include exercises for improved muscle strength, endurance, range of motion, flexibility, aquatic exercise, aerobic exercise, PNF, and neural mobilization techniques. Information on exercise prescription parameters, communication, documentation, and safety related to therapeutic exercise treatment will be emphasized.

SP

## **PTH 5416L - Therapeutic Exercise Lab**

0 Hour(s)

Laboratory component.

### **PTH 6500 - Physical Agents**

3 Hour(s)

This course covers the physical, physiological, and therapeutic aspects of physical modalities used as adjunctive interventions in neuromusculoskeletal rehabilitation. This course is also concerned with the physical, biological, physiological and psychological rationale for utilizing therapeutic modalities. The course covers the theoretical and practical knowledge of specific modalities and the integration of these treatment procedures into an overall rehabilitation plan.

SU

### **PTH 6500L - Physical Agents Lab**

0 Hour(s)

Laboratory component.

### **PTH 6501 - Advanced Patient Management**

3 Hour(s)

This course emphasizes the systematic process of gathering patient data related to multi-system health conditions; critically evaluating the data; developing prognoses and diagnoses; making decisions related to effective use and progression of interventions; and analysis of outcomes for patient progression and discharge planning. Professional practice, patient/client management, and practice management expectations are integrated using a case-based format, organized in a manner consistent with the Guide to Physical Therapist Practice. Critical inquiry, reflection, clinical decision making and communication skills are progressed, and evidenced-based practice is emphasized.

SU

### **PTH 6503 - Inter-Professional Collaborative Practice**

1 Hour(s)

Students will apply the Integrative Competencies for Primary Care Professionals within the context of health promotion and wellness. Students will plan, deliver and evaluate health and wellness interventions and/or policies in the context of individual/community-centered care. Students will create programs and/or policies that are safe, timely, efficient, effective, equitable, outcome-based and evidence-based. Students will identify factors that impact individual/community health literacy and apply strategies to improve and manage clients with limited health literacy. Students will apply leadership practices that support collaborative practice and team effectiveness engaging health and other professionals in shared patient-centered and population-focused problem-solving.

SP

Prerequisite(s): Good standing in the Physical Therapy Program.

### **PTH 6506 - Motor Control**

4 Hour(s)

Current and emerging conceptual frameworks and approaches for assessing and retraining movement in individuals with movement disorders are analyzed in this course. Normal and abnormal postural control and movement disorders will be analyzed across gender, culture and the life span. Students will apply the patient/client management model to detect impairments, activity limitations and participation restrictions, and develop interventions used to address abnormal motor control. In this course students must integrate and apply prior knowledge and patient management skills developed thus far in the Entry-Level Doctor of Physical Therapy program. Management of specific central and peripheral nervous system pathology, including diagnosis, clinical course, and prognosis of neurological disorders will be explored in PTH 7606 and PTH 7635.

### **PTH 6507 - Orthopedics I**

4 Hour(s)

Orthopedics I presents information necessary to participate in the medical management of patients with primary musculoskeletal disorders and/or medical disorders that affect multiple systems or regions. Pathology, etiology, and epidemiology of specific disorders and discussion of clinical signs and symptoms, the interpretation of tests, and medical management discussed. Osteoporosis, arthritis, and connective diseases will be explored in depth from a physical therapy perspective, including examination, evaluation, assessment, and intervention. Labs allow students to apply skills, clinical reasoning for systems differential diagnosis based on the Cyriax soft tissue model, and soft tissue mobilization as an intervention.



SU

**PTH 6507L - Orthopedics I Lab**

0 Hour(s)

Laboratory component.

**PTH 6508 - General Medicine I**

4 Hour(s)

General Medicine I is the first course in a two semester sequence that applies the patient client management model to patients with medical or surgical conditions, specifically those which involve vascular, cardiac, pulmonary, and acute orthopedic disorders, in the acute and rehabilitation environments. A systems approach is taken to present physiological function and dysfunction from the acute to chronic disease state. The focus of the course is the pathology/disease process, typical manifestations, effects on patient function, and medical and physical therapy management. Clinical decision making skills utilize evidence based practice, and account for psychosocial, cultural, and cognitive aspects of patient care.

SP

**PTH 6509 - Introduction to Pharmacology**

2 Hour(s)

Introduction to Pharmacology will explore the pharmacological basis of therapeutics at a basic science level. The course will draw upon an integration of many disciplines including physiology, cell biology and chemistry to approach drug therapy as an integrative science. The course will focus on understanding basic pharmacological principles as they apply to mechanisms of action and physiological effects of medications. The goal of the course is to provide a direct understanding of basic pharmacology that will facilitate application of physical therapy to the whole patient.

FA

**PTH 6512 - Evidence into Practice**

1 Hour(s)

This course provides learners with opportunities to model the practice of evidence-based physical therapy. Emphasis is placed on critically analyzing and summarizing current literature in order to develop evidence-based clinical tools that can be used for diagnostic and treatment decisions. Advanced topics of clinical outcomes, translational research, and contribution to the evidence are introduced.

FA

Prerequisite(s): Satisfactory Entry-level Graduate Program in Physical Therapy Standing

### **PTH 6515 - Clinical Experience I**

4 Hour(s)

Students participate in a full time clinical experience for four weeks at clinical facilities affiliated with the Doctor of Physical Therapy Program. During the experience, students will actively engage in patient and practice management in a supervised environment. Student performance relative to the ability to integrate, evaluate and apply prior knowledge consistent with best care is assessed and documented.

Grading: S/U Grading.

FA

Prerequisite(s): Entry-Level Physical Therapy Program Standing.

### **PTH 6516 - Human Motor Learning**

2 Hour(s)

The basic principles and theories of motor learning will be studied. The neurological outcome, i.e., neuroplasticity resulting from motor learning will be analyzed. Motor learning applications to future physical therapy skills and practice will be made.

FA

Prerequisite(s): good standing in Doctor of Physical Therapy program.

### **PTH 6517 - Orthopedics II**

4 Hour(s)

PTH 517: Orthopedics II is focused on neuro-musculoskeletal pathology of the spine, pelvis, and

temporomandibularjoint (TMJ). Each regional unit will cover the pathoanatomy and pathokinesiology of common conditions. Evidence-based practice and clinical decision making will be applied to the patient/client management model to detect impairments, activity limitations and participation restrictions, and develop interventions specific musculoskeletal pathology. Lab sessions will emphasize the psychomotor aspects of examination and treatment using case-based approaches and skilled practice while incorporating appropriate clinical reasoning strategies.

SP

### **PTH 6521 - Integrated Clinical Experience I**

2 Hour(s)

Participation in this active learning experience provides students opportunities in a variety of settings to apply knowledge and skills learned in didactic coursework at a beginning level as a student physical therapist. Students integrate physical therapy skills and professional behaviors to promote health and wellness for patients/clients in the community. Basic critical thinking skills are applied as students work with community patient/client population. Reflection on experiences promotes self-assessment and professional growth at a beginning level. All practical experiences occur under the supervision of faculty in consultation with community partners and parallel previous and current didactic course work.

SU

Prerequisite(s): Entry-level Physical Therapy Program Standing.

### **PTH 6522 - Evidence Based Decision Making**

2 Hour(s)

This course provides learners with opportunities to collaborate with currently practicing clinicians in order to produce clinical resources that will provide best evidence and improve patient care. Learners teach clinicians how to use and revise these resources. Learners will also reflect on previous clinical experiences and decision making processes in context of best evidence and clinical reasoning models.

SP

### **PTH 6525 - Systems Development**

2 Hour(s)

The purpose of this course is to introduce typical development of the primary systems of motor, cardiopulmonary, integumentary, gastrointestinal and genitourinary, neurological, endocrine, cognitive, and social from embryo through system maturity.

SU

### **PTH 6526 - Gerontology for the Physical Therapist**

2 Hour(s)

This course provides an overview of the physical therapy management of the older adult and normal physiological aging. Included in the course will be demographics of aging, physiological changes during aging, contextual factors of this segment of the lifespan, and consideration of the aging process in the evaluation and treatment of this population.

FA

Prerequisite(s): Good standing in the Physical Therapy Program.

### **PTH 6530 - Professional Practice II**

2 Hour(s)

The concepts of professional practice and practice management expectations will be applied to the older adult using acute care and long term care services. Topics unique to the older adult population including identification of health care needs, the impact of health care policy, reimbursement, economic, legal and social issues will be explored. An emphasis on Medicare and Medicaid regulation, documentation, and reimbursement issues are examined in depth. Consultation and agencies appropriate to the older adult will be identified. Students analyze literature aimed at promoting evidenced based practice for the older adult population.

SP

Prerequisite(s): Entry-level Physical Therapy Program Standing.

### **PTH 6531 - Integrated Clinical Experience II**

2 Hour(s)

Participation in this active learning experience enables students to apply knowledge and skills learned in didactic coursework at an intermediate level as a student physical therapist. Student physical therapist develop, apply and integrate cognitive, psychomotor and professional behavior skills in the examination, evaluation and treatment of patients/clients. Critical thinking skills

develop as students work with patient/client populations with variable complexity in a variety of settings. Reflection on experiences promotes self-assessment and professional growth at an intermediate level. All practical experiences occur under the supervision of faculty in consultation with community partners and parallel previous and current didactic course work.

Prerequisite(s): Entry-Level Physical Therapy Program Standing.

### **PTH 6535 - Applied Human Behavior**

1 Hour(s)

The basic principles of human behavior will be identified and applied prior to Clinical Internship I. Specific applications will be made to the practice of physical therapy, education, behavior modification, and behavior dysfunction.

FA

### **PTH 6598 - Independent Study**

1-3 Hour(s)

This course involves independent study of selected areas of physical therapy under the supervision of a faculty member.

### **PTH 7606 - Neurological Disorders**

4 Hour(s)

The pathology, diagnosis, clinical manifestations, clinical course, and prognosis of neurological disorders are explored. Current and emerging conceptual frameworks and approaches for retraining movement in individuals with neurological disorders are analyzed. Instruments, tests, screens, and evaluations to detect impairments, activity limitations and participation restrictions, and therapeutic interventions used in the treatment of persons with neurological disorders are investigated. Students must also apply basic knowledge and patient management skills developed during earlier courses in the Entry-Level Graduate Program in Physical Therapy.

### **PTH 7607 - Orthopedics III**

3 Hour(s)

Orthopedics III is focused on neuromusculoskeletal pathology of the Upper and Lower

Extremities. Each regional unit will cover the pathoanatomy and pathokinesiology of common conditions. Evidence-based practice and clinical decision making will be applied to the patient/client management model to detect impairments, activity limitations and participation restrictions, and develop interventions specific musculoskeletal pathology. Lab sessions will emphasize the psychomotor aspects of examination and treatment using case-based approaches and skilled practice while incorporating appropriate clinical reasoning strategies.

FA

### **PTH 7608 - General Medicine II**

4 Hour(s)

General Medicine II covers physiology, pathology, evaluation, assessment, and treatment intervention for patients with a variety of medical conditions relevant to physical therapy. Specific evaluation and treatment interventions with respect to wound care and prosthetics will be discussed. The course structure is based on a review of pertinent physiologic systems, common pathologies, and comprehensive treatment of the involved patient. Instruments, tests, screens, and evaluations to detect impairments, activity limitations and participation restrictions, and therapeutic interventions used in the treatment of these disorders are investigated. Students must apply basic knowledge and patient management skills developed during earlier courses in the program.

FA

Prerequisite(s): Entry-Level Physical Therapy Program Standing.

### **PTH 7611 - Clinical Experience II**

12 Hour(s)

Students participate in a full-time internship for twelve weeks at clinical facilities affiliated with the Physical Therapy Program. During the internship, students integrate and apply prior knowledge to actively participate in patient management in a supervised environment. Learning is advanced and student performance is assessed.

Grading: (S/U grades)

SU

Prerequisite(s): Entry-Level Physical Physical Therapy Standing.

### **PTH 7615 - Clinical Experience III**

8 Hour(s)

Students participate in eight weeks of full-time terminal experience at clinical facilities affiliated with the Doctor of Physical Therapy Program. During the experience, students will actively engage in patient and practice management in a supervised environment. The student's ability to apply, integrate and evaluate the knowledge, skills and behaviors consistent with best care and autonomous practice that have been developed during (Year 1 and 2 of the Program) is assessed and documented.

SP

Prerequisite(s): Good standing in the Physical Therapy Program and successful completion of all prior Year 1, Year 2, and Year 3 academic and clinical course work. Must have proof of the required and current medical records/immunizations, CPR/First Aid, and background check as outlined in the Clinical Education Manual. Students must be registered for PTH 615 prior to going to the clinical site.

### **PTH 7616 - Clinical Experience IV**

8 Hour(s)

Students participate in eight weeks of full-time terminal experience at a clinical facility affiliated with the Doctor of Physical Therapy Program. During the experience, students will actively engage in patient and practice management in a supervised environment. The student's ability to apply, integrate and evaluate the knowledge, skills and behaviors consistent with best care and autonomous practice that have been developed during Year 1 and 2 of the Program is assessed and documented.

Prerequisite(s): Good standing in the Physical Therapy Program and successful completion of all prior Year 1, Year 2, and Year 3 academic and clinical course work and satisfactory completion of PTH 7615. Must have proof of the required and current medical records/immunizations, CPR/First Aid, and background check. As outlined in the clinical Education Manual. Students must be registered for PTH 616 prior to going to the clinical site.

### **PTH 7618 - Evidence Into Practice II**

1 Hour(s)

This course provides learners with opportunities to model the practice of evidence-based physical therapy. Students will work on critically analyzing and summarizing current literature in order to develop evidence-based clinical solutions for questions formulated based a specific patient seen in the clinic. The student will integrate evidence based practice with clinical

decision making (the exam, treatment and outcomes), while making sure to utilize all three pillars of EBP. Students will utilize a peer review process in developing their case study, and present the final case study either as a poster or presentation.

SP

Prerequisite(s): Good standing in the Physical Therapy Program.

### **PTH 7620 - Professional Practice III**

2 Hour(s)

The concepts of professional practice expectations and practice management expectations will be applied to contemporary physical therapy practice. Primary emphases include management science, finance, professional socialization, and legal aspects of practice. Specifically, organizational structure and behavior, negotiation theory, accounting and finance, marketing, human resource, quality and risk management principles, and the physical therapist as consultant are introduced and applied. Analysis of the current healthcare environment and the impact of health care policy and reimbursement on physical therapy are explored.

FA

Prerequisite(s): Entry-level Physical Therapy Program Standing.

### **PTH 7621 - Integrated Clinical Experience III**

2 Hour(s)

Participation in this active learning experience enables students to apply knowledge and skills learned in didactic coursework at an intermediate to entry-level student physical therapist. Students develop, apply and integrate cognitive, psychomotor and professional behavior skills in the examination, evaluation and treatment of clients with increasing independence. Critical thinking skills are refined as students work with patient/client population with variable complexity in a variety of settings. Reflection promotes independent self-assessment and professional growth as students prepare for entry-level practice. All practical experiences occur under the supervision of faculty in consultation with community partners and parallel previous and current didactic course work.

Prerequisite(s): Entry-Level Physical Therapy Program Standing.

### **PTH 7635 - Pediatric Care**



2 Hour(s)

Pediatric diagnosis, conditions and syndromes impacting typical development will be presented in this class. Physical Therapy examination, evaluation, interventions and outcomes related to atypical development will be identified and applied to various environmental/social contexts, cultures and lifespan.

FA

**PTH 7698 - Independent Study**

1-3 Hour(s)

This course involves independent study of selected areas of physical therapy under the supervision of a faculty member

## Financial Aid Information

Financial aid is available to graduate students who are enrolled at least on a half-time basis per semester, are degree seeking, and meet all other guidelines established by the University and the U.S. Department of Education. For financial aid purposes, half-time status is a minimum of three credit hours per semester and full-time status is a minimum of six credit hours per semester. Graduate students are only eligible to receive financial assistance in the form of loans, unless a scholarship or grant is received from an outside organization. Below is a brief description of the various loan programs for which a graduate student may be eligible and the application procedure.

### Application for Aid

The Free Application for Federal Student Aid (FAFSA) must be completed and sent to the federal processor. Students are encouraged to complete the FAFSA by February 1st for summer and Fall enrollment and October 1st for January enrollment. Carroll University's name and Title IV code (003838) must be listed on the FAFSA in order for the university to receive a copy of the results from the federal processor.

### Loans

Loans for which students enrolled at least half-time may qualify are:

**Federal Direct Unsubsidized Loan:** An unsubsidized loan is not awarded on the basis of financial need. Students who receive an unsubsidized loan are charged interest from the time the loan is disbursed until it is paid in full. Students do have the option to allow the interest to accumulate. In doing so, the interest will be added to the principal amount of the loan and additional interest will be based upon the higher amount. The annual maximum a student may borrow is \$20,500 and the aggregate maximum is \$138,500. The aggregate maximum includes all undergraduate and graduate loans. Funds are provided directly from the Federal Government. Applicants must complete a promissory note and complete entrance counseling in order to receive the funds.

Note: Information regarding interest rate, repayment and deferment options for the Federal Direct Unsubsidized Loan is available through the Financial Aid Office. This information is forwarded to eligible students with financial aid award notifications.

**Federal Graduate PLUS Loan:** A degree seeking graduate student who files the Free Application for Federal Student Aid (FAFSA) can apply for a Graduate PLUS loan. A Graduate PLUS loan is not awarded based on financial need. Applicants must complete a promissory note and complete entrance counseling to apply for the loan. Funds are provided directly from the Federal Government. Students will be approved/denied based on credit history (there is also the

option of having a co-signer on this loan). Students who borrow a graduate PLUS loan are charged interest from the time the loan is disbursed until it is paid in full. The annual amount available is based on the following formula: Cost of attendance minus other financial aid. Repayment on this loan begins 60 days following the second date of disbursement. There is a 10-year repayment period. Information regarding interest rate, repayment and deferment options for the Federal Graduate Plus Loan is available through the Financial Aid Office or on the University web site. This information will also be forwarded to eligible students with financial aid award notifications.

**Alternative Educational Loans:** If a student is in need of additional assistance after receiving the maximum Federal Unsubsidized Loan, he or she may be eligible to receive an alternative educational loan. In order to be eligible for an alternative educational loan, a student's cost of attendance (as determined by the Carroll University Financial Aid Office) must be greater than the combined amount of other financial assistance. If interested, you may contact the Financial Aid Office to find out more about the various alternative loans available.

Note: Students attending less than half-time may be eligible to borrow an Alternative Educational Loan. Please contact the Carroll University Financial Aid Office for additional information.

### Options for Attending Carroll

Students who wish to attend Carroll University as a graduate student may choose from several options per individual graduate program policy. Full-time - six credits or more per semester\*  
1/2-time - three to five credits per semester+ Less than 1/2-time - students who carry one or two credits per semester.

\*Some graduate programs require that students take 12 or more credits per semester. +Some graduate programs do not permit part-time enrollment.

## Tuition, Financial Aid, and Refund Policies

### About Financial Aid

Financial aid is available to graduate students who are enrolled at least on a half-time basis per semester, are degree seeking, and meet all other guidelines established by the University and the U.S. Department of Education. For financial aid purposes, half-time status is a minimum of three credit hours per semester and full-time status is a minimum of six credit hours per semester. Graduate students are only eligible to receive financial assistance in the form of loans, unless a scholarship or grant is received from an outside organization. Below is a brief description of the various loan programs for which a graduate student may be eligible and the application procedure.

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**Note:** Information regarding interest rate, repayment and deferment options for the Federal Direct Unsubsidized Loan is available through the Financial Aid Office. This information is forwarded to eligible students with financial aid award notifications.

**Federal Graduate PLUS Loan:** A degree seeking graduate student who files the Free Application for Federal Student Aid (FAFSA) can apply for a Graduate PLUS loan. A Graduate PLUS loan is not awarded based on financial need. Applicants must complete a promissory note

and complete entrance counseling to apply for the loan. Funds are provided directly from the Federal Government. Students will be approved/denied based on credit history (there is also the option of having a co-signer on this loan). Students who borrow a graduate PLUS loan are charged interest from the time the loan is disbursed until it is paid in full. The annual amount available is based on the following formula: Cost of attendance minus other financial aid. Repayment on this loan begins 60 days following the second date of disbursement. There is a 10-year repayment period. Information regarding interest rate, repayment and deferment options for the Federal Graduate Plus Loan is available through the Financial Aid Office or on the University web site. This information will also be forwarded to eligible students with financial aid award notifications.

**Alternative Educational Loans:** If a student is in need of additional assistance after receiving the maximum Federal Unsubsidized Loan, he or she may be eligible to receive an alternative educational loan. In order to be eligible for an alternative educational loan, a student's cost of attendance (as determined by the Carroll University Financial Aid Office) must be greater than the combined amount of other financial assistance. If interested, you may contact the Financial Aid Office to find out more about the various alternative loans available.

**Note:** Students attending less than half-time may be eligible to borrow an Alternative Educational Loan. Please contact the Carroll University Financial Aid Office for additional information.

### **Options for Attending Carroll**

Students who wish to attend Carroll University as a graduate student may choose from several options per individual graduate program policy. Full-time - six credits or more per semester\*  
1/2-time - three to five credits per semester+ Less than 1/2-time - students who carry one or two credits per semester.

\*Some graduate programs require that students take 12 or more credits per semester. +Some graduate programs do not permit part-time enrollment.

### **Tuition and Fees**

**Specific tuition and fees vary according to program. See specific graduate programs for detailed information.**

### **Graduate Tuition and Fees**

Master of Business Administration (MBA)	\$700.00 per credit
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Exercise Physiology	\$600.00 per credit
Exercise Physiology-Program Fee	\$650.00 per semester (fall, spring, and summer) (non-refundable)
Athletic Training Tuition	\$762.00 per credit
Athletic Training Program Fee	\$875.00
Education	\$580.00 per credit
Education credit for work experience	\$280.00 per credit
Education-Masters of Art in Teaching-cohort tuition (4 semesters)	\$18,448.00
Nursing	\$710.00 per credit
Nursing Program Fee	\$206.00 per semester
Physician Assistant - Year 1	\$43,884.00 per year
Physician Assistant - Year 2	\$36,750.00 per year
Physician Assistant Program Fee	\$1,500.00 per year
Physical Therapy Tuition	\$840.00 per credit
Physical Therapy Professional Phase Program Fee	\$600.00 per semester
Software Engineering	\$760.00 per credit
Auditing	\$230.00 per credit
OCICU online Software Engineering Courses	\$760.00 per credit

OCICU online Education Courses	\$580.00 per credit
Occupational Therapy Tuition	\$790.00 per credit
Occupational Therapy Program Fee	\$600.00 per semester
Professional Liability Insurance	\$20.00
Application Fee-Graduate (Occupational Therapy)	\$30.00
Application Fee-Graduate (Physical Therapy & Physician Assistant)	\$50.00
Completion Fee	\$160.00

### **BookCHARGE Purchase**

#### **Charge Textbooks and Supplies to your Student Account**

Students who wish to use BookCHARGE are required to sign the BookCHARGE Agreement Form.

BookCHARGE allows students to charge textbooks and supplies, including rental textbooks up to \$750.00 each semester, directly to their student account on the following terms and conditions. BookCHARGE is available, 30 business days prior to the start of the semester and ends 10 business days after the semester begins, to currently enrolled students who have a PiONEer Card and have no holds on their student account. Any fees you incur for not returning a rental textbook will be charged to the credit card on file with Barnes & Noble, and not your student account. You are allowed to charge books, and supplies to your student account up to \$750 per semester. Please be responsible about your purchases. Remember, your charges will be reflected on your student account and will be billed to you.

BookCHARGE purchases will be reflected on your student account on the next billing statement. As with other charges to your student account, unpaid bookstore charges might result in late fees, registration and transcript holds.

#### **Payment Methods/Procedures**

Payments can be made online through ePAY at my.carrollu.edu. Full and partial payments can be made any time before the due dates.

Acceptable forms of online payments include: Visa, MasterCard, American Express, Discover and eCheck. A convenience fee will be added when using a debit or credit card.

Payments will also be accepted through the mail and in person at the Carroll University Business Office. Acceptable methods of payment include cash or check. Debit and/or credit card payments on student account balances cannot be accepted at the business office cashiers window. No fee is assessed on electronic check or eCheck payments.

### **Payment Procedures**

Charges for tuition, fees, room and board are the obligation of the student upon registration and are due on the first day of the semester.

Due Dates are:

Summer Session I, 2020	May 6, 2020
Summer Session II, 2020	June 3, 2020
Summer Session III, 2020	July 16, 2020
Fall 2020	August 24, 2020
Winter 2021	January 4, 2021
Spring 2021	January 10, 2021
Summer Session I, 2021	May 5, 2021
Summer Session II, 2021	June 2, 2021
Summer Session III, 2021	July 15, 2021

A student may attend classes, take examinations and be entitled to the benefits of a fully registered student only when all charges have been paid or satisfactory financial arrangements have been approved by the Business Office.



Course and Fee statements will be available online at my.carrollu.edu. Sign in with your username and password, click on Student>Billing and Payment>View bill. Students can view changes in charges or financial aid made to their student account during the semester/session @ <https://my.carrollu.edu>. Sign in with your username and password, click on student, click on Billing and Payment. Under ePAY click on "View Balance". On your account page select click on "AchYily Details".

## **Late Fees**

### **Non-payment Plan Late Fees**

Late Fees in the amount of \$40.00 will be assessed monthly on any overdue balance (overdue balance: unpaid balance that is over 30 days old) of \$100.00 or greater.

### **Monthly Payment Plan (myPAYPLAN)**

Enrollment Fee: \$50.00 due upon enrollment - per semester (Non-Refundable)

A Late Fee of \$40.00 per month will be assessed if the scheduled monthly installment payment is not received by the due date.

Past due accounts occur when the payment terms on your account have not been met. The University has the right to take steps to collect the past due amounts including, but not limited to, the following: prohibiting the student from scheduling classes for the following semester; withholding course credits; academic transcripts, and diploma until the balance is paid; turning over the student's account to a collection agency; and taking legal action. By enrolling in a payment plan, the student authorizes the University to release financial information about his/her account to those concerned with collecting the balance owing. A collection agency acting on behalf of the University may contact students regarding any outstanding balance by means of an automated calling system or a pre-recorded message at any telephone number associated with the student's account including wireless telephone numbers.

## **Payment Options**

### **DUE DATES**

Summer I, 2020, May 6, 2020

Summer II, 2020 June 3, 2020

Summer III, 2020 July 16, 2020

Fall 2020 August 24, 2020

Winter 2021 January 4, 2021

Spring 2021 January 19, 2021

Summer I, 2021 May 5, 2021

Summer II, 2021 June 2, 2021

Summer III, 2021 July 15, 2021

## **PAYMENT OPTIONS**

### **Summer 2020, Winter 2021 and Summer 2021**

There are no payment plans available for the summer sessions or the winter session. Payment is due in full the first day of the session as noted above. For summer payment plan availability, please contact Judy at 262-524-7698 or [jedl@carrollu.edu](mailto:jedl@carrollu.edu).

### **Fall 2020**

1. Pay in full on or before the first day of the semester. **August 24, 2020**
2. Enroll (online) in a 4, 5 or 6 month payment plan agreement for Fall 2020. Students may enroll in a 4, 5 or 6 month payment plan agreement beginning June 22, 2020. A \$50.00 enrollment fee is due upon enrollment-per semester. (Non-Refundable). Be prepared, however, to pay past-due installment amounts as well a \$50.00 enrollment fee at the time of enrollment. If you enroll in a monthly payment plan after the scheduled billing date (scheduled billing date is the fifth day of July, August, September, October, November and December) the system will require payment of the \$50.00 enrollment fee, a payment for the month in which you are enrolling (even though the due date is not until the twentieth of the month) as well as any past-due installments. For example: On August 6, 2019 you decide that you would like to enroll in a six-month payment plan for the fall. The six-month plan runs from July through December. Upon enrollment, the system will require payment of the \$50.00 enrollment fee, the August scheduled installment and the past-due July scheduled installment.
  - 6 month plan: July through December
  - 5 month plan: August through December
  - 4 month plan: September through December

myPAYPLAN will automatically adjust for recalculations of tuition, fees, and other expenses and financial aid. Payment Plan arrangements run by semester.

3. Provide a letter of company sponsorship and/or third party billing to the Carroll University Business Office on or before the first day of the semester. This letter must confirm payment in full regardless of the student's performance in the course.

4. Provide a letter to the Carroll University Business Office, on or before the first day of the semester, from your employer verifying reimbursement. Student will be required to sign a payment agreement. Payment will be due in full by January 4, 2021. A monthly Late Fee of \$40.00 will be assessed if payment is not received by the due date. Please contact Judy for information regarding this option at 262-524-7698 or at jedl@carrollu.edu.

### **Spring 2021**

1. Pay in full on or before the first day of the semester. **January 10, 2021**
2. Enroll (online) in a 4, 5 or 6 month payment plan agreement for Spring 2021. Students may enroll in a 4, 5 or 6 month payment plan agreement beginning December 21, 2020. A \$50.00 enrollment fee is due upon enrollment-per semester. (Non-Refundable). Be prepared, however, to pay past due installment amounts as well as a \$50.00 enrollment fee at the time of enrollment. If you enroll in a monthly payment plan after the scheduled billing date (scheduled billing date is the fifth of January, February, March, April, May and June) the system will require payment of the \$50.00 enrollment fee, a payment for the month in which you are enrolling (even though the due date is not until the twentieth of the month) as well as any past-due installments. For example: On February 6, 2021 you decide to enroll in a six-month payment plan for the spring semester. The six month plan runs from January through June. Upon enrollment, the system will require payment of the \$50.00 enrollment fee, the February scheduled installment and the past due January scheduled installment.
  - o 6 month plan: January through June
  - o 5 month plan: February through June
  - o 4 month plan: February through May

myPAYPLAN will automatically adjust for recalculations of tuition, fees, and other expenses and financial aid. Payment Plan arrangements run by semester

3. Provide a letter of company sponsorship and/or third party billing to the Carroll University Business Office on or before the first day of the semester. This letter must confirm payment in full regardless of the student's performance in the course.
4. Provide a letter to the Carroll University Business Office, on or before the first day of the semester, from your employer verifying reimbursement. Student will be required to sign a payment agreement. Payment will be due in full by May 24, 2021. A monthly Late Fee of \$40.00 will be assessed if payment is not received by the due date. Please contact Judy for information regarding this option at 262-524-7698 or at jedl@carrollu.edu.

### **Refund Policies**

Full-time status is determined at the end of the first week of classes on the date indicated in the calendar as the last date to add classes. A full-time student who drops below 12 credits after this date will continue to be billed at full-time rates unless the student withdraws from the University.

A student withdrawing from the university should complete the official withdrawal form with the Office of Student Success. This form must be returned so that the university can calculate the refund, if any, of institutional charges and determine the amount of aid that may need to be refunded to the various sources.

If a recipient of Title IV aid unofficially withdraws from all classes without following the proper withdrawal procedure, Carroll University is required to determine the student's last date of academically related activity to calculate whether a portion of the student's federal financial aid must be returned to the federal government. The Financial Aid Office will use the last date of attendance reported by the professor(s) or will contact the student's professor(s) to determine the last date a student completed any academically related activity.

A student who withdraws from the university may be eligible for a refund. The amount of the refund is determined by the student's withdrawal date and the charges on the student's account. The refund is calculated using 2 formulas;

1. Carroll University's refund policy
2. Federal/State refund policy

A student who withdraws may be responsible for tuition, room and board, fees or other charges that had previously been paid by federal student aid. Refunds may be available for students with Title IV federal aid who withdraw from the University.

Students with federal aid who withdraw from the University will have their Title IV aid recalculated in accordance with guidelines established by the U.S. Department of Education derived from the October 7, 1998, Reauthorization of the Higher Education Act. "A school must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after it determines or should have determined that a student withdrew."

If a student withdraws after his/her aid was awarded, but prior to all aid having been disbursed, the unpaid aid will be included in the federal formula as aid that 'could have been disbursed'. If the refund calculation indicates that the student is still eligible for the undisbursed aid, the aid will be offered to the student via a post withdrawal disbursement, which will be sent to the student in a written statement.

The federal formula provides a return of the Title IV aid if the student received federal financial assistance in the form of a Pell Grant, Supplemental Education Opportunity Grant, TEACH Grant, Iraq Afghanistan Service Grant, Subsidized and Unsubsidized Stafford Loans or PLUS Loans and withdraws on or before completing 60% of the semester. The percentage of Title IV

aid earned is equal to the number of calendar days completed in the semester divided by the number of calendar days in the semester. Scheduled breaks of five or more days are excluded.

Pro-rated Title IV federal aid is returned to the respective federal programs in the following order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant Program
5. Federal SEOG Program
6. TEACH Grant Program
7. Iraq Afghanistan Service Grant
8. Any other assistance awarded to the student under programs authorized by Title IV HEA

For purposes of repayment, if funds are released to a student because of a credit balance on the student's account, then the student may be required to repay some of the federal grants released to the student. Until the repayment is resolved, the student is ineligible for further Title IV assistance. These refund policies are based upon the rules and regulations of the U.S. Department of Education and are subject to change. Worksheets used to determine the amount of refund or return of Title IV aid are available upon request at the Carroll University Financial Aid Office.

All scholarships, grants, and loans must be credited to a student account before a refund check will be issued.

No refund of tuition, fees, room or board will be made to students dismissed or suspended from the University for disciplinary or academic reasons. Refunds of study abroad program registration fees are subject to regulations available in the Office of International Education.

### **Fall 2020 and Spring 2021 Financial Aid Schedule**

Students who withdraw and have Carroll aid and/or aid other than Title IV will earn this aid according to the following schedule:

<b>Fall 2020 Withdraw on or before:</b>	<b>Percentage</b>	<b>Spring 2021 Withdraw on or before:</b>	<b>Percentage</b>
Sunday, August 23, 2020	0%	Sunday January 10, 2021	0%
14 days from the start of the semester	20%	14 days from the start of the semester	20%

15-21 days from the start of the semester	40%	15-21 days from the start of the semester	40%
22-28 days from the start of the semester	60%	22-28 days from the start of the semester	60%
29-35 days from the start of the semester	80%	29-35 days from the start of the semester	80%
After 35 days	100%	After 35 days	100%

### **Specially Timed Courses**

Students who withdraw from specially timed courses for the Fall 20 or Spring 21 semester and have Carroll aid and/or aid other than Title IV will earn this aid according to the following schedule:

Withdraw before the first day of class	0%
Withdraw before the second day of class	25%
Withdraw before the third day of class	75%
Withdraw the third day of class or after	100%

Federal or state financial aid for part-time students will be adjusted to reflect the final number of credits for which the student is enrolled on Monday, August 31, 2020 for the fall semester or on Sunday, January 17, 2021 for MBA & MSN, Friday, January 15, 2021 for Master of Education, Friday, January 22, 2021 for Master of Art in Teaching and Monday, February 1, 2021 for Master of Science in Educational Leadership, and all other programs for the spring semester. If enrollment on either one of these dates is for fewer than six credits, you may not be eligible for any financial aid.

Although the Financial Aid Census date (adjustment date for financial aid) is one week after the semester begins, we are required by federal law to review any students who received the Federal Pell Grant. Under federal regulations, students can only receive Federal Pell Grants for the classes they attended. The regulation states the following: If a student begins attending some but not all of his or her classes, the Financial Aid Office will have to recalculate the student's Pell Grant award based on the student's actual enrollment status. Therefore, if you receive a Federal Pell Grant, we will review your enrollment status throughout the semester.

### **Example:**

A student withdrew 15 calendar days into a 105-calendar day term (number of days in a term may vary). Charges of \$5,000 were paid as follows: \$1,200 Federal Direct loan, \$1,100 Federal Pell Grant, and \$2,700 Carroll University scholarship.

In this example, under the federal return of Title IV policy, \$1,200 would be returned to the Federal Direct Loan Program and \$771 would be returned to the Federal Pell Grant Program. Under Carroll University's refund policy, based on the day of withdrawal, (60 percent = \$3,000 tuition refund), \$1,620.00 would be returned to the Carroll University scholarship fund.

**Tuition, Room and Board Refunds**

- Full or part-time students who withdraw from the University may be eligible for a tuition and/or room and board refund.
- Part-time students who drop courses may be eligible for a tuition refund.
- Tuition rates are charged regardless of the modality of course instruction (i.e., face-to-face, online or hybrid). Tuition will not be refunded or prorated in the event the University changes the modality of instruction as a result of the COVID-19 pandemic.

**Summer 2020 Refund Schedule**

Percentage	Summer I, 2020 - Withdrawal on or before	Summer II, 2020 - Withdrawal on or before	Summer III, 2020 - Withdrawal on or before
100%	Tuesday, May 5, 2020	Tuesday, June 2, 2020	Wednesday 7/15/2020
75%	Thursday, May 7, 2020*	Wednesday, June 10, 2020 *	Thursday 7/23/2020 *
25%	Monday, May 11, 2020*	Wednesday, June 17, 2020 *	Thursday 7/30/2020 *
	* by 4:30 p.m.	* by 4:30 p.m.	* by 4:30 p.m.

**Summer 2020 Specially Timed Courses Refund Schedule**

100% Before the first day of class

75% During the first 25% of the class

25% Anytime after the first 25% of the class through 50% of the class

Students who withdraw from specially timed courses for the Summer 20 or the Summer 21 session and have Carroll aid and/or aid other than Title IV are asked to contact the Financial Aid Office at 262 524-7296 for information regarding the amount of Carroll aid and/or aid other than Title IV aid earned.

**Fall 2020 and Spring 2021 Refund Schedule**

<b>Fall 2020 Withdraw on or before:</b>	<b>Percentage</b>	<b>*Spring 2021 Withdraw on or before:*</b>	<b>Percentage</b>
Sunday, August 23, 2020	100%	Sunday, January 10, 2021	100%
14 days from the start of the semester	80%	14 days from the start of the semester	80%
15-21 days from the start of the semester	60%	15-21 days from the start of the semester	60%
22-28 days from the start of the semester	40%	22-28 days from the start of the semester	40%
29-35 days from the start of the semester	20%	29-35 days from the start of the semester	20%
After 35 days	0%	After 35 days	0%

\*This refund schedule applies to Athletic Training, Exercise Physiology, Occupational Therapy, Physical Therapy, Physician Assistant, Software Engineering and the Sport Physiology and Performance Coaching programs.

**Spring 2021 Tuition Refunds for Specific Graduate Programs**

<b>MBA/MSN</b>	
<b>Spring 2021 Withdraw on or before:</b>	<b>Percentage</b>
Saturday, January 9, 2021	100%
14 days from the start of the semester	80%
15-21 days from the start of the semester	60%
22-28 days from the start of the semester	40%



29-35 days from the start of the semester	20%
After 35 days	0%

<b>Master of Education</b>	
Spring 2021 Withdraw on or before:	Percentage
Thursday, January 7, 2021	100%
14 days from the start of the semester	80%
15-21 days from the start of the semester	60%
22-28 days from the start of the semester	40%
29-35 days from the start of the semester	20%
After 35 days	0%

<b>Master of Art in Teaching</b>	
Spring 2021 Withdraw on or before:	Percentage
Thursday, January 14, 2021	100%
14 days from the start of the semester	80%
15-21 days from the start of the semester	60%
22-28 days from the start of the semester	40%
29-35 days from the start of the semester	20%
After 35 days	0%

<b>Master of Science in Educational Leadership</b>	
Spring 2021 Withdraw on or before:	Percentage

Sunday, January 24, 2021	100%
14 days from the start of the semester	80%
15-21 days from the start of the semester	60%
22-28 days from the start of the semester	40%
29-35 days from the start of the semester	20%
After 35 days	0%

### **Room and Board Refunds**

Refunds of room and board fees are available if a resident student officially withdraws from the University. The amount is determined by the refund calculations listed above or, in the case of board fees, actual use, whichever is greater. The university will follow its published refund schedule, even in the event a student withdraws for medical reason or in response to other concerns related to the COVID-19 pandemic. In the event the university closes its residence halls, a prorated refund schedule will be announced.

### **Fall 2020 and Spring 2021 Specially Timed Courses Refund Schedule**

100%	Before the first day of class
75%	Before the second day of class
25%	Before the third day of class
0%	The third day of class or after

#### **Example:**

A student withdrew 15 calendar days into a 105-calendar day term (number of days in a term may vary). Charges of \$5,000 were paid as follows: \$1,200 Federal Direct Loan, \$1,100 Federal Pell Grant, and \$2,700 Carroll University scholarship.

In this example, under the federal return of Title IV policy, \$1,200 would be returned to the Federal Direct Loan Program and \$771.00 would be returned to the Federal Pell Grant Program. Under Carroll University's refund policy, based on the day of withdrawal, (60 percent = \$3,000 tuition refund), \$1,620 would be returned to the Carroll University scholarship fund.

### **Tuition Refunds for Winter 2021**

<b>Percent of Refund:</b>	<b>Withdrawal Date on or before:</b>
100%	Before the first day of class
75%	Before the second day of class
25%	Before the third day of class
0%	Third day of class or after
<b>**All refunds will be reduced by an administrative fee (not to exceed \$100).</b>	

### **Tuition Refunds for Summer 2021**

<b>Percentage</b>	<b>Summer I, 2021 - Withdrawal on or before</b>	<b>Summer II, 2021 - Withdrawal on or before</b>	<b>Summer III, 2021 - Withdrawal on or before</b>
100%	Before the first day of class	Before the first day of class	Before the first day of class
75%	Before the second day of class	Before the second day of class	Before the second day of class
25%	Before the third day of class	Before the third day of class	Before the third day of class
0%	Third day of class or after	Third day of class or after	Third day of class or after

### **Summer 2021 Specially Timed Courses Refund Schedule**

100%	Before the first day of class
75%	Before the second day of class
25%	Before the third day of class
0%	Third day of class or after

### **OCICU Refund Schedule**

**Courses in the Carroll Online Consortium (OCICU) have a separate refund schedule.** To verify the refund date for a particular OCICU course you have registered for, check the section comments of that course for refund details. Each course will follow its own refund schedule.

## **Refund Policy for Veteran Students**

Refund policy for military reservists called to active duty: The University recognizes the sacrifices that those in the armed services make while serving our country. We are proud to have these individuals as a part of our campus community and therefore maintain the following policy:

- The student must provide the Registrar's Office copies of official military orders. The student will then be automatically withdrawn from all of his/her courses for the given semester. The academic record will reflect the non-punitive "W."
- The student will be eligible for a full refund for tuition and course fees for any courses that are not completed during that semester/session.
- Any room and board charges will be prorated based on the date in the semester the student is required to leave and the remaining amount will be refunded.

All students adding or dropping a course must do so in writing through the Registrar's Office. Refunds are based on the date of the postmark of withdrawals sent by mail or on date of delivery of those brought in personally to the Registrar's office. If a student drops from a credit class to an audit, the refund will be based on the credit course fee according to the refund policy. If a class is cancelled due to lack of enrollment, students registered for that class will be given a full refund.

## **Admission**

Admission to Carroll University is offered to those for whom academic and personal success seems likely. Each candidate is evaluated individually. Evidence of good character and demonstrated ability to do graduate-level work is essential.

### **Procedures of Graduate Admissions**

Applicants submit a Carroll University Graduate Studies Application or CAS application as dictated by the academic program. Applications and credentials for graduate admission must be submitted to the Carroll University Office of Admission.

Specific acceptance policies may be established by individual graduate programs. See specific graduate program.

Requirements for graduate admission may include:

1. An undergraduate degree in the professional field or a field related to the applicant's profession. Applicants could be required to take prerequisite courses before being accepted into a graduate program.
2. Official transcripts from all institutions previously attended.
3. A minimum undergraduate grade point average of 2.5. Individual programs may have other gpa standards - see specific graduate program. Some programs may allow an applicant to take up to 9 credits as a non-degree seeking student prior to being formally admitted to the graduate program.
4. Standardized test(s) such as GRE exam.
5. Additional written materials such as resume, and personal statement.
6. Supplemental application fee.
7. Technical standards and/or a background check.
8. Medical insurance coverage may be required.

Acceptance decisions are made as applications become complete or through the programs unique admission process. In some instances, an acceptance decision is made by the Graduate Admission Committee, which may grant admission to the University provided certain conditions are met.

University applicants with disabilities bear no obligation to disclose their disabilities during the application process. However, an applicant may choose to disclose his/her disability to the Office of Admission if the student believes that he/she does not meet the University's regular admission requirements. The disability may be taken into consideration in relationship to the student's overall achievement, the effect of the disability on his/her academic achievement, and the likelihood of the student's success in the university's programs, courses and activities.

## **Application Deadline**

See specific graduate program as appropriate.

## **Transfer Admission**

Credit for transfer work varies per program. See specific program for transfer policy guidelines. Up to nine graduate or non-degree graduate level credits may transfer. Transfer equivalencies will be determined by the program director. Only courses with a grade of B or better will be considered for transfer credit.

## **Returning Students**

After the lapse of one full academic year, students returning to Carroll must reapply for graduate admission. A student has a total of seven years to complete any graduate program. Upon re-acceptance, the student will receive a letter indicating his or her remaining time to complete the program.

Note: Graduate programs admit qualified students regardless of race, color, creed, sex, age, sexual orientation, national or ethnic origin, or disability that does not interfere with the performance of professional practice.

## **Student Resources**

### **Todd Wehr Memorial Library**

**Judith Carter    Electronic Resources and Systems Librarian**

**Megan Dowell    Teaching & Learning Librarian**

**Joe Hardenbrook Director of Library Services**

**Susan Riehl        Archivist, Public & Technical Services Librarian**

**Barbara Ruggeri Life & Health Sciences Librarian**

### **Mission**

The mission of the Library is to serve students by providing access to information, by maintaining an environment that promotes a culture of academic excellence, and by offering instruction that fosters scholarship, integrity, independent intellectual growth, and the sophisticated information skills necessary for lifelong learning.

### **Carroll's Library**

The Todd Wehr Memorial Library offers a bundle of integrated services aimed at student academic success. These services range from our collection of books and e-books tailored to the Carroll curriculum and online databases that allow Carroll's students to access thousands of journals from anywhere with an Internet connection, to the Information Commons where students can collaborate and get personalized research assistance from librarians for every course at Carroll. The electronic collection of over 100 databases, 70,000+ electronic journals, and 163,000 electronic books are available 24/7 to Carroll students. The library is open over 100 hours per week during the semester. Our online chat box provides expert online research assistance from our library staff during those hours so students can receive support online or in person.

The Library's instruction program teaches subject-specific research methods, including how to evaluate web sites and other information resources. Library instruction begins in the Cultural Seminar (CCS) program and continues as students work on assignments that require them to deal with a world of rapidly proliferating information and delivery systems. Librarians also assist students with course assignments and provide research assistance in the Information Commons or by appointments with their liaison. The Library's liaison program pairs librarians with faculty in specific subject areas for the purposes of acquiring the best resources for Carroll students,

keeping the collections current, and teaching research skills specific to that subject. Liaison librarians also provide students with specialized assistance for in-depth research projects.

The Library provides a comfortable environment with collaborative technology and study spaces to accommodate a variety of study styles: quiet spaces, individual carrels, large tables, group rooms, hard chairs, soft chairs and a coffee shop.

### **Curriculum Materials Center (CMC)**

The CMC is located on the library's main level - just beyond the Information Commons. The purpose of the CMC is to support the curriculum material needs of students preparing for careers in K-12 education. For questions on CMC materials or policies, please ask at the Information Commons desk or view our CMC guide.

### **University Archives**

The University Archives contains official records and publications of the institution, private papers, student and faculty publications, academic and curricula works, photographs, books, audio and video recordings and Carroll memorabilia that record and illustrate the history and life of the university. These materials provide historical information about the Trustees, the faculty, staff and student body over time. Items that are highly accessed, such as the student yearbooks and the Theatre Collection, campus artwork, and graduate theses have been digitized and are available online through the digital collections link on the Web site. New items are continually added to the digital collections site.

### **Special Collections**

The Library's holdings include some unique, rare, out of print, and historic books which are all grouped as part of Special Collections. The materials in Special Collections include: Welsh Collection, Barclay Collection, Mother Goose Collection, Rufus and Charles King Collection, and Rare Books Collection. The subjects cover religious works, historical works on Scotland and Wales, classic literature, theatre, children's literature, and artistic works that date back as far as 1604. All materials are accessible to the Carroll Community and may be used in the Library. For assistance please contact archivist, Susan Riehl.

**Please click [here](#) to see the Library's home page on the university's web site for more information regarding the Library's services and policies.**

### **Public Safety**

Our mission is to assist the Carroll community in creating a safe and secure environment for learning, living, and working. The Department of Public Safety maintains staffing 24 hours a day



including personnel in the dispatch office, Public Safety Officers, and off duty Waukesha County Sheriff Deputies. Public Safety both produces and co-sponsors various events during the year to help enhance the knowledge of the community related to personal safety both on campus and off.

Carroll University provides an annual security report that includes statistics for the previous three calendar years concerning reported crimes that occurred on campus; in certain off campus buildings or property owned or controlled by Carroll University; and on public property within or immediately adjacent to, and accessible from, the campus. The report includes institutional policies concerning campus security, such as policies concerning alcohol and other drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. The report also includes fire safety policies and statistics, emergency notification procedures, and protocols for missing persons. [Click here for a copy of the annual security report.](#)

You can obtain a paper copy of this report by contacting the Public Safety Center located at 208 Wright Street, which is a half block east of Campus Center or by calling 262.524.7300.

## **Insurance**

Carroll University is committed to promoting health and security to help protect students' academic success. With this in mind, the University sponsors a number of insurance programs, including student health insurance, renters insurance, and property and auto insurance for University owned or leased vehicles and property. Current information about University sponsored insurance can be found in the Student Handbook.

Certain students are required to carry professional liability insurance when enrolled in clinical courses. These students include, but are not limited to, students enrolled in physical therapy, nursing and other health science programs.

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Many HMOs do not provide coverage outside of a particular area, so students and their parents should review their coverage carefully before waiving the University's plan.

**Student-Athletes:** The University carries an insurance policy that provides secondary coverage for the student athlete who may be injured during practice for, or while participating in, an intercollegiate athletic event. The student athlete is responsible for any deductible.

**Vehicles:** The University carries insurance on all of its vehicles. Any student receiving permission to drive a university vehicle must be approved by the University's insurance company before he or she drives any of its vehicles.

**Property:** Carroll University's property insurance policy covers damage to, or theft of, University owned property only. The University's policy does not cover personal property belonging to students.

**Liability:** Certain students are required to carry professional liability insurance when enrolled in clinical courses. These students include, but are not limited to, students enrolled in physical therapy, nursing and other health science programs.

## **Student Affairs**

### **Counseling Services**

**Personal confidential counseling** is available to all full-time students at the Walter Young Center on the Carroll campus. Experienced, master's level therapists assist students with concerns regarding family, relationships, self-esteem, academic difficulties and other issues. The counseling center offers solution focused short term counseling. Students needing long-term treatment may be referred to a community resource. For more information [click here](#).

### **Disability Policy for Students**

Carroll University is committed to making otherwise qualified students with disabilities full participants in its programs, courses, services and activities. We are guided by the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. Individuals will receive reasonable accommodations according to their needs and the documentation of their disability.

### **Accommodation Request Process**

Accommodation requests should be made through the Walter Young Center. In order to be eligible for reasonable accommodation(s) from the University, the student must provide recent, relevant and comprehensive documentation of the disability, and the disability's impact on the student's participation in a course, program or activity. Should documentation from the student be inadequate or incomplete, the University reserves the right to require additional documentation. The cost of providing additional documentation will be borne by the student. However, if documentation is complete, but the University seeks a second professional opinion, the University will pay for the cost of that second opinion. The University also reserves the right to deny accommodation until necessary documentation is received. Accommodation requests will be approved or disapproved by the Disabilities Services Office at the Walter Young Center following a Reasonable Accommodation Conference. Any accommodation decision may be appealed in writing to the Vice President of Student Affairs within five (5) days of the decision. Any request for additional or modified accommodations must be made in writing to the Disabilities Services Office.

### **Diversity**

At Carroll University, diversity is a critical part of the campus culture. International and multicultural students, faculty, and staff are a vital component of the campus' richness. The university's goal is to create an environment that is open and welcoming for all people.

Carroll University is committed to supporting a diverse student body by providing comprehensive student support services and programs that allow students to explore diversity on campus, in the surrounding communities, and across the globe.

The Office of Cultural Diversity offers services and programs that support diversity such as cultural programming and activities, ally and mentor programs, diversity training, classroom presentations and more. These programs and services directly benefit the Carroll student body, faculty, and staff, as well as the Waukesha community. In turn, they provide the whole community with opportunities to gain a greater appreciation for the diversity represented on and off campus.

### **Student Health Center**

The Carroll University Student Health Center is staffed by board certified nurse practitioners who treat students for a variety of minor illnesses and injuries. The nurse practitioners can prescribe medications if needed, and stock some medications in the Student Health Center. The nurse practitioners can also perform well physicals, pap smears, tuberculosis (TB) and skin tests, administer vaccines, perform drug screens, order blood tests and complete travel forms. There are charges to see the nurse practitioners, receive medications, have lab tests, vaccines, etc. All charges are billed to the student account or can be paid using Carroll Cash, unless the student has enrolled in the student insurance plan offered through the University. Students enrolled under a parent's insurance plan can request a receipt that can be submitted to their insurance to request reimbursement. Students needing further treatment are referred to local clinics, Waukesha Memorial Hospital, or their primary M.D. and are responsible for any associated costs.

### **Insurance**

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Many HMOs do not provide coverage outside of a particular area, so students and their parents should review their coverage carefully before waiving the University's plan.

**Student-Athletes:** The University carries an insurance policy that provides secondary coverage for the student athlete who may be injured during practice for, or while participating in, an intercollegiate athletic event. The student athlete is responsible for any deductible.

**Vehicles:** The University carries insurance on all of its vehicles. Any student receiving permission to drive a university vehicle must be approved by the University's insurance company before he or she drives any of its vehicles.

**Property:** Carroll University's property insurance policy covers damage to, or theft of, University owned property only. The University's policy does not cover personal property belonging to students.

**Liability:** Certain students are required to carry professional liability insurance when enrolled in clinical courses. These students include, but are not limited to, students enrolled in physical therapy, nursing and other health science programs.

### **Spiritual Life Program**

The Office of Spiritual Life cultivates student's spiritual, interpersonal and vocational development by helping them connect to sources of meaning in their lives. Carroll University supports students from a breadth of faith traditions through weekly programming and periodic special events. The University Chaplain is also available for pastoral counseling and spiritual direction. Student organizations, such as Intervarsity Christian Fellowship and Habitat for Humanity, provide additional opportunities for spiritual engagement and volunteer work, and Carroll connects students to local worshiping communities and faith-based organizations, such as Hillel Milwaukee. Students may reserve either of our two campus chapels for group gatherings or use them for private spiritual practice. An additional prayer room in the campus center is free from religious symbols and accessible to students from any faith tradition for private prayer.

Carroll University has historic ties to the Presbyterian Church (U.S.A.) and continues to nurture that heritage through the Office of Spiritual Life.

### **Student Activities**

The Office of Student Activities enhances life on campus by providing students with social opportunities and numerous ways to get involved both on campus and in the community. There

are many opportunities to get involved, including Student Senate, Fraternity and Sorority Life, Recreational Sports, or working for the Orientation, Student Activities or RecSports staffs. Student Activities provides programs and services ranging from orientation to community service projects, outdoor gear rentals to the weekend programming series (CU @ Night), and much more.

## **Recreational Sports**

Carroll University is an Institutional Member of the National Intramural-Recreational Sports Association (NIRSA-Leaders in Collegiate Recreation). The Department of Recreational Sports is comprised of: Competitive Sports- including Intramural and Club Sports, Group Fitness, outdoor recreation equipment, RecSports Special Events, as well as the Cheer and Dance Teams and Esports program. The RecSports Fitness Center in Prairie Hall hosts functional training cardio equipment, cable-based weight equipment, plate-loaded and free weight areas. The Pioneer Fitness Center in Pioneer Hall features selectorized weight machines, extensive cardio equipment, abdominal and stretching areas as well as TRX, dumbbells and a modular multi-station. Ganfield Gymnasium has a multi-purpose court, a Dance Studio, a bouldering wall, and is home to intramurals and group fitness. Intramural Sports leagues typically include: mixed and men's basketball, flag football, indoor soccer, dodgeball, esports and mixed and women's volleyball. Several tournaments in a variety of sports are also offered each semester. The Department of Recreational Sports manages the Bike Shop and Carroll Outdoor Recreation Equipment (CORE) where students, faculty, and staff can rent camping equipment, bikes, snowshoes, cross country skis, and more for nominal fees.

## **Student Organizations & Fraternity & Sorority Life**

Only part of the Carroll University experience happens in the classroom. Getting involved in one of our 60 student organizations helps you develop leadership skills, explore new opportunities, connect with like-minded students, and make a difference on campus and in the community. From cultural and diversity to media and arts there is a student org that is waiting for you to join. Check out our student organizations and fraternity and sorority life here.

## **Programming**

Looking for something to do? Student Activities is the one stop-shop for fun, engaging, and inclusive programs. Think of Carroll's Got Talent, a Kalahari day trip, and of course BINGO! Get connected and join the Carroll community by attending Daytime Programs, CU@Night Weekend Programming, Big Programs, and Travel Series events here.

## **Pioneers Volunteer**

Pioneers Volunteer is dedicated to connecting Carroll to the larger community through service and volunteering by working with existing service-learning programs at Carroll and creating new partnerships for Carroll within the surrounding communities. Students can participate in one-time volunteer events or ongoing weekly volunteer placements at sites throughout the area.

### **Student Handbook**

The specific rules and regulations of Carroll University, published in the current Carroll University Student Handbook and available to all students on the University's Web site, inform students of their responsibilities as well as their rights. The additional expectations associated with enrollment in specific academic programs are published separately.

### **Resources for Graduate Students**

The Learning Commons is a student-centered academic community that provides opportunities to connect and collaborate with peers. In the Learning Commons, peer educators help fellow students in a variety of academic areas and with career development needs.

We offer graduate students Workshops on Demand, writing assistance through the Writing Center, equipment checkout, and collaborative space for students to complete group work.

**Click here** for a link to the Learning Commons web page.

### **Notice of Non-Discrimination Policy**

Carroll University does not discriminate in any manner contrary to law or justice on the basis of race, color, sex, age, religion, sexual orientation, national origin, disability or veteran's status in administration of its educational, admission, financial aid, athletic or other university policies and programs nor in the employment of its faculty and staff.

## **Faculty**

### **University Corporation 2020-21 Carroll University**

The corporate name of the University is Carroll University, Inc.

#### **Officers**

**Chair**                                **Dorval R. Carter '79**

**Vice Chair**                        **Deborah A. Block '74**

**Treasurer**                        **Lynda Johnson '80**

**Secretary**                        **Mark Roble '77**

**President of the University** **Cindy Gnadinger**

#### **Trustees**

Deborah A. Block '74, Senior Pastor, Immanuel Presbyterian Church, Milwaukee, Wisconsin

Christy L. Brown, CEO, Girl Scouts of Wisconsin Southeast, Milwaukee, Wisconsin

Dorval R. Carter '79, President, Chicago Transit Authority, Chicago, Illinois

Reynolds R. Challoner '64, President, NEW Paradigm Advisors LLC, Sanibel, Florida/Green Bay, Wisconsin

Sandra L. Cunningham, '78, Director, Versiti, Inc., Milwaukee, Wisconsin

Kristi Czarnecki '89, Owner, Czarnecki Properties, Pewaukee, Wisconsin

Jefferson V. DeAngelis '80, President/CIO, Northwest Passage Capital Investors, LLC., Milwaukee, Wisconsin

Laura Dexter '76, Pediatric Anesthesiologist and Partner (retired), Metropolitan Anesthesia Network, Jefferson, Wisconsin

Cindy Gnadinger, President, Carroll University, Waukesha, Wisconsin

John J. Hengel '80, Vice President-Finance & Asst. Secretary, Jason Industries, Inc., Milwaukee, Wisconsin

Lynda M. Johnson '80, Assistant Treasurer, Harley-Davidson, Milwaukee, Wisconsin

David H. Laatsch, '95, Vice President, Strategy and Operations Project Management, Aurora Health Care, Milwaukee, Wisconsin

Douglas J. Mueller '80, CEO & President, Breakthrough, Green Bay, Wisconsin

Michael J. Osenga, '75, Publisher, KHL Americas, Brookfield, Wisconsin

Elfried Pahl, '79, Medical Director, Heart Failure and Heart Transplantations, Lurie Childrens Hospital of Chicago, Chicago, Illinois



Renee H. Ramirez, Executive Director, Waukesha County Community Dental Clinic, Waukesha, Wisconsin

Jack Riesch, Owner and Executive Vice President, R&R Insurance, Waukesha, Wisconsin

Mark A. Roble, Retired Chief Risk Officer, Robert W. Baird, Milwaukee, Wisconsin

James M. Schneider '74, Executive Chairman, Horizon Bank, Austin, Texas

Thomas A. Sellars '82, Chairman & CEO, Sellars Absorbent Materials, Milwaukee, Wisconsin

Fred Stier, CEO, Stier Construction, Waukesha, Wisconsin

Mark Smith '83, Product Business Manager (retired) Strattec Security Corp., Mequon, Wisconsin

Joseph P. Zvesper '76, Chairman, President & CEO, American Appraisal Associates, Inc., Milwaukee, Wisconsin

### **Alumni Representative**

Paul Christian, '92, Senior Vice President, R.W. Baird, Milwaukee, Wisconsin

### **Honorary Life Trustees**

Charles W. Anderson '59, Brookfield, Wisconsin

Joan Hardy, Milwaukee, Wisconsin

Lee Melville '50, Waukesha, Wisconsin

Richard H. Miller, Milwaukee, Wisconsin

### **Carroll University Graduate Faculty 2020-21**

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Cindy Gnadinger, 2017

President

B.S., Western Kentucky University

M.Ed., University of Louisville

Ed.D., University of Louisville

Mark Blegen, 2019

Provost and Vice President for Academic Affairs

B.A., St. Olaf College

M.S., St. Cloud State University

Ph.D., Kent State

Julie Amundson, 2018

Clinical Assistant Professor of Physical Therapy

A.A.O.T., Milwaukee Area of Technical College

B.S., University of California-Davis  
D.P.T., Des Moines University

Monika Baldrige, 2004  
Professor of Physician Assistant Studies  
B.S., Marquette University  
Ph.D., University of Wisconsin-Milwaukee

Daniel Becker, 2006  
Assistant Professor of Graphic Communication  
B.A., University of Wisconsin-Eau Claire  
M.A. DePaul University

Jason E. Bennett, 2017  
Assistant Professor of Physical Therapy  
B.S. University of Wisconsin-Platteville  
MSPT, Clarke University  
Ph.D. Rocky Mountain University of Health Professions

Karene Boos, 2018  
Clinical Assistant Professor of Physical Therapy  
B.S., Marquette University  
Juris Doctor, University of Wisconsin-Madison Law School  
D.P.T., College of St. Scholastica

James Brandes, MD, 2018  
Program Director and Clinical Professor, Physician Assistant Studies  
B.S., University of Wisconsin-Eau Claire  
M.D., Medical College of Wisconsin

Jessica M. Brown, 2017  
Assistant Professor of Exercise Science  
B.S. University of Northern Colorado  
M.S. University of Northern Colorado  
PhD. University of Northern Colorado

Dennis M. Debrecht, 1984  
Associate Professor of Economics  
B.A., Benedictine College  
Ph.D., Iowa State University

Rita Deering, 2019  
Assistant Professor of Physical Therapy

B.S., Marquette University  
DPT, Marquette University  
Ph.D., Marquette University

Sara Deprey, 2000  
Director and Associate Professor of Physical Therapy  
B.S.P.T., M.S.P.T., Rosalind Franklin University  
D.P.T., MGH Institute of Health Professionals

April Doebert-Fischer, 2016  
Clinical Assistant Professor of Occupational Therapy  
B.A., Concordia University  
M.O.T., Concordia University  
O.T.D., Mount Mary College

Rose Ann Donovan, 2002  
Assistant Professor of Education  
B.S., University of Wisconsin-Madison  
M.A., Silver Lake College

Brian P. Edlbeck, 2004  
Clinical Assistant Professor of Exercise Science  
B.S., University of Wisconsin-Stevens Point  
M.S., University of Wisconsin-Milwaukee

Vickie Ericson, 2015  
Senior Lecturer of Physical Therapy  
Laboratory Coordinator of Physical Therapy  
B.S. Northern Illinois University  
D.P.T Arcadia University

Sarah E. Esveldt, 2011  
Senior Lecturer in Business, Accounting and Economics  
B.S., Central Michigan University  
M.B.A., Keller Graduate School

Jamie Hansen, 2010  
Clinical Associate Professor of Nursing  
B.S., Cardinal Stritch University  
M.S., University of Phoenix  
Ph.D., Marquette University

Kimberly K. Hofkamp, 2005  
Assistant Professor of Education  
B.S., University of Wisconsin-Madison  
M.A.E., Silver Lake College

Jane F. Hopp, 1994  
Associate Vice President for Partnerships and Innovation  
B.S.P.T., University of Wisconsin-Madison  
M.S., Medical College of Wisconsin  
Ph.D., University of Illinois at Chicago

Chenglie Hu, 2001  
Professor of Computer Science  
B.S., M.S., East China Normal University  
Ph.D., Wichita State University

Catherine E. Jorgens, 2006  
Risk Manager Lecturer in Business  
B.A., University of Wisconsin-Madison  
J.D., University of Wisconsin School of Law

Margaret D. Kasimatis, 1998  
Clinical Associate Professor of Health and Medicine  
B.A., St. Mary's College, Notre Dame  
M.A., Ph.D., Loyola University of Chicago

Teresa Kaul, 2018  
Clinical Associate Professor of Nursing  
Chair, Nursing Department  
B.S.N., Marquette University  
M.S.N. Adult Nurse Practitioner, Marquette University  
Post Graduate Certification - Family Nurse Practitioner, Concordia University  
Ph.D., Marquette University

Ashley Knuth, 2015  
Clinical Assistant Professor of Physical Therapy  
B.S., Carroll University D.P.T., Carroll University

Karie Ruekert Kobiske, 2018  
Director of Master of Nursing Program  
Clinical Associate Professor of Nursing  
B.S.N., Carroll University

M.S.N., Marquette University  
Ph.D., Marquette University

Michael G. Konemann, 1984  
Associate Professor of Computer Science  
B.S., Carroll College  
M.S., Marquette University

Kathrine Kramer, 2000  
Assistant Professor of Education  
B.S., M.S., University of Wisconsin- Whitewater

Kerry Kretchmar, 2011  
Associate Professor of Education  
B.A., New York University  
M.S., Pace University

Jamie Krzykowski, 2008  
Athletic Training Program Director and Clinical Associate Professor of Athletic Training  
B.S., Northwest Nazarene University  
M.S.S., United States Sports Academy  
Ph.D., Clayton College of Natural Health

Gregory A. Kuhlemeyer, 2000  
Professor of Business  
B.S., Western Illinois University  
M.B.A., Ph.D., University of Tennessee- Knoxville

Michael G. Levas, 1985  
Associate Professor of Business  
B.S., M.B.A., Northern Illinois University

Wendie Leveille, 2017  
Clinical Assistant Professor and Program Director of Occupational Therapy  
B.S.O.T., Concordia University - Wisconsin  
O.T.D., Concordia University - Wisconsin

Amy E. McQuade, 2010  
Clinical Assistant Professor of Physical Therapy  
Curriculum Coordinator of Physical Therapy  
B.S., Michigan State University  
M.P.T., University of Wisconsin - Madison  
Ph.D., Medical College of Wisconsin

Michael G. Mortensen, 2011  
Senior Lecturer in Graphic Communication  
B.Arch. University of Wisconsin - Milwaukee  
M.Arch University of Houston

Kerri Murphy, 2018  
Didactic Coordinator and Clinical Assistant Professor, Physician Assistant Studies  
B.S., University of Illinois Urbana-Champaign  
M.S.P.A.S., Midwestern University

Gary L. Olsen, 1975  
Associate Professor of Accounting  
B.S., Northern Michigan University  
M.B.A., University of Illinois  
Ph.D., Marquette University

Thomas Pahnke, 2006  
Dean of the College of Health Sciences  
Clinical Associate Professor of Physical Therapy and Athletic Training  
B.S.P.T., University of Wisconsin-Madison  
M.S., Purdue University

Lindsey Palmen, 2016  
Clinical Assistant Professor of Physical Therapy  
Academic Coordinator of Clinical Education  
B.S., University of Wisconsin-Madison  
D.P.T., Carroll University

April Phillips, 2018  
Clinical Assistant Professor  
Clinical Coordinator of Occupational Therapy  
B.S., Mount Mary College  
B.A., Mount Mary College  
M.S., Mount Mary College

Pamela Pinahs-Schultz, 1980  
Professor of Physical Education  
B.Ed., University of Wisconsin-Oshkosh  
M.S.Ed., Chicago State University  
Ph.D., University of Wisconsin-Milwaukee

Wilma Robinson, 2001  
Associate Professor of Education

B.A., Howard University  
M.P.A., University of Wisconsin-Oshkosh  
Ph.D., University of Wisconsin-Madison

Lacey Runyon, 2018  
Clinical Assistant Professor of Athletic Training  
Clinical Education Coordinator  
B.S., Clarke College  
M.A., Hastings College  
D.A.T., Indiana University

Robert E. Schellinger, MD, 2011  
Medical Director of the Physician's Assistant Program  
B.S., University of Wisconsin-Milwaukee  
M.D., Medical College of Wisconsin

Marie S. Schwerm, 2011  
Senior Lecturer in Computer Science  
B.A., Mount Mary College  
M.S., Marquette University

Daniel Shackelford, 2017  
Program Director of M.S. in Exercise Physiology  
Assistant Professor of Exercise Science  
B.S., University of Northern Colorado  
M.S., University of Northern Colorado  
PhD, University of Northern Colorado

Aracelis Miranda Spindt, 2018  
Clinical Coordinator and Clinical Assistant  
Professor, Physician Assistant Studies  
A.A./Certificate of PA Studies, Malcolm X College  
B.S., University of Illinois-Chicago  
M.S., A.T. Still University

Rachel L. Stickles, 2008  
Senior Lecturer in Education  
B.S., Carroll College  
M.A., California State University-Long Beach  
Ed.D., University of Southern California

Timothy Suchomel, 2016  
Assistant Professor of Exercise Science

Program Director of M.S. in Sport Physiology & Performance Coaching  
B.S., University of Wisconsin-Oshkosh  
M.S., University of Wisconsin-La Crosse  
Ph.D., East Tennessee State University

Carol D. Tallarico, 2014  
Professor of Business, Accounting, and Economics  
Professor of Economics  
B.A., M.A., DePaul University  
Ph.D., University of Illinois at Chicago

Julie VonDerVellen  
Lecturer in Graphic Communication  
B.S., Edgewood College  
M.A., M.F.A., University of Wisconsin - Madison

Kimberly White, 2009  
Associate Professor of Education  
B.S.B.A., M.Ed., The Ohio State University  
Ph.D., University of Wisconsin

Mary Ann Wisniewski, 2001  
Professor of Business  
B.A., Alverno College  
M.S., University of Wisconsin-Milwaukee  
Ph.D., University of Wisconsin-Madison