

# Master of Business Administration

Change is a part of the modern world. We've seen changes in technology, in the economy, in global relations and in the way we live our lives. Business is a part of that change – at times causing change and, at other times, reacting to it. The skills necessary for business are varied; they include leadership skills, analytical skills and marketing skills. Whether in a large for-profit company, an entrepreneurial start-up or even a not-for-profit organization, understanding the concepts of business and applying them effectively is essential for an organization to be successful. It also must be done ethically.

The ultimate objective of Wheeling Jesuit's MBA program is to help students develop the capacity to make and implement successful leadership decisions in an increasingly complex and fast-changing business environment.

With its weekday evening classes, the program enables both part-time study for students who are currently employed and full-time study for those able to defer or to take time off from their careers.

The faculty includes full-time professors and executives and professionals from the area. All use various techniques to challenge students and enhance their understanding of the subject matter, including case studies, seminars, written and oral reports, group projects and discussions, as well as lectures. Guest lecturers provide insight into current issues in the business areas under discussion. A premium is put on enhancement of students' writing and presentation skills, as well as their facility in using computers and software in business applications.

The Wheeling Jesuit MBA program is the area's most established graduate business degree program. Almost 700 students have graduated from the program since its founding in 1978. Wheeling Jesuit graduates have achieved leadership positions in business, government and the not-for-profit sector, providing a network of considerable value. The undergraduate and graduate business programs of Wheeling Jesuit University are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). This distinction means that in addition to University-wide accreditation by the North Central Association, the business department programs have met the high standards of this professional accreditation in order to insure that our curricula, faculty, facilities and internal evaluation processes meet or exceed recognized national standards.

The program is not limited to those with undergraduate degrees in business. Qualified candidates from other academic backgrounds are encouraged to apply.

## Admission Requirements

Admission to the MBA program is open to qualified graduates of colleges or universities accredited by a regional or general accrediting agency, or by a comparable agency in another country. In general, an undergraduate GPA of 2.80 and a Graduate Management Admissions Test (GMAT) score of 490 are required. However, full-time professional work experience will be considered. Applicant interviews may be required.

Applications must be supported by official transcripts from all previous colleges and universities attended, the official GMAT score report, a resume, and three letters of recommendation. Application can be made online at [www.wju.edu](http://www.wju.edu). Applications must be received for the fall term by Aug. 1, for the spring term by Dec. 15 and for summer sessions by April 15. International students presenting transcripts from institutions outside the U.S. must submit an official Test of English as a Foreign Language (TOEFL) score. Generally, a score of at least 600 is required; however, otherwise exceptional applicants with a score of 550 to 600 may be accepted conditionally.

## Curriculum

The MBA curriculum consists of ten core courses, two electives and up to four foundation courses. Some or all of the foundation courses may be waived in recognition of prior business education or significant business experience. With the foundation courses waived, a student must complete 36 credit hours, twelve courses, to earn the MBA.

### Foundation Courses – Basic Tools (Required but Waivable)

MBA 496	.....	Analytical Methods for Business Decision-Making
MBA 497	.....	Accounting and Financial Concepts
MBA 498	.....	Economics Concepts
MBA 499	.....	Management and Marketing Concepts

### Core Requirements – Common Body of Knowledge (All Required)

MBA 500	.....	Organizational Behavior
MBA 502	.....	Marketing Management
MBA 503	.....	The Ethical Environment of Business
MBA 505	.....	Quantitative Business Analysis
MBA 506	.....	Managerial Economics
MBA 508	.....	Management of Financial Resources
MBA 510	.....	Accounting for Management Control
MBA 512	.....	Operations Management
MBA 520	.....	Managerial Policy and Strategy (requires completion of 75% of 500 level courses)
MBA 525	.....	Leadership Skills

### Electives – Student's Choice (Two are Required)

Wheeling Jesuit offers a variety of business electives during the regular academic year, as well as during the summer. Areas of study will vary. An approved internship may also be used to fulfill an elective. In addition, a student may take any approved Master of Science in Accountancy (MSA) course to fulfill the elective requirements.

## Foundation Courses

Individual foundation courses may be waived if the student has successfully completed an equivalent course or courses at the undergraduate or graduate level. In addition, any of the basic foundation courses may be waived by examination. There is a non-refundable fee charged for each waiver examination taken. An applicant's transcripts and resume are reviewed when an application for admission is received. Following acceptance into the program, applicants are advised in writing which foundation courses, if any, are to be waived and which courses will be required. The conditions for waiving a specific course are as follows:

### **MBA 496 Analytical Methods for Business Decision Making**

– Review of statistics, business applications of calculus and modern analytical and decision tools

**MBA 497 Accounting and Financial Concepts** – Principles of Accounting (two semesters)

**MBA 498 Economics Concepts** – Principles of Economics (two semesters)

**MBA 499 Management & Marketing Concepts** – Both Principles of Management and Principles of Marketing

A minimum grade of “C” denotes successful completion of an undergraduate course used to waive a foundation course; a grade of “B” denotes successful completion of a graduate level course.

## Transfer Credit

The core of the program plus electives amounts to 36 hours of course work. A minimum of 24 of these hours at the 500 level (8 courses) must be completed at Wheeling Jesuit University. Thus, up to 12 hours (four courses) may be eligible for transfer credit. Such credit is available only for graduate-level courses and only when the quality and comparability of the courses is approved by the head of the graduate business program. (Transfer credit will not be awarded for courses with grades below “B.”)

Academic administrative policies permit grants of transfer credit for earned master and doctoral degrees. In many instances, a student may be granted as many as 6 hours of credit (2 courses) for work done in law, social work, educational administration, engineering, etc. The prior advanced degree is considered to provide a concentration and thus makes up all or a portion of the elective hours required in the program.

## Equivalency Privilege

A student who feels that he or she has substantial prior background in a particular area may request to substitute a course or courses.

The equivalency privilege, if granted, does not reduce the total credit requirement. It does, however, provide the opportunity for the student to explore other areas of interest.

The equivalency privilege may not be applied to MBA 520– Managerial Policy and Strategy, which is the capstone course of the program.

## Curriculum Sequence

The foundation course requirements should be completed early in the student's program of study. Prerequisite course requirements listed in the course descriptions must be met. Courses in a functional area such as Marketing Management or Management of Financial Resources should be completed prior to more advanced work in the functional area. Any student who feels well-prepared in a particular area may, with permission, substitute a more advanced course in the same area. The course in Managerial Policy and Strategy should be taken in the last year of study, ideally the last semester, to provide a means of integrating the various areas of course work.

In general, each foundation-level and core-level course will be offered at least once each year. Courses offered during summer sessions are determined by a survey of the needs of the students and faculty interests.

MBA 525, Leadership Skills, will be offered at the beginning of the MBA program in the fall term. Students who begin the program in the spring term or a summer session will take the course in the next fall term. The following core courses are generally offered in the semester noted:

### Fall Semester

MBA 502	.....	Marketing Management
MBA 503	.....	Ethical Environment of Business
MBA 505	.....	Quantitative Business Analysis
MBA 508	.....	Management of Financial Resources
MBA 525	.....	Leadership Skills

### Spring Semester

MBA 500	.....	Organizational Behavior
MBA 506	.....	Managerial Economics
MBA 510	.....	Accounting for Management Control
MBA 512	.....	Operations Management
MBA 520	.....	Managerial Policy and Strategy

### Summer Sessions

Summer classes are offered in two six-week sessions. Classes meet in the evening twice a week in each session.

## Course Load

Three courses per semester (nine credit hours) constitute a full-time load for graduate students. Two courses per semester (six credit hours) constitutes a half-time load for graduate students (Fall and Spring). This applies, as well, to summer sessions I and II (inclusive).

## Honors

The Russell E. Younkens medal is awarded each year at commencement to the MBA student with the highest grade point average.

# Master of Science in Accountancy

Most states have adopted the 150-hour education requirement to sit for the CPA exam established by the American Institute of Certified Public Accountants' (AICPA). To meet that need, Wheeling Jesuit developed the Master of Science in Accountancy (MSA) degree. The MSA is designed to expand the student accounting knowledge base, provide additional background useful in passing the CPA and, if successfully completed, provide the student with an additional graduate-level credential. The undergraduate and graduate business programs of Wheeling Jesuit University are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). This distinction means that in addition to University-wide accreditation by the North Central Association, the business department programs have met the high standards of this professional accreditation in order to insure that our curricula, faculty, facilities and internal evaluation processes meet or exceed recognized national standards.

The MSA is a professional nonthesis degree program designed for undergraduate accounting majors who wish to pursue an advanced degree in the field and qualify to sit for the CPA exam. The program requires 30 semester hours to complete, assuming undergraduate requirements have been met. Classes meet in the evening once a week.

## MSA Admission Requirements

Applicants for this graduate program will be judged on the basis of their academic record, recommendations and personal and professional accomplishments. Admittance to the program is contingent on an overall grade point average of 2.80. The Graduate Management Admissions Test (GMAT) is not required.

Applicants to the graduate accountancy program should, at a minimum, have completed with a minimum grade of "C" the following prerequisite courses or their equivalents: Computer Science (or demonstrate a working knowledge of electronic spreadsheets and at least one other software package), Statistics, Calculus, Principles of Accounting I & II, Principles of Economics I & II, Principles of Management, Principles of Marketing, Principles of Finance, Management Science, Intermediate Accounting I & II, Cost Accounting, Federal Income Taxation, Business Law, Advanced Accounting, and Auditing. Applicants to the graduate program in accountancy who have already passed the CPA exam will not be required to make up deficiencies in the above coursework.

## Curriculum

### Required Courses

MBA 503	.....Ethical Environment of Business	(3 crs)
MBA 506	.....Managerial Economics	(3 crs)
MBA 508	.....Management of Financial Resources	(3 crs)
MSA 509	.....Law for Accountants	(3 crs)
MSA 534	.....Auditing and Professional Auditing Standards	(3 crs)
MSA 553	.....Controllership	(3 crs)
MSA 554	.....Advanced Tax Accounting	(3 crs)
MSA 560	.....Accounting Profession and its Environments	(3 crs)

### Plus two electives:

MSA 539	.....Advanced Information Systems	(3 crs)
MSA 541	.....Contemporary Accounting Theory	(3 crs)
MSA 573	.....Internship in Accounting	(3 crs)
MBA ---	.....MBA elective, with approval of the Director	(3 crs)

## Transfer Credit

The MSA program amounts to 30 credits of coursework. For transfer students, a minimum of 24 of these hours must be completed at Wheeling Jesuit University. Thus, up to 6 hours (two courses) may be eligible for transfer credit. Such credit is available only for graduate-level courses and only when the quality and comparability of the work meets with the approval of the head of graduate programs. One course in the program, The Accounting Profession and Its Environments, is not normally transferrable.

## Course Scheduling

To facilitate planning, the following core course schedule is a guideline. However, it may be adjusted based on demand and academic need:

### Fall Semester

MSA 503	.....Ethical Environment of Business
MSA 508	.....Management of Financial Resources
*MSA 509	.....Law for Accountants
*MSA 554	.....Advanced Tax Accounting

### Spring Semester

MSA 506	.....Managerial Economics
*MSA 553	.....Controllership
*MSA 560	.....The Accounting Profession and Its Environments

### Summer Sessions

*MSA 534	.....Auditing and Professional Auditing Standards
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\*Offered every other year.

## Course Load

A minimum of three courses (nine credits) constitutes a full-time load at the graduate level. Two courses per semester (six credits) constitutes a part-time load for graduate students (Fall and Spring). This also applies to summer session I and II (inclusive).

## CPE for CPAs, CMAs & Others

Not all accountants wish to complete an entire MBA or MSA degree program and may prefer to take one or more courses in order to meet CPE requirements or for their own personal or professional growth. To meet this need, practicing accountants may take one or more graduate-level accounting courses without becoming fully matriculated students. After six such courses are completed, with a "B" average, the student will receive a certificate indicating completion of a core of advanced-level professional accounting courses.

## Course Descriptions

### MBA and MSA

#### **MBA 496 Analytical Methods for Business Decision Making (3 crs.)**

*(waivable, see MBA program information)*

This course provides a review of statistics and a non-technical discussion of the basic application of differential and integral calculus in managerial decision making, as well as an introduction to modern quantitative decision tools.

#### **MBA 497 Accounting and Financial Concepts (3 crs.)**

*(waivable, see MBA program information)*

This course provides in-depth coverage of financial accounting and introduces the student to the fields of managerial accounting and the basic concepts of corporate finance.

#### **MBA 498 Economics Concepts (3 crs.)**

*(waivable, see MBA program information)*

This course covers a broad spectrum of microeconomic and macroeconomic concepts. Topics will include: national income determination; the level of employment; inflation; price determination; and market structures.

#### **MBA 499 Management and Marketing Concepts (3 crs.)**

*(waivable, see MBA program information)*

An overview of the basic management functions of planning, organizing, staffing, directing, and controlling. Incorporates ideas and findings from the classical, human relations, behavioral, quantitative, systems and contingency approaches to management. In addition, an introduction to the basic concepts of marketing is provided. Topics covered include market segmentation, product planning, pricing, distribution and promotion.

#### **MBA 500 Organizational Behavior (3 crs.)**

This course is concerned with the understanding, prediction and control of human behavior in an organizational setting. The primary emphasis is from a psychological perspective although concepts from other social sciences may be included.

#### **MBA 502 Marketing Management (3 crs.)**

An analysis of marketing problems and concepts from a management viewpoint. The course stresses the relationships between overall corporate strategy and the marketing function. Topics include: market structure; distribution policies; pricing; sales management; product development; promotion and advertising; demand analysis and measurement; and consumer behavior. Managerial decision-making and the formulation of a formal marketing plan are the central focus of the course.

#### **MBA/MSA 503 The Ethical Environment of Business (3 crs.)**

Philosophical study of the nature, types and criteria of human value with a study of ethical principles and major philosophies in the area. Special emphasis will be paid to the analysis of contemporary ethical problems in the world of work. Discusses the importance of management decisions in a business-centered society, such as the United States; the desire of businessmen to do what is right; the difficulties they sometimes encounter in acting ethically; and the complexity of their ethical dilemmas. Case studies will be extensively used.

#### **MBA 505 Quantitative Business Analysis (3 crs.)**

A computer-aided introduction to the broad range of topics in the field of management science. Topics include: linear programming; model design; transportation model; inventory models; queuing theory; probability; decision analysis; sensitivity analysis; network analysis; computer simulation and project management.

#### **MBA/MSA 506 Managerial Economics (3 crs.)**

A course dealing primarily with the application of economic concepts and analysis to managerial decision-making. Topics include: demand analysis and forecasting; price determination and marketing policy, production and output decisions; capital investment decisions; profitability and cost analysis. The computer will be employed to illustrate the application of quantitative and economic techniques to real business problems.

#### **MBA/MSA 508 Management of Financial Resources (3 crs.)**

A study of the financial decision-making process within the business firm. Analyzes the problems, policies and functions involving financial management. Topics include capital market theory, cost of capital and capital budgeting decisions, capital structure and dividend policies and financial planning models.

#### **MSA 509 Law for Accountants (3 crs.)**

This course addresses the significant legal issues relevant to accounting and financial practices. This includes topics such as Sarbanes-Oxley, tax law and valuation practices. Teaching methods include class discussion, cases and examinations. Prerequisite: Business Law.

#### **MBA 510 Accounting for Management Control (3 crs.)**

This decision-making course emphasizes the use of managerial accounting concepts and techniques in a wide variety of organizational settings and functions.

#### **MBA 512 Operations Management (3 crs.)**

*(Prerequisite: MBA 505)*

This course is designed to provide a background in production and operations in manufacturing and service organizations by teaching the student effective tools for decision-making. Specific topics covered include: manpower planning and control, inventory management, distribution systems, workflow scheduling and control, facilities planning and design, resource allocation, quality control systems, research and development, project planning and control, forecasting, network analysis and quality control.

#### **MBA 520 Managerial Policy and Strategy (3 crs.)**

*(Prerequisite: Advanced standing, ideally last course in MBA Program)*

This capstone course is concerned with the development of approaches for defining, analyzing, and resolving complex strategic problems of profit and nonprofit organizations. Cases are used to place students directly into managerial roles with the responsibility of defining problems, developing solutions, and defining these solutions. At the option of the instructor, the course may involve the use of computer management simulation games.

**MBA 525 Leadership Skills (3 crs.)**

Beginning with an assessment of each student's current leadership skills, this course offers opportunity to enhance existing skills and gain new ones. The course is also the basis for an ongoing mentoring program with experienced faculty.

**MSA 530 Management of Organizational and Human Resources (3 crs.)**

*(Prerequisite: MBA 500)*

This course is concerned with the management and development of human resources. Considers topics such as the determination of personnel needs; selection of employees; the designing of effective personnel policies; compensation; health and safety; Equal Employment Opportunity Programs; and labor relations.

**MSA 534 Auditing and Professional Auditing Standards (3 crs.)**

*(Prerequisite: ACC 406 or its equivalent)*

This course covers the history and development of auditing theory, practice, and professional standards and provides masters level students with discussions of the philosophical and practical aspects of major auditing topics. Various auditing topics are selected for discussion and for written research reports including: the theory of evidence; collection and analysis of evidence; materiality; internal control; ethics; the role of auditing in society; auditors' responsibilities; planning and administration of an audit; reporting; use of statistical analysis; audits of EDP systems; the application of auditing standards; and new audit directions and perspectives.

**MSA 539 Advanced Information Systems (3 crs.)**

*(Prerequisites: MBA 510 or equivalent, MBA 512; Corequisite: MBA 500)*

This course provides the manager with a conceptual framework for using computer technology to meet strategic business goals. The latest information technology is discussed in the context of how it affects business operations and human resources. Primary focus is on the organizational and managerial aspects of information systems. Information systems development methods are evaluated. Other topics include internal controls, electronic data interchange, ethical issues and global information systems. Student performance is primarily based on case studies; projects and classroom involvements.

**MSA 541 Contemporary Accounting Theory (3 crs.)**

This course is designed to systematize the theoretical foundations provided by all previous financial accounting courses. The aim of this course is to provide students with a general survey of financial accounting theory and policy. Students should emerge from this course with (1) increased knowledge about accounting research and the standards-setting process; (2) familiarity with various financial accounting paradigms; and (3) an in-depth understanding of the major problem areas in financial accounting. Topics include: various theories of income; alternative asset valuation bases; experimental applications in published financial statements; new developments in accounting theory; and current issues and problems in accounting.

**MSA 544 Investment Analysis and Management (3 crs.)**

*(Prerequisite: MBA 508)*

This course provides background for judgement in the management of investments. Studies individual and institutional investment objectives and policies in relation to short- and long-term risks.

**MSA 547 Contemporary Economic Issues (3 crs.)**

The relationship of economic theory and the real world. An examination of current socioeconomic problems, issues, and alternative solutions. Topics include: unemployment, inflation, productivity, government regulations, national debt, health care, pollution, and the use of natural resources.

**MSA 548 Labor-Management Relations (3 crs.)**

This course begins with a study of the history of the labor movement with careful consideration being given to the changing industrial and legal environment. Given this historical perspective, the course proceeds to analyze collective bargaining practices and procedures.

**MSA 552 Business Through Literature (3 crs.)**

Imaginative literature reflects a variety of cultural, social, political, economic and philosophical perspectives toward business that have been found in American society. Students in this course will explore these viewpoints through reading and discussing novels, plays or excerpts of novels. In addition, films may be used as the basis for class discussion. Topics that will be discussed include: capitalism vs. socialism, liberty vs. equality, individualism vs. communitarianism, the role of the government, democracy, totalitarianism, unionism, the welfare state, crooked money, easy money, the problem of inherited wealth, materialism, puritanism, etc. Images of the businessman that appear in fictional works will also be covered. These include the businessman as: Scrooge-like miser, confidence man, robber baron, hero, superman, technocrat, organization man, small businessman, buffoon, rugged individualist, corporate capitalist, financial capitalist, etc.

**MSA 553 Controllership (3 crs.)**

*(Prerequisite: MBA 510 or ACC 311 or its equivalent)*

This course studies the controller function within the contemporary organization. The controller is typically the chief accounting officer. The course studies the different functions for which the controller has traditionally been responsible as well as the changing role of the controller in the age of information technology.

**MSA 554 Advanced Tax Accounting (3 crs.)**

*(Prerequisite: ACC 405 or its equivalent)*

An examination of the federal tax treatment of corporations, partnerships, S corporations, fiduciaries, gifts, estates and trusts, and an introduction to social security taxes and tax research and methodology. Emphasis is placed on the concepts of income, deductions and credits; recognition and non-recognition of gains and losses from dispositions of property; the determination of entity and investor basis; distributions from, and liquidation of, the business entity; administrative provisions of the tax law; and tax planning.

**MSA 560 The Accounting Profession and Its Environment (3 crs.)**

*(Prerequisite: MBA 534)*

An integrative course which examines the ethical, legal, economic, social and political aspects of the accounting environment. Topics include: ethical dilemmas in accounting; the accounting standards-setting process; the structure of the accounting profession; professional conduct; the legal responsibilities and liabilities of professional accountants; user perceptions of professional accountants; and the impact of changing technologies and social institutions on accounting.

**MSA 573 Internship (3 crs.)**

The internship is a structured work practicum at an accounting firm or performing accounting functions at a for-profit or not-for-profit organization. A weekly journal and deliverable, either a project or paper are also required. The student's current job is not eligible for internship credit.

# Master of Science in Nursing

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The Master of Science in Nursing program is fully accredited by the Commission on Collegiate Nursing Education and offers majors in nursing administration, family nurse practitioner and nursing education specialist. The curriculum is designed to accommodate the registered nurse graduate student who desires to remain employed. The faculty recognize that each person is a unique individual who is an integral member of many systems. Each of these systems interfaces with other complex and changing systems that create the unique fabric of each individual environment.

Emphasis on the concepts of system, critical thinking, advanced practice and change is integrated throughout the MSN curriculum. As the MSN program prepares the professional nurse for advanced practice, the nurse will think critically and make the best possible decisions for the betterment of the advanced practitioner, the client, the organization, and the overall environmental system. Central to the concepts of system, critical thinking and advanced practice is the continuous and dynamic process of change. The MSN graduate will possess the necessary skills to influence the change process and enhance the quality of healthcare for the betterment of mankind and the overall health care system.

The purpose of the masters program in nursing is to prepare registered nurses for professional leadership and advanced practice roles and to contribute to the development of nursing and health-care knowledge. Graduates from the MSN program are prepared to:

1. Assume leadership positions in health care, educational and other settings
2. Contribute to the development of nursing knowledge
3. Ensure the delivery of quality and cost effective patient care
4. Assume responsibility for the therapeutic management of patient care services
5. Function as a member of the interdisciplinary team

## Admission Requirements

1. Graduation from an accredited nursing program with a Bachelor of Science in Nursing degree (BSN).
2. 3.0 **undergraduate** cumulative average.
3. A total score of 800 on two of the three sections on the Graduate Record Exam (GRE).\*
4. Successful completion of undergraduate courses in statistics and research, basic knowledge of computers, computer spreadsheets and at least one software program.
5. Three (3) letters of recommendation.

\* GRE may be waived for Wheeling Jesuit University BSN graduates.

## Transfer Credit

Up to six graduate credits (two courses) in nursing may be eligible for transfer credit. Such credit is available only for graduate level nursing courses and only when the quality and comparability of the work meets with the approval of the Graduate Admissions Committee. Transfer credit will not be awarded for courses with grades below a "B."

MBA courses are evaluated as described in the MBA section of this catalog.

## Course Load

Three courses (nine credits) constitute a full-time course load for the graduate student.

## Curriculum for the Master of Science in Nursing

### Core Courses for all Majors

MSN 500	Nursing Theories
MSN 501	Nursing Research I
MSN 503	Health Care Policy and Politics
MSN 525	Health Care Delivery Systems & Economics
MSN 531	Advanced Health Assessment
MSN 533	Health Promotion



## Nursing Administration

The Master of Science in Nursing with a major in nursing administration is designed to prepare nurses for leadership and management positions in a variety of health care settings. Through an integration of concepts from nursing, business and management, graduates of the program are prepared to assume leadership positions in health care settings, to contribute to the development of nursing knowledge, to demonstrate responsibility for the management of the nursing organization, and to function as a member of the executive management team.

Graduates will be prepared to:

1. Assume administrative leadership positions in health care settings
2. Contribute to the development of nursing knowledge related to nursing administration
3. Demonstrate the skills necessary to assume accountability of the quality and cost effectiveness of nursing care
4. Manage aspects of the nursing organization that impact patient care
5. Function as a member of the interdisciplinary management team

### Curriculum for the Nursing Administration Major

The curriculum has three components. The first component is the nursing core and contains those courses basic to any master of science in nursing program. The second component contains nursing administration courses which are specific to this program.

The third component consists of support courses in business. Each course is three credits unless otherwise specified; the program requires a total of 40 or 43 credits.

### Nursing Administration Courses

MSN 502	.....Nursing Research II
MSN 510	.....Thesis I or MSN 512 Capstone Seminar I
MSN 520	.....Nursing Administration I: Organizational Theory and its Applications
MSN 521	.....Nursing Administration II: Management of Nursing Care Delivery Systems, Program Development and Marketing
MSN 524	.....Nursing Administration: Financial Management
MSN 561	.....Practicum I
MSN 527	.....Organizational Behavior
MSN 528	.....Communications and Interpersonal Relations

### Nursing Administration Course Options

MSN students with a major in nursing administration may elect either the thesis or the capstone seminar option. The thesis option consists of research conducted by the student in an area relevant to the major and consists of MSN 510 (2crs) and MSN 511 (1 cr). The capstone seminar option, which consists of individual or joint professional applications projects, is comprised of a three-credit course, MSN 512 and one MSN elective.

## Family Nurse Practitioner

The Master of Science in Nursing degree with a family nurse practitioner major prepares nurses for the advanced practice family nurse practitioner role and national certification. The track integrates concepts from nursing, science, and family practice to give the experienced nurse the advanced in-depth body of knowledge necessary to practice in the expanded registered nurse role of the managed care environment. The program prepares nurses for employment in rural/ Appalachian and underserved communities.

Graduates will be prepared to:

1. Assume role of the family nurse practitioner as a leader in the delivery of health care
2. Contribute to the development of nursing knowledge and evidence-based practice
3. Ensure the delivery of quality and cost-effective primary care
4. Manage the care of patients with acute and chronic illnesses
5. Function as a member of the interdisciplinary team

### Curriculum for the Family Nurse Practitioner Major

The curriculum is divided into three components. The first component is the nursing core and contains those courses basic to any master of science in nursing program. The second component contains the family nurse practitioner clinical core. The third component consists of primary care courses specific to the Family Nurse Practitioner role. The program requires completion of 48 credit hours of graduate study.

#### Clinical Core Courses

MSN 530 . . . . .Advanced Pathophysiology  
 MSN 531C . . . . .Advanced Health Assessment Clinical  
 MSN 532 . . . . .Advanced Pharmacology  
 MSN 569 . . . . .Advanced Practice Role Seminar

#### Family Nurse Practitioner Courses

MSN 565 C&D . . . . .Primary Care of the Family I  
 MSN 566 C&D . . . . .Primary Care of the Family II  
 MSN 567 C&D . . . . .Primary Care of the Family III  
 MSN 568 C&D . . . . .Primary Care of the Family IV

## Nursing Education Specialist

The Master of Science in Nursing degree with a major in nursing education is designed to prepare nurses for positions in a variety of educational settings. This program integrates concepts from nursing, science and education and prepares graduates to assume educational positions in schools of nursing, various health care settings and community health education. Additionally, students further develop their skills and abilities to contribute to the development of nursing knowledge, ensure the delivery of quality and cost-effective patient care and function as a member of the interdisciplinary team.

Graduates will be prepared to:

1. Assume leadership roles related to curriculum, instruction and evaluation in nursing and health care
2. Contribute to the development of nursing knowledge related to curriculum, instruction and evaluation
3. Provide and assist others to ensure the delivery of quality and cost-effective patient care
4. Evaluate and promote the competencies needed for the management of patient care
5. Function as a member of the interdisciplinary education team

### Curriculum for the Nursing Education Specialist Major

The curriculum has three components. The first component is the nursing core and contains those courses basic to any master of science in nursing program. The second component contains nursing education courses which are specific to this program. The third component consists of the clinical core. The program requires at least 42 - 43 credits.

#### Nursing Education Courses

MSN 514 . . . . .Curriculum and Instruction  
 MSN 515 . . . . .Evaluation  
 MSN 516 . . . . .Educational Technology  
 MSN 518 . . . . .Educational Practicum  
 MSN 542 . . . . .Synthesis in Nursing Education

#### Clinical Core Courses

MSN 530 . . . . .Advanced Pathophysiology  
 MSN 531C . . . . .Advanced Health Assessment Clinical  
 MSN 532 . . . . .Advanced Pharmacology  
 MSN 565D, 566D  
 567D or 568D . . . . .Choice of one Clinical Concepts course

## Course Descriptions

### **MSN 500 Nursing Theories (3 crs)\***

An examination of conceptual models and theories used to guide nursing education, practice and research.

### **MSN 501 Nursing Research I (3 crs)\***

Utilization of the research process with the goal of applying the research process and critiquing articles in an area of interest to the student. Prerequisite: MSN 500, MSN 520, MSN 521 for Nursing Administration majors; MSN 500 for Family Nurse Practitioner majors.

### **MSN 502 Nursing Research II (3 crs)**

Development of thesis/research proposal. Prerequisites: completion of 21 graduate credits to include: MSN 501, MSN 520, MSN 521.

### **MSN 503 Health Care Policy and Politics (3 crs)\***

The study of political, social, economic and ethical influences within the health care delivery system. Special attention is given to how change occurs and to how government regulations, consumerism, and court, agency and legislative actions impact on health care.

### **MSN 510 Thesis I (2 crs)**

Research conducted by the student in the area relevant to the major. Prerequisite: MSN 502.

### **MSN 511 Thesis II (1 cr)**

Research conducted by the student in the area relevant to the major. A continuation of MSN 510. If a student has not completed the thesis requirements at the end of Thesis II, he/she will be required to enroll in MSN 511a, Thesis II Continuation, to finish the research. Prerequisite: MSN 510.

### **MSN 512 Capstone Seminar I (3 crs)**

Provides the students the opportunity to synthesize and apply acquired knowledge and skills to the analysis and prescription of alternative courses of action for the problems and policy issues encountered by nurse managers and executives. Prerequisites: MSN 501, MSN 502, MSN 503, MSN 520.

### **MSN 514 Curriculum and Instruction (3 crs)\***

This course applies theories and concepts from education, psychology and related fields to the development and analysis of curriculum materials, including classroom and clinical teaching methods.

### **MSN 515 Evaluation (3 crs)\***

This course examines methods of measurement and evaluation for analyzing student and program outcomes.

### **MSN 516 Educational Technology (3 crs)\***

This course applies the use of computer technology, audiovisual, multimedia and the Internet in curriculum design to patient or student education.

### **MSN 518 Educational Practicum (3 crs)**

This course applies relevant concepts and theories from the education core courses to a particular practice setting. It provides the opportunity to design, implement and evaluate learning experiences in nursing education settings. Emphasis is on the application of teaching, learning and evaluation strategies in a clinical setting. Prerequisites: MSN 514, MSN 515, MSN 516.

### **MSN 520 Nursing Administration I: Organizational Theory and its Applications (3 crs)\***

The study of organizational theory, its applications and the basic principles of management, managerial technologies and managerial processes as they relate to administrative practice. Legal and ethical aspects of these issues are discussed.

### **MSN 521 Nursing Administration II: Management of Nursing Care Delivery Systems, Program Development and Marketing (3 crs)\***

Explores elements of patient care delivery systems such as continuous quality improvement, risk management, standards of care and policy development. Business planning and marketing issues and strategies are also addressed. Prerequisite: MSN 520.

### **MSN 524 Nursing Administration: Financial Management (3 crs)\***

Involves the study of health care budgets, productivity, staffing, variance analysis and patient acuity factors. The focus is on activity based costing and activity based management for health care. Attention is given to the nurse manager's budgeting and financial management responsibilities. Various financial spreadsheet programs are utilized.

### **MSN 525 Health Care Delivery Systems & Economics (3 crs)\***

Explores the impact of managed care on the healthcare system. Emphasis is on understanding and implementing aspects of managed care and includes the financial, legal and ethical issues. The use of critical pathways and the role of the case manager are also addressed.

### **MSN 530 Advanced Pathophysiology (4 crs)\***

The focus will be on altered health states across the life span. A well grounded understanding of normal pathological processes of diseases in order to prepare the student to manage disease process and alterations in pathophysiology will be studied. Prerequisite: Basic Anatomy and Physiology.

### **MSN 531C Advanced Health Assessment Clinical (1 cr)**

Clinical practice of comprehensive and holistic examination of the human person utilizing appropriate psychomotor skills and interview techniques. The assessment process includes the physical, social, emotional, developmental, cultural and spiritual needs of the patient and family. Corequisite: MSN 531D

### **MSN 531D Advanced Health Assessment (3 crs)\***

Comprehensive and holistic examination of the human person utilizing appropriate psychomotor skills and interview techniques. The assessment process includes the physical, social, emotional, developmental, cultural and spiritual needs of the patient and family.

### **MSN 532 Advanced Pharmacology (3 crs)\***

An in-depth study of pharmacokinetic and pharmacodynamic properties of major drugs and the therapeutic and adverse effects on related body systems. The factors involved in rationale during selection for treatment of specific diseases. Prerequisite: MSN 530.

### **MSN 533 Health Promotion (2 crs)\***

Current research and practice trends in health promotion and disease prevention will be examined.

**MSN 542 Synthesis in Nursing Education (3 crs)\***

This course synthesizes the role of the nurse educator as clinician, educator, consultant, change agent and investigator. Prerequisite: MSN 518.

**MSN 561 Practicum I (2 crs)**

Clinical course in which students are placed with preceptors in nursing administrative positions to apply concepts to actual practice. Prerequisite: MSN 521.

**MSN 565C Primary Care of the Family I Clinical (3 crs)**

Clinical practice utilizing advanced physical assessment knowledge and health promotion strategies in the care of infants, children, adolescents, and families. Relevant theoretical foundation provides insight into the need for anticipatory guidance and family participation in the therapeutic regimen. Corerequisite: MSN 565D.

**MSN 565D Primary Care of the Family I (3 crs)**

A study of the theoretical knowledge and skills for development of strategies in analyzing, managing and preventing problems of infants, children and adolescents and families with an emphasis on the underserved and the effects on Appalachian culture on the community. Prerequisite: MSN 530, MSN 531, MSN 533; may be taken concurrently with MSN 532 Pharmacology.

**MSN 566C Primary Care of the Family II Clinical (3 crs)**

Focus on the identification and treatment of issues related to the care of both genders but particularly women. Applies knowledge and skills for health promotion in an ambulatory setting. Corerequisite: MSN 566D.

**MSN 566D Primary Care of the Family II (3 crs)\***

The theoretical exploration of gender and its implications for health promotion, disease prevention and the management of normal pregnancy as well as gender related pathological conditions. Women's and men's health issues are explored. Prerequisite: MSN 565D.

**MSN 567C Primary Care of the Family III Clinical (3 crs)**

Focus on health promotion and the assessment and management of disease processes of the adult in the community. Clinical settings will be rural health clinics and offices of family practice/FNP offices, internists, GPs and other providers with large caseloads of adults. Corerequisite: MSN 567D.

**MSN 567D Primary Care of the Family III (3 crs)\***

Focus is on the nurse practitioner who meets the health care needs of the adult from young adult through retirement age. The focus includes health promotion, episodic illness care, management of chronic illness and issues related to the underserved population. Ethical dilemmas and legal issues resulting from the expanded role will be discussed. Leadership roles in the community practice will be addressed. The needs of clients in an underserved environment are assessed with discussion of the organization of health care for continuity of care in the community. Prerequisite: MSN 566D.

**MSN 568C Primary Care of the Family IV Clinical (2 crs)**

Focuses on the health promotion and assessment and management of acute and chronic illnesses in the elderly. Clinical will be



in rural clinics, physician/nurse practitioner primary care settings with large caseloads of elderly. Corerequisite: MSN 568D.

**MSN 568D Primary Care of the Family IV (2 crs)\***

Focuses on the provision of integrated care to the elderly which includes normal aging changes, health promotion and the assessment and management of chronic and acute illnesses. Special attention is given to the political/ethical and cultural needs of the elderly living in the rural Appalachian area. Prerequisite: MSN 567D.

**MSN 569 Advanced Practice Role Seminar (1 cr)\***

Focuses on the transition from the role of Family Nurse Practitioner Student to the role of Family Nurse Practitioner.

**MSN 527 Organizational Behavior (3 crs)**

This course prepares clinicians with skills in organizational behavior, clinical operations and system design, quality measurement and risk management, fiscal operations and systemic change and project management. It integrates individual behavior with organizational behavior. Specialized skills in organizational politics and policy development, implementation and impact analysis will be acquired. Working as an organizational leader, students are prepared for entry to mid-level clinical leadership and management positions.

**MSN 528 Communication and Interpersonal Relations (3 crs)**

To promote successful communication for individuals, groups, and organizations. This case-oriented course examines the fragile nature of the communication process. Opportunities for students to learn and practice techniques for improving communication skills in a variety of health care situations are provided.

# Nursing Graduate Post-Master's Certificates

Post-Master's certificates provide nurses with Master of Science in Nursing (MSN) degrees an opportunity to acquire specialized skill that may not have been offered in their master's degree programs. The School of Nursing at Wheeling Jesuit University addresses this gap by offering three Post-Master's Certificates. Post-Master's certificates ranges from 18 to 27 credits. These programs are offered online.

## Post Master's Certificate - Nursing Education

Course #	Course Name	Credits
MSN 514	Curriculum & Instruction	3
MSN 515	Evaluation	3
MSN 516	Educational Technology	3
MSN 518	Educational Practicum	3
MSN 531 D	Advanced Health Assessment	3
MSN 542	Synthesis in Nursing Education	3
		Total 18

A graduate course in Physical Assessment & Advanced Pharmacology is required.

## Post Master's Certificate - Nursing Administration

Course #	Course Name	Credits
MSN 520	Nursing Admin I	3
MSN 521	Nursing Admin II	3
MSN 524	Financial Management	3
MSN 561	Administration Practicum	2
MSN 512	Capstone	3
MSN 527	Organizational Behavior	3
MSN 528	Communications and Interpersonal Relations	3
		Total 20

An undergraduate or graduate course in Physical Assessment is required.

## Post Master's Certificate - Nursing Administration

Course #	Course Name	Credits
MSN 531D	Health Assessment	3
MSN 531C	Health Assessment Clinical	1
MSN 565 D & C	Primary Care of the Family I	6
MSN 566 D & C	Primary Care of the Family II	6
MSN 567 D & C	Primary Care of the Family III	6
MSN 568 D & C	Primary Care of the Family IV	4
MSN 569	Role Seminar	1
		Total 27

Students entering the Post Master's certificate program for the FNP must have prerequisites in advanced pharmacology and advanced pathophysiology.

\*(Those who complete the Family Nurse Practitioner Program are eligible for certification in West Virginia, but should contact their home states for procedure to apply for certification elsewhere).

## Applications for Admission

1. A Bachelor's degree in nursing (official transcript)
2. A Master's degree in nursing (official transcript)
3. Current licensure as a registered nurse
4. Current CV or resume
5. Two reference letters

# Master of Science in Organizational Leadership

The Master of Science in Organizational Leadership offers its participants opportunities to develop the intellectual and personal skills required of managers and executives of today's and future organizations.

This is accomplished through a series of rigorous examinations of historic and current theory related to the organizational development discipline, always emphasizing the application and relevance of the theories to real world work settings and situations.

The student is directed through a sequence of modules that begins with the study of the theoretical underpinnings of the discipline and their application to real world situations. This study provides the backdrop and framework for the other three content areas and the research and thesis.

The organization's external environment and its impact are analyzed and assessed with a view to developing facilitative and collaboration skills in the program's participants. The significant role strategic partnerships play, as integrating factors for the external environment components, is explored.

Similar analyses and assessments of the internal environment of organizations are completed. The principles and best practices of Total Quality Management systems approach (TQM) are explored as a tool for creating and sustaining effective organizations.

Finally, the personal and interpersonal skills required of a leader are studied from both theoretical and practical aspects.

The unifying experience that gives depth and meaning to the course sequence is the Master's thesis. This capstone work is the result of research that is streamed throughout the course sequence. The final products will represent the research efforts of the students related to a specific problem facing an organization or a proposed change envisioned by the organization.

Graduates of the program will demonstrate the following personal and professional competencies:

An integrated systems approach to organizational leadership. The flexibility to adapt leadership styles and theories to various settings. The ability to carefully analyze organizational needs and challenges and to provide resolutions that are supported by the organization. The facilitation of effective interpersonal communication.

Providing skilled employee motivation through the development and facilitation of team management. An understanding of the complex interface between the internal and external environments of an organization. The ability to direct organizational change processes.

Excellent oral and written communication skills. Technical skills related to the quantitative aspects of an organization. An ethical approach to business and employee relations. Inspired leadership that enables an organization to excel.

## Course Sequence over 22 months:

### Foundations: 6 credits

Concepts of Leadership  
Leader as Change Agent  
Leading with Integrity and Creativity

### Thesis: 7 credits (over 14 months)

Project Management  
Research Methods  
Thesis and Thesis Defense

### Environmental Dimensions: 5 credits

Legal Environment  
Government: Partner/Regulator  
Community: Opportunity/Challenge  
Strategic Partnership Development

### Structural Dimensions: 8 credits

Systems Analysis  
Financial Analysis  
Marketing Analysis  
Process Analysis  
Quality Management

### Personal Dimensions: 7 credits

Leader as Communicator  
Leader as Motivator  
Leader as Strategic Thinker/Visionary  
Leader and Spirituality

### MSOL Admissions Requirements:

A Bachelor's Degree from a regionally accredited college or university  
A minimum 2.75 undergraduate GPA  
A scaled score of 400 on the Miller Analogies Test (MAT)\*\*  
A minimum of three years full-time professional work experience or evidence of significant work/life experience documented by a current resume  
An interview may be required to finalize admission process

\*\*MAT score is waived for WJU graduates with a 3.0 GPA or earned master's degree.

# Course Descriptions

## Foundations

### **MSL 500 Concepts of Leadership (3 credits)**

An in depth analysis of the philosophical and psychosocial principles underlying classic and contemporary theories of organizational leadership and their application to today's and future workplaces form the basis upon which the degree program is built.

### **MSL 501 Leader as Change Agent (1 credit)**

The role of the leader in the organization development process is analyzed with regard to an organization's culture and its natural resistance to change. Classic and contemporary theorists' responses are studied. The significance of transformational leadership in contemporary organizations is compared and contrasted with the transactional leadership style commonly found in organizations.

### **MSL 502 Leading with Integrity and Creativity (2 credits)**

The study of the elements involved in the creative process and their significance to effective leadership and successful organizations culminates in the development of a work environment that encourages, sustains and rewards creativity.

A study of classical and contemporary philosophers' thinking regarding ethics is conducted. Case studies are utilized to apply the theories. An organization's social responsibility and the leader's ethical stance within an organization are examined in detail.

## Thesis

### **MSL 517 Project Management (1 credit)**

The module integrates change, creativity, and systems theories as they apply to the research/development functions of an effective organization. As part of the integrated theory application, an organization's processes are analyzed.

### **MSL 518/519 Research Methods (2 credits)**

The module offers an overview of research paradigms, design, data collection, qualitative and quantitative methods of analysis for applied research. The content is designed to have direct application to the student's thesis.

### **MSL 520 Thesis and Thesis Defense (4 credits)**

The thesis is envisioned as the integrating, capstone experience for the program's curriculum. As such, its development is streamed throughout the course sequence. A specific organization is selected as the research site. The organization identifies a situation requiring leadership intervention in terms of corrective action or a new initiative. The student researcher uses the corporation as a "real world" setting for analysis and application throughout the curriculum and applies professional research methods to address the identified situation. The thesis is ultimately presented in written form, as well as, an oral defense.

## Environmental Dimensions

### **MSL 503 Legal Environment (1 credit)**

Focuses on law and social change as it relates to the environment in which organizations operate. The principles and practices of case law related to consumer/employee law, tort and personal/corporate liability, intellectual property, and contracts receive special consideration.

### **MSL 504 Government: Partner/Regulator (1 credit)**

The module explores the interrelationships between government, politics and organizations. Local, national and international cases are studied. Leadership strategies to influence public policy are considered.

### **MSL 505 Community: Opportunity/Challenge (1 credit)**

The module studies the relationship between organizations and their local/regional communities. Techniques for the development of community assessment instruments are studied and tested. An organization's social responsibility to its community is developed.

### **MSL 506 Strategic Partnership Development (2 credits)**

Through the analysis of case studies, the significance of strategic alliances in the development of effective organizations will be explored. An analysis of the specific leadership skills required to thrive in such an environment is conducted.

## Structural Dimensions

### **MSL 507 Systems Analysis (1 credit)**

The course is designed as a review of systems theory and its approach to organizational development and the analysis of an organization's problems and opportunities.

### **MSL 508 Financial Analysis (2 credits)**

The role and significance of an organization's financial systems are studied. Special attention is given to budget development and monitoring systems, and the interpretation of financial statements.

### **MSL 509 Marketing Analysis (2 credits)**

The focus of the course is an analysis of the principles and practices involved in marketing an organization, its products or services. The relationship and distinction between marketing, promotion and sales are developed.

### **MSL 510 Process Analysis (1 credit)**

This module applies financial, marketing and process theories to actual project management techniques. An analysis of the tools required for efficient and effective product/service delivery is conducted.

### **MSL 511 Quality Management (2 credits)**

The principles and best practices of Total Quality Management (TQM) are studied. The theories underlying the socio-technical design principles are studied and case studies analyzed. The leadership skills required to develop and sustain a TQM system in an organization are assessed. The organizational paradigm shifts required for an organization to adopt such an operational model are also assessed.

## Personal Dimensions

### **MSL 512 Leader as Communicator (2 credits)**

The course serves as a review of the theoretical concepts of interpersonal communications with a particular emphasis on the theory and practice of effective group dynamics. A leader's role as a team builder and the essential role teams play in "world class" organizations are stressed.

### **MSL 513 Leader as Motivator (1 credit)**

A review of classical and contemporary motivation theories serves as the basis for the application of the theories in "real world" organizations. Through a case study approach, effective organizations' best practices are studied. The leader's role in the motivational process as it relates to self directed teams receives special consideration.

### **MSL 514 Leader as Strategic Thinker/Visionary (2 credits)**

The focus of the module is to understand the significance of and the process involved in strategic planning. An evaluation of the techniques required is also conducted. The leader's roles as an effective communicator and motivator are integrated as enabling forces for effective planning. The quantitative aspects of strategic planning and their place in the strategic management process are also studied.

### **MSL 515/516 Leader and Spirituality (2 credits)**

This module is streamed through the curriculum sequence. It traces the principles of St. Ignatius Loyola's *Spiritual Exercises* as they relate to modern day leaders. Leadership role models are studied as expressions of an integrated life's core values: self-awareness, ingenuity, love and heroism.

# Master of Arts in Science & Mathematics Education

Contact Person: H. Lawrence Jones, Ed.D., Director

\*This program is currently being revised.

The Master of Arts in Science and Mathematics Education (MASMED) is designed for science and mathematics teachers. Participants will learn through hands-on experience how to integrate mathematics and science content (as called for in the National Science Education Standards) with a technology-intensive, problem-based approach to teaching and learning.

Students enter the program as a cohort group; each cohort is limited to 24 students and only one cohort will be admitted annually. The program is completed in three summers, two fall, and two spring semesters. Fall and spring semester classes are conducted by distance learning, while summer classes are on-campus. During the initial summer, students will complete two hands-on classes at the state-of-the-art Center for Educational Technologies. At the end of seven consecutive terms, students will graduate having completed 32 graduate credits.

Upon completion of the program, the MASMED graduate will instruct secondary school students using:

1. Integrated math and science content
2. Experiential, problem-based learning activities
3. Technology infusion strategies
4. Research-based classroom interventions
5. Constructivist learning strategies

## Admission Requirements

The program is open to graduates of any accredited college or university who possess a bachelor's degree or its equivalent and who have demonstrated high promise of success in graduate studies.

Applicants will be evaluated by the MASMED Admissions Committee according to the following criteria:

1. Currently teaching science or mathematics
2. Internet accessibility with e-mail and distance learning capabilities
3. 2.75 or better cumulative undergraduate average
4. A score of at least 550 on the TOEFL exam for students whose native language is not English
5. Submission of either an appropriate score on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) or a transcript showing receipt of a master's degree
6. Completion of an essay outlining how this degree will be used to improve acquisition of mathematics and science skills and knowledge in the applicant's classroom.

Upon evaluation by the MASMED Admissions Committee, the applicant will be notified as to the status of the application and

whether or not a personal interview is needed. Students may be admitted in one of the following categories:

1. Full Admittance – Students who meet all the qualifications listed above
2. Provisional Admittance – Students whose qualifications fall short of the requirements for full admittance, but whose qualifications and experience indicate their potential for achievement. These students may be admitted to the program on the recommendation of the Admissions Committee and the director of the program.

An applicant not currently teaching in the area of science or mathematics will be required to have endorsement by a local school where assignments and projects can be conducted and evaluated in actual classroom situations. Access to the technology needed for distance classes is also required.

## Curriculum Sequence

### Summer I

- MSM 505 Integrated Mathematics, Science and Technology  
MSM 508 Introduction to Action Research  
MSM 511 Educational Research Design

### Fall I

- MSM 514 Educational Psychology  
MSM 518 Action Research II  
MSM 512 Instructional Design and Theory

### Spring I

- MSM 522 Astronomical: Integrating Physics and Mathematics in Space  
MSM 528 Action Research III

### Summer 2

- MSM 603 Energy in the 21st Century  
MSM 608 Action Research IV  
MSM 611 Measuring and Analyzing Learning Outcomes

### Fall 2

- MSM 615 Earth Systems Science: A Qualitative and Quantitative Look  
MSM 618 Action Research V

### Spring 2

- MSM 624 Teaching in America in the 21st Century: Contemporary Issues  
MSM 628 Action Research VI

### Summer 3

- MSM 633 Applying Earth Ecology to Space Habitation (SPACEHAB)  
MSM 638 Action Research VII  
MSM 612 Professional Writing

**MSM 500 Workshop (1-3 crs)**

Integration of math and science into curricula using best practices, constructivist theory and techniques. Designed to meet specific needs of teaching professionals.

**MSM 505 Integrated Mathematics, Science and Technology (3 crs)**

Exploring the relationships among mathematics, science and technology in the context of real world, problem-solving activities, with a focus on environmental monitoring. Introducing problem-based learning concepts and hands-on distance mission involving simulated natural disasters and an International Space Station satellite video conference. Computers, calculator-based laboratory probes, chemical test kits and digital cameras will be used to gather and analyze data. Participants will integrate activities to design a home site investigation. Optional Scuba Science Course with scuba certification.

**MSM 514 Educational Psychology (3 crs)**

The study of psychological principles applied to the field of education. Topics include: characteristics of effective teaching, nature of intelligence, student-centered/constructivist theories, learning environments, using rubrics, motivation and the assessment of learning. Participants will create lesson plans for juried/peer review.

**MSM 522 Astronomical: Integrating Physics and Mathematics in Space (3 crs)**

Examining the contents, structure and dynamics of the universe using extensive mathematical tools and technology. Astronomy Village, the Voyager software and website resources combine to create an integrated mathematics and science learning environment. Mathematics applications use information from the cosmos. Topics include: celestial dynamics, optics and telescopes, galaxies and quasars and UFOs and extraterrestrials.

**MSM 530 Mission to Accomplished Teaching Phase I - National Board Certification**

The five Core Propositions of the National Board for Certification for Teachers of: 1) commitment to students and their learning, 2) knowing the subject and how to teach it, 3) management and monitoring of student learning, 4) thinking systematically about teaching practice and experience and 5) membership in learning communities will be explored through a guided design for behavioral manifestations of those propositions.

**MSM 531 Mission to Accomplished Teaching Phase II - National Board Certification**

A continuation of MSM 530.

**MSM 603 Energy in the 21st Century (3crs)**

Increasing knowledge in the physical sciences and mathematics through integrated lecture and lab. Resources include computer simulations, data acquisition and analysis software. CBLs and graphing calculators and the Internet. Topics include: electricity generation, fossil fuels, magnetism, heat transfer and alternative fuels. Mathematics content includes: basic algebra, exponentials and logarithms, extensive graphing and graphical analysis.

**MSM 615 Earth Systems: A Qualitative and Quantitative Look (3 crs)**

Featuring a collaborative, inquiry-based, online environment, this course focuses on the impacts and interactions between earth events and each of the spheres—biosphere, lithosphere, atmosphere and hydrosphere. Topics include deforestation, ozone, global warming and coral reefs. Participants will draw on the chemistry discipline and mathematical modeling to design PBL lessons that will help their students to think in terms of earth systems science.

**MSM 624 Teaching in America in the 21st Century: Contemporary Issues (3 crs)**

Investigate contemporary issues in education that impact teaching effectiveness and career success. The online format will be enhanced by the use of Guided Design, an interactive problem-solving approach. Representative topics include school violence, core curriculum, successful intelligences and motivating the unmotivated.

**MSM 633 Applying Earth Ecology to Space Habitation (3 crs)**

Applying ecological principles to solve the problem of human habitation of space. A focus on biological fundamentals of ecology, experimentation using scientific instrumentation to take measurements, and the use of computer simulations and spreadsheets for graph interpretation and data analysis. Participants will use multimedia, laboratory and other technology tools as they present an integrated three-year lunar base simulation analysis.

**MSM 508, 518, 528, 608, 618, 628 & 638 Action Research I-VII (1 credit each)**

Action research entails a set of steps from an idea to a refined teaching module, integrating program content with current practice. Throughout the seven semesters, participants will be engaged in the development, refinement, assessment and analysis of a curriculum design tailored for their own classroom. Four mini-courses are designed to support teachers as they conduct action research. The mini courses are:

**MSM 511 Educational Research Design (1 credit)****MSM 512 Instructional Design and Theory (1 credit)****MSM 611 Measuring and Analyzing Learning Outcomes (1 credit)****MSM 612 Professional Writing (1 credit)**

# Doctor of Physical Therapy

Contact Person: Luis G. Vargas, PT, Ph.D., ARCS  
Director, Department of Physical Therapy

## The Profession

Physical therapists are health care professionals who provide services, such as direct patient care, supervision, management, research, teaching and consultation. Physical therapists may engage in independent practice or may be employed by hospitals, rehabilitation centers, extended care facilities, outpatient clinics, schools, and home health agencies. Employment opportunities are readily available in most regions of the country.

## Professional Education Program

The professional curriculum uses a problem-based learning model rather than the traditional lecture method of presentation. Students are assigned to tutorial groups of five to eight students and guided by a faculty tutor toward independent study. Supervised laboratory sessions and assignment to physical therapy clinics are used for the practice of clinical skills. Due to the unique curriculum design, transfer of professional course work is discouraged. The Doctor of Physical Therapy degree is awarded upon successful completion of the program. The graduates are also prepared to take the physical therapy licensure examination. Our graduates excel on this examination with a pass rate above the national average.

Professional study is a full-time endeavor for seven consecutive academic terms that span two calendar years. Class, laboratory and clinical education assignment times include both daytime and evening hours. Enrollment in additional course work is not possible and employment is not recommended. Clinical education assignments often require travel and housing outside the Wheeling area.

## Accreditation

The program is accredited by the Commission on Accreditation in Physical Therapy Education through 2011. Initial accreditation was granted in the fall of 1996.

## Admission Requirements

1. A baccalaureate degree in any field.
2. Candidates must earn at least a 3.0 GPA in pre-requisite courses listed below (including core). In addition, candidates must earn at least a 3.0 GPA, with no grades below "C" in the required courses below. At the time of application, applicants must report final grades from at least 25 credits of the required math and science courses below.

Course	Credits	Wheeling Jesuit University Course Equivalent
Biology	4	BIO 109, 121
Chemistry	8	CHE 110, 120, 121, 122
Human Anatomy & Physiology	7	BIO 127, 128, 129
Physics	8	PHY 110, 120, 121, 122
Statistics	3	PSY 115
Psychology	9	PSY 110, 212 and one elective (in addition to PSY 115 above)

See the Undergraduate Academic Catalog for further information if you are seeking an under-graduate degree from Wheeling Jesuit University. Students who have earned baccalaureate degrees from other campuses should have a strong liberal arts background and a minimum of 18 additional semester credits in at least three of the following areas: theology, philosophy, fine arts, foreign language (level three or higher), history and English.

3. Interview Process: The interview is a scored admissions activity. Therefore, applicants must pass this interview in order to be considered for admission to the DPT Program. The objective of the interview is to evaluate the applicants' affective abilities, particularly verbal and non-verbal communication, their ability to critically think, and their understanding of the profession and the PBL curricular model. Selection for interview is based on the applicant's GPA and evidence gathered in the applicant's file (i.e. letters of reference). The interviews are held in the second half of the month of January. A sample writing exercise will also be required in order to evaluate the applicant's writing abilities.
4. Eighty hours of clinical observation is required.
5. Graduate Record Exam (GRE) scores will be considered in the admission process.
6. Students whose native language is not English are required to submit a TOEFL score of at least 600 paper based, 250 computer based, and 100 Internet based.

### Admission Process

Students who are completing their degrees at WJU (or at any other university) must have a 3.0 GPA or higher and have completed all required courses with a “C” or better in order to be considered for an interview for the professional program. The pre-requisites are described in the “Programs and Courses of Instruction” section of the undergraduate catalog. Upon successful completion of the interview, the student will be invited to enter the professional program.

Although WJU students are given priority, placement is available for transfer students who meet the above requirements.

Selection of applicants will be based on pre-requisite and overall grade point averages, GRE scores, interview scores, and references.

Classes will be accepted in September of each year. The deadline for submission of all application documents is December 15<sup>th</sup> for the following fall. Early application submission is strongly recommended. However, application review will begin after December 15<sup>th</sup> each year. Applicants will be notified in writing of full or conditional acceptance to the program, placement on an alternate list, or rejection.

### Curriculum Objectives

The graduate will be able to:

1. Practice as a physical therapist in a variety of settings with populations diverse in age, gender, marital status, culture, ethnicity language, and psychological, educational and economic status.
2. Practice collaboratively with other members of the health care team to maximize the potential of the persons and communities which they serve.
3. Communicate nonverbally, orally, and in writing with others in a language and style that is adapted to the audience.
4. Teach health care consumers, providers, and students the essentials of health care including prevention.
5. Participate in the advancement of the profession through service, research, and other scholarly activity in collaboration with peers and colleagues.
6. Apply the principles of administration and consultation in a practice environment.
7. Participate in the creation of systematic change in health care and other areas that benefit the public welfare by working cooperatively with professional, community, and governmental agencies, colleagues and the public.
8. Participate in a planned program for personal and professional growth.



## Description of Curriculum

All courses are centered around the clinical case/problem which is introduced in Clinical Science. This is a tutorial group session and meets for two-and-a-half hours, two times per week. The group determines what needs to be known in order to diagnose and treat this clinical case with the facilitation of the faculty tutor. Students discuss what they currently know that applies to this case and what new material must be discovered following a list of case objectives and establishing an application to the patient-client management model. In the second session, they discuss what they have learned in their independent study time. During the Basic Science courses that meets for two-and-a-half to five hours per week, the faculty guide the students to refine their learning in the foundation sciences of anatomy, neuroanatomy, kinesiology, pathology, histology, embryology, and pharmacology. This information is then processed in the Physical Therapy Skill Laboratory that meets two times per week for two-and-a-half hours with hands-on, practical experiences guided by the faculty. The Physical Therapy Skills Laboratory is the laboratory equivalent in traditional learning. Additional material involved in the case is discussed in the Integrated Seminars. In the Professional Issues courses, students investigate their roles as professionals. With each term emphasizing a different aspect of professional conduct.

As the terms progress, more complex and advanced material is added. Different clinical cases assist the students in learning the breadth of information needed to be a competent entry-level physical therapy professional.

Term I is online preparatory program of four courses lasting six weeks.

During terms II and III, students participate in service-learning projects in the local community with the faculty. Terms IV and VI are nine-week didactic semesters with the remaining six weeks spent in full-time clinical placement. Students are placed in a clinical environment where they can apply their acquired knowledge and practice their new skills. There are four full-time clinical education experiences for a total of 28 weeks of clinical education. During this time, the student is supervised by a licensed physical therapist and works directly with clients. Supervision is gradually reduced so that by the end of the last clinical experience, the student can function independently as an entry-level clinician.

The completion of a research project is required from each student. The process begins in terms II and III during Professional Issues. In terms IV through VI, students progress from proposal approval to data collection and analysis. The final project is completed and presented in Professional Issues VII at the end of the program.

## Course Descriptions

### TERM I (Summer Online Course)

**DPT 601 Medical Terminology for Basic Science (1 cr)**

**DPT 602 Introduction to Clinical Science (1 cr)**

**DPT 603 Surface Anatomy in Physical Therapy Science (1 cr)**

**DPT 604 Introduction to the Profession of Physical Therapy (1 cr)**

### TERM II (Fall)

**DPT 611 Basic Sciences II (3 crs)**

Guided independent study of structures and functions of the body in healthy and impaired states, and the impact of health care evaluations and interventions on structures and functions. This includes the study of bones, joints, muscles, peripheral nerves, and energy management. Topics are integrated closely with client cases in Clinical Science II.

**DPT 612 Clinical Science II (4 crs)**

Problem-based tutorial includes foundations of normal movement, categories of interference with normal movement, and application of principles of Clinical Science in evaluation and treatment of specific conditions resulting in movement dysfunction.

**DPT 613 Physical Therapy Skills Laboratory II (3 crs)**

Laboratory experiences analyze human posture, movement, and therapeutic interventions for selected impairments of the spine and extremities. Evaluation and intervention strategies are integrated with client cases presented in Clinical Science II.

**DPT 614 Professional Issues II (2 crs)**

Orientation to the research process with discussion, small group projects, and written and oral presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science II.

**DPT 615 Integrated Seminar I (1 cr)**

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

**DPT 617 Service Learning I (1 cr)**

Students will accompany faculty to community organizations which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication, screening, treatment, and documentation skills. Pass/Fail.

**TERM III (Spring)****DPT 621 Basic Sciences III (3 crs)**

Guided independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic neuroscience. Topics are integrated closely to client cases in Clinical Science III.

**DPT 622 Clinical Science III (4 crs)**

Problem-based tutorial includes study of client cases illustrating a variety of causes and manifestations of movement dysfunction.

**DPT 623 Physical Therapy Skills Laboratory III (3 crs)**

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science III.

**DPT 624 Professional Issues III (2 crs)**

Orientation to the education role of the physical therapist with discussion, small group projects and written and oral presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science III.

**DPT 625 Integrated Seminar II (1 cr)**

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

**DPT 627 Service Learning II (1 cr)**

Students will accompany faculty to community organizations, which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills. Pass/Fail.

**TERM IV (Summer)****DPT 631 Basic Sciences IV (3 crs)**

Guided independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic physiology and neuroscience. Topics are integrated closely with client cases in Clinical Science IV.

**DPT 632 Clinical Science IV (3 crs)**

Problem-based tutorial includes the study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

**DPT 633 Physical Therapy Skills Laboratory IV (3 crs)**

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science IV.

**DPT 634 Professional Issues IV (2 crs)**

Orientation to the health care system and the role of the physical therapist in health care delivery. Includes discussion, small group projects, and poster presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science IV.

**DPT 635 Integrated Seminar III (1 cr)**

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

**DPT 636 Research Training Seminar I (1 cr)**

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

**DPT 638 Clinical Education I (3 crs)**

Supervised clinical practice of physical therapy skills learned in the first three terms. Pass/Fail.

**TERM V (Fall)****DPT 641 Basic Sciences V (2 crs)**

Independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic physiology and pathology of the nervous system. Topics are integrated closely with client cases in Clinical Science V.

**DPT 642 Clinical Science V (4 crs)**

Problem-based tutorial includes the study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication, and economic issues.

**DPT 643 Physical Therapy Skills Laboratory V (4 crs)**

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science V.

**DPT 644 Professional Issues V (4 crs)**

Emphasis on the profession of physical therapy. Includes discussions, small group projects, formal debates, an exercise in parliamentary procedure, and a mock trial. Learning activities are related closely to client cases presented in Clinical Science V.

**DPT 645 Integrated Seminar IV (1 cr)**

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

**DPT 646 Research Training Seminar II (1 cr)**

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

**TERM VI (Spring)****DPT 651 Basic Sciences VI (2 crs)**

Independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. Includes study of complex pathologic conditions. Topics are integrated closely with client cases in Clinical Science VI.

**DPT 652 Clinical Science VI (3 crs)**

Problem-based tutorial includes the study of client cases illustrating multiple simultaneous and sequential causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

**DPT 653 Physical Therapy Skills Laboratory VI (3 crs)**

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science VI.

**DPT 654 Professional Issues VI (3 crs)**

Orientation to health care organizations including the personnel function, management of physical facilities, quality assurance and risk management, budgeting, marketing and planning. Discussion, small-group projects and presentations of projects are used to promote learning. Independent individual projects completed during the term are presented in written format and in an oral defense.

**DPT 655 Integrated Seminar V (1 cr)**

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

**DPT 656 Research Training Seminar III (1 cr)**

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

**DPT 658 Clinical Education II (3 crs)**

Supervised clinical practice of physical therapy skills learned in the first six terms. Pass/Fail.

**TERM VII (Summer)****DPT 664 Professional Issues VII (2 crs)**

(guided independent study)

Students will make a public oral presentation of their final research presentation.

**DPT 668a/668b Clinical Education III/IV (12 crs)**

Supervised clinical practice of physical therapy skills learned during the preceding terms. Pass/Fail.

