



Gwynedd Mercy
University

Graduate Catalog 2021-2022



GWYNEDD MERCY UNIVERSITY

1325 Sumneytown Pike, P.O. Box 901

Gwynedd Valley, PA 19437-0901

(215) 646-7300

<https://www.gmercyu.edu>

Admissions Office: (800) 342-5462

<https://www.gmercyu.edu/admissions-aid>

Sponsored by

The Sisters of Mercy of the Americas

Chartered by

Commonwealth of Pennsylvania as a non-profit organization

Nationally Accredited by

Middle States Commission on Higher Education (MSCHE)

3624 Market Street, Suite 2 West

Philadelphia, PA 19104

267-284-5000

<https://www.msche.org/>

Approved for Operation and Degree Granting by

Commonwealth of Pennsylvania Department of Education (PDE)

333 Market Street, Harrisburg, PA 17126-0333

(updated 08-14-2021)



President's Message

Welcome to Gwynedd Mercy University! Here you'll find a community rich in history and rooted in the values of Mercy. Whether you'll join us for classes on our Main Campus in Gwynedd Valley, Pennsylvania or prefer to take classes online or at one of our satellite campuses, I look forward to welcoming you into our tight-knit GMercyU community.

At GMercyU, faculty and staff are committed to academic excellence and care deeply about the success of our students. They love being a part of the transformation that our students experience as they learn about their disciplines, the world, and themselves. Our graduates are successful in a wide array of careers including education, nursing, science, criminal justice, business, law, social services and entrepreneurial endeavors as well as graduate school. These graduates always cite the personal attention they received along with the focus on helping others as reasons that contributed to their success at Gwynedd Mercy University and in their lives after graduation.

It is especially gratifying to see the many ways in which faculty, staff and students are working together to make a positive difference in the world. Whether it is participating in a service trip during Alternative Spring Break, working at a university-run health care clinic to meet the needs of local residents, or helping to end hunger in the region, GMercyU students find many ways to engage in community service.

Our students can choose from more than 40 undergraduate majors and graduate programs, which are housed in three schools: The School of Arts and Sciences, the School of Business and Education, and the Frances M. Maguire School of Nursing and Health Professions. While our campus and its offerings have evolved since GMercyU was founded in 1948, our commitment to preparing students for successful careers and meaningful lives in society remains as strong today as it was then.

I look forward to greeting you personally and officially welcoming you to Gwynedd Mercy University!

A handwritten signature in black ink that reads "Deanne H. D'Emilio".

Deanne H. D'Emilio, JD
President, Gwynedd Mercy University



Gwynedd Mercy
University

CERTIFICATION STATEMENT

This catalog serves as an explanation of the offerings of Gwynedd Mercy University and is not a contract with the student. The administration reserves the right to change courses, expenses or requirements as the need arises.

I certify that this catalog is true and correct in content and policy as required by 38 CFR 21.4253(d)(1).

A handwritten signature in black ink that reads "Mary H. Van Brunt". The signature is written in a cursive style.

Mary H. Van Brunt, Ph.D.
Provost and Vice President for Academic Affairs

COVID 19 Statement

At Gwynedd Mercy University, the health and safety of students, faculty and staff are our top priority. As part of our caring community and consistent with our Mercy values, we expect everyone to follow the University's health and safety protocols, which are consistent with the recommendations of the Centers for Disease Control (CDC) and local and state health officials.

For Fall 2021, all students who take courses on any GMercyU campus will be required to show proof of vaccination or an approved exemption prior to coming to campus. For updates and further information, please see: <https://www.gmercyu.edu/covid-19/students>

During this time of uncertainty, we may be required to quickly modify our curricular and co-curricular programming based on changing campus health concerns and/or state or local requirements. For the safety of all concerned, members of the University community are expected to comply with any updated policies or procedures

We sincerely appreciate the cooperation of our entire GMercyU community.

Contents

MISSION and CORE VALUES	7
PHILOSOPHY of GRADUATE STUDIES	7
ACADEMIC CALENDAR.....	7
ACCREDITATION	8
DEFINITIONS of TERMS.....	9
ACADEMIC POLICIES	11
ACADEMIC SUPPORT	23
ADMISSIONS GRADUATE PROGRAMS.....	27
ASSESSMENT OF STUDENT LEARNING	28
COMPLAINTS, ACADEMIC.....	29
COMPLIANCE	32
FINANCIAL AID.....	36
TUITION and FEES.....	45
SCHOOL of ARTS and SCIENCES.....	49
Counseling.....	50
Master of Public Health (MPH) Program	56
SCHOOL OF BUSINESS AND EDUCATION.....	60
<i>Business</i>	60
Business Program Certificates.....	60
Master of Business Administration -- MBA.....	63
Master of Business Administration 4+1 (MBA 4+1).....	64
<i>Education</i>	66
Master of Science in Educational Administration: Supervisor of Curriculum & Instruction Certification.....	66
Master of Science in Educational Administration: K12 Principal Certification	70
Master of Science in Educational Administration: Dual K12 Principal and Supervisor of Curriculum & Instruction Certifications	73
Master of Science in Special Education	76
Master Teacher	78
Superintendent Letter of Eligibility—Certification Only	81
Supervisor of Special Education—Certification Only	82
EdD in Educational Leadership.....	84
EdD in Teaching and Learning in Higher Education	94
FRANCES M. MAGUIRE SCHOOL of NURSING and HEALTH PROFESSIONS	99
<i>Health Professions</i>	100
Occupational Therapy	100
<i>Nursing</i>	107
Master of Science in Nursing	107
Post-Graduate APRN Certificates.....	109

Doctor of Nursing Practice	111
ADMINISTRATION.....	113
FACULTY	117
INDEX.....	123
COURSE DESCRIPTIONS	124

5U_5G_prvst

MISSION and CORE VALUES

Mission Statement

Gwynedd Mercy University is a Catholic University rooted in the tradition of the Sisters of Mercy. Our learning community prepares students for successful careers and meaningful lives in a global society.

Core Values: As a Mercy University committed to academic excellence, we value:

Integrity in Word and Deed

Respect for the Dignity of Each Person

Service to Society

Social Justice in a Diverse World*

**With a special focus on the Critical Concerns of the Sisters of Mercy: Earth, Immigration,*

Anti-Racism, Non-Violence, Women

6G

PHILOSOPHY of GRADUATE STUDIES

The philosophy of graduate studies at Gwynedd Mercy University is based on combining education for professional excellence with the Mercy tradition of service to society. Founded by the Mercy Sisters in the Catholic and liberal arts traditions, Gwynedd challenges both the intellectual growth and the professional development of the whole person, incorporating within the curriculum both moral leadership and social responsibility. The goal is consistent with the mission of Gwynedd Mercy University which emphasizes learning that is rooted in gospel values and rich in liberal arts and takes place in an atmosphere of inquiry and dialogue. It is based on the belief that the personal, social, educational and professional experiences embedded in the graduate programs encourage open exchange and critical examination of ideas and concepts, processes that provide the foundation for advancing knowledge and learning.

U4_G4

ACADEMIC CALENDAR

Academic Year 2021-2022

NOTE: Dates on the Academic Calendar pertain to students enrolled in Term Programs only, except for the Graduation Application deadline and the Commencement date. Students enrolled in Non-Term Programs should refer to their syllabus or individual plan for holidays and other breaks in coursework. Students enrolled in Non-Term Programs should refer to the appropriate section in this catalog for Course Change and Withdrawal deadlines.

Fall 2021

Accelerated X1 Begins (8/23-10/18)	August 23
University Assembly	August 25
Saturday Classes Begin	August 28
Regular Classes Begin	August 30

Labor Day (University Closed)	September 6
Last Day to Drop/Add Regular Classes	September 7
Deadline for December 2021 Graduation Application	September 7
Fall Break (-No Classes)	October 11, 12
Accelerated X2 Begins (10/20 – 12/14)	October 20
Spring 2022 Registration	November 8
Last Day to Withdraw from Regular Classes	November 15
Thanksgiving Holiday (University Closed)	November 24,25,26
Last Day of Regular Classes	December 13
Final Exams	December 14-18
Deadline for May 2022 Graduation Applications	January 24

Spring 2022

Accelerated X3 Begins (1/3 -2/22)	January 3
University Assembly	January 11
Regular Classes Begin	January 13
Last Day to Drop/Add Regular Classes	January 19
Spring Break (No regular classes)	March 7-11
Accelerated X4 Begins (2/28-4/28)	February 28
Summer and Fall 2022 Registrations	March 21
Last Day to Withdraw from Regular Courses	March 30
Easter Holiday (University Closed)	April 14-18
Last Day of Regular Classes	May 2
Final Examinations	May 3-7
Commencement	May 14

Summer 2022

<i>SUMMER SESSION</i>	May 9- August 15
Memorial Day (University Closed)	May 30
Independence Day (University Closed)	July 4
<i>SUMMER SESSION I</i>	May 16- June 27
Memorial Day (University Closed)	May 30
<i>SUMMER SESSION II</i>	June 30- August 15
Independence Day (University Closed)	July 4
Graduation- No Ceremony	August 16

ACCREDITATION

Accreditor	Year Last Accredited	# of Years	Degree/Program Name
MSCHE Middle States Commission on Higher Education	2019	8	All

https://www.msche.org/			
ACOTE Accreditation Council for Occupational Therapy Education https://acoteonline.org/	2019	7	MSOT
CCNE Commission on Collegiate Nursing Education https://www.ccneaccreditation.org	2016	5	BSN/ABSN, MSN, DNP, Post-graduate APRN Certificate
CSWE Commission on Social Work Education https://www.cswe.org/	2020	4	BS Social Work
CoARC Commission on Accreditation for Respiratory Care https://coarc.com/	2018	10	AS Respiratory Care; BHS Respiratory Care
IACBE International Accreditation Council for Business Education https://iacbe.org/	2021	6	BS Accounting; Business Administration (Finance, Management, Marketing, Sports Mgmt); MBA
JRCERT Joint Review Committee on Education in Radiologic Technology https://www.jrcert.org/	Jan 2019	8	BS, BHS, Radiation Therapy <i>Affiliate sites hold accreditation for BS in Radiologic Technology</i>
NAACLS The National Accreditation Agency for Clinical Laboratory Sciences 5600 North River Rd/ Suite 720; Rosemont, IL 60018-5119 https://www.naacls.org/about.aspx	*	*	<i>Affiliate sites hold accreditation for the BS in Medical Laboratory Science</i>
PDE Pennsylvania Department of Education – Approved Teacher Preparation Programs https://www.education.pa.gov/Educators/Certification/BecomeAnEducator/Pages/ACPAll.aspx	*	*	Programs leading to Degrees with Certification; Programs leading to Certification Only

U_prvst_fncl

DEFINITIONS of TERMS

Program Type

Term Program--Typical characteristics of these programs include: Courses begin and end according to a semester-based, academic schedule (e.g. August-December for FALL; January-May for SPRING; May-August for SUMMER)

Non-Term Programs--Typical characteristics of these programs include: Courses begin and end independently of any term structure. Courses may overlap, extend, or accelerate, involve multiple start dates, and courses and/or modules may be of unequal lengths

Program Modality

Online Program -- 50 percent or more of the program is offered via courses using online technologies in order to deliver instruction to students who are separated from the instructors. Regular and substantive interaction between the students and the instructor occurs either synchronously and/or asynchronously. (Note: The 50 percent applies to all of the requirements of the program including general education and core curriculum courses.)

On-ground Program -- The majority of the instruction is to students through on-ground, face-to-face meetings with the flexibility for instruction in other modalities.

Hybrid Program--The program is offered via a blended combination of online and on ground classroom instruction, with no more than 50% of the coursework being offered online.

Course Modality

Online Course --In an online course, all course activity occurs through online technologies in order to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, synchronously and asynchronously. Typically, there are no required face-to-face instructional sessions in an online course, with the exception of on-site hours as required by select courses, clinicals or practicums. All online courses meet for the required number of instructional hours through the documentation of 14 hours of *Alternative Instructional Equivalencies* per credit hour (i.e. 42 hours for a three credit course, 56 hours for a four credit course, etc.).

Hybrid Course -- In a hybrid course, course activities include a blend of online and face-to-face instruction methods. Hybrid courses deliver instruction to students through on-ground meetings, for a minimum of 50% of the required number of instructional hours, with the remaining percentage of the instructional hours documented through the assessment of online course activities. The total instructional hours for hybrid courses consist of the combination of face-to-face, on-ground instruction hours and online course activities (documented as *Alternative Instructional Equivalencies*). All hybrid courses meet requirements of 14 instructional hours per credit hour (42 hours for a three credit course, 56 hours for a four credit course, etc.). *NOTE: Courses offered in this blended format—in which some instruction is face-to-face and some is delivered in a distance education format—are not considered distance education courses under the HEOA.*

On-ground Course --In an on-ground course, instruction is delivered to students through on-ground, face-to-face meetings for 100% of the required number of instructional hours.

Student Type

Full Time Student --Term programs: Undergraduate students taking 12 or more credits, Graduate students taking 6 or more credits. Non-Term programs: all students taking courses which are part of their degree requirements.

Part Time Student --Term programs: Undergraduate students taking less than 12 credits, Graduate students taking less than 9 credits. Non-Term programs: students taking courses outside of their degree requirements.

Other Common Terms

Remote Learning -- More than 50% of the class or program is synchronous, although there may be some asynchronous components as well.

Synchronous--Face to face instruction is achieved through real-time, two-way audiovisual technology.

Asynchronous-- Instruction and coursework takes place at a time that best suits your schedule, as long as you meet assignment deadlines and requirements.

Drop and Withdrawal – Dropping a course removes the course from the student’s transcript. Withdrawing from a course keeps the course on the student’s transcript with a “W” grade.

Title IV / Financial Aid – The Title IV section of the Higher Education Act of 1965 is a legislative document signed into law on November 8, 1965, to provide educational resources to colleges and universities and financial assistance to students attending these institutions.

FAFSA –The Free Application for Federal Student Aid is an application is free of charge and used to establish a financial aid record for a particular aid year. Students who would like to receive Title IV funding must complete the application at studentaid.gov.

Financial Aid Verification—This federal regulatory process requires the Financial Aid Office to validate the income and housing information noted on the FAFSA. During this process, the student must submit various documents to confirm the data noted on the FAFSA. The Financial Aid Office will follow up directly with the student to complete this process.

R2T4 (Return to Title IV)-- This federal regulatory process examines federal aid eligibility, federal aid received at time of withdrawal, withdrawal date, and period of enrollment/payment period to determine what aid a student who withdraws from the University can retain on their student account. During this process, a student’s aid may be reduced and returned to the federal government in spite of any refunds previously received by the student.

ACADEMIC POLICIES

407G

Academic Integrity

Statement: Academic honesty is fundamental to the quest for truth, which is deeply rooted in our core values at Gwynedd Mercy University. The University highly values academic integrity and expects that each student will conduct his or her academic life in accordance with this expectation. Violations of this core value are considered serious offenses. Violations may include, but are not limited to, the following: cheating on an assignment, quiz, test or examination; falsifying data; grade alteration; deception to avoid meeting course requirements; plagiarism in any form; or assisting another student in cheating or plagiarizing, or receiving such aid.

Violations of the Academic Integrity Policy

Cheating: is any action that uses or provides unauthorized assistance or material during an academic exercise. This may include, but is not limited to:

1. Copying or offering unauthorized assistance on tests, quizzes, examinations, reports, papers or research.
2. Submission of the same paper or report for more than one course and/or at more than one institution without prior approval of both instructors.
3. Deception to avoid meeting course requirements.
4. Externally posting, through the internet or other electronic sources, any course-related materials developed by faculty, staff or students.

Fabrication: is the falsification or invention of any information or citation in an academic exercise. This may include, but is not limited to: grade alteration, research papers, assignments, lab reports, clinical assignments, and any other data gathering efforts.

Plagiarism: is to present the words or ideas of another person as one's own. Any assignment (e.g. written, oral, poster) or computer program (e.g. presentations, power points, web pages) acquired in part or in whole from any source and submitted as one's own original work shall be considered plagiarism. Plagiarism also includes, but is not limited to:

1. The quotation or other use of another person's words, ideas, logic, opinions, thoughts, or theories without use of quotation marks and acknowledgment of the source;
2. The paraphrasing of another person's words, ideas, logic, opinions, thoughts, or theories without acknowledgment of the source;
3. The quotation or other use of facts, statistics, or other data or materials that are not clearly common knowledge without acknowledgment of the source;
4. Copying or purchasing all or any portion of another's academic, research, or creative work—even with the creator's knowledge and permission—and submitting it, in part or in its entirety, as one's own. This includes material available through the Internet or other electronic sources and any material which has been copyrighted. Students are hereby advised that when such material has been copyrighted, its unauthorized use constitutes not only a breach of academic integrity, but also a violation of law that could lead to civil or criminal penalties.

Denying Others Access to Information: is any behavior that denies access to scholarly resources or to deliberately impede the process of other students' success. This may include, but is not limited to: stealing, hiding or defacing books, journals or media; misrepresentation of identity; falsification of official University records or communications; alteration or destruction of course material, including web-based.

Collusion: involves the cooperation of students with faculty or staff personnel in securing any course-related materials; cooperative efforts by students and student assistants to gain or allow access to any course-related materials for distribution; assisting in or contributing to the academic dishonesty of another individual; and seeking, obtaining, possessing, or giving to another person an examination or portions of an examination (not yet given), without permission of the instructor.

Sanctions

In congruence with the mission and core values of Gwynedd Mercy University, faculty should teach ethical behavior, confront and report academic dishonesty, and provide sanctions based on the severity and frequency of violations of the Academic Integrity Policy. The determination of academic dishonesty and the determination of the severity of the sanction is the responsibility and purview of each faculty member.

The Office of Academic Affairs is identified as the repository for reports of violations of academic integrity. Because multiple violations can lead to different consequences, it is important that one office be charged with receiving the reports and determining the number of times a student has been cited with a violation. Each faculty member has a right to use his or her discretion in determining if an action is in fact a violation of the policy. However, if any sanction is taken, the violation and the sanction imposed must be reported via Maxient to the Provost and Vice President for Academic Affairs.

Sanction Scale:

1. Written warning;
2. Sanction other than those listed (additional assignments, additional tests, etc.);
3. Zero credit for the test or assignment;

4. Failure of Course (receives an F);
5. Written warning from the Dean of Student Success
6. Suspension from the University (minimum 1 semester, maximum 2 semesters);
7. Dismissal from the University.

Sanctions 1-4 can be enacted at the discretion of the faculty member. A report of the warning or a notice that sanctions 1-4 have been imposed is sent to the Assistant Dean of the School that offers the course via submission through Maxient. The report should also include a description of the violations and the date the faculty member became aware of the violation. The report must detail the conversation the faculty member had with the student. If a student cannot be reached, the faculty member should note the date of attempted outreach. The faculty member should file the completed report within 10 calendar days of discovering the violation. Violation reports are sent to the Office of Academic Affairs, the Assistant Dean of the School that offers the course, the Dean of Students, the student, and the student's Academic Advisor.

A student's first offense is handled at the course level by the faculty member. However, in severe instances, sanctions 5, 6, or 7 may be imposed. If appropriate, the Dean of Student Success will send the written warning (sanction 5) and copy the Dean of the student's school and the student's Academic Advisor. If warranted, the Dean of Student Success will recommend to the Provost that the student be suspended or dismissed from the University (sanctions 6 and 7). Notification of suspension or dismissal will be sent from the Provost with a copy to the Dean of the student's school and the student's Academic Advisor.

If a second offense is reported, the Dean of Student Success will issue the written warning (Sanction 5) and copy the Dean of the student's school and the student's Academic Advisor. If the severity of the second offense warrants, or for any subsequent offenses, the Dean of Student Success will recommend to the Provost that the student be suspended or dismissed from the University (sanctions 6 and 7). Notification of suspension or dismissal will be sent from the Provost with a copy to the Dean of the student's school and the student's Academic Advisor.

Students are to be notified that sanctions 5, 6, or 7 have been imposed within 14 calendar days of the violation being reported in Maxient and will meet with the Dean of Student Success.

Faculty will refer to the Academic Integrity Policy in their syllabi, will outline the sanctions they will impose for violations, and will remind students that all violations and sanctions will be reported to the administration via Maxient.

Appeal Process

A student may appeal a faculty member's report of a violation of the Academic Integrity Policy. A student may not appeal decisions or sanctions imposed by the Provost and Vice President for Academic Affairs.

To appeal a report of a violation of the Academic Integrity Policy: Within 7 calendar days of being made aware of the report of violation by the faculty member, the student will send a written appeal, outlining why he or she believes the report is incorrect, to the Assistant Dean of the School that offers the course. Note: if the faculty member reporting the violation is also the Assistant Dean of the School offering the course, the student should send the appeal to the Dean of the School

The Assistant Dean who hears the appeal is responsible for the following actions:

- Review the report of violation and the student appeal.
- At their discretion, meet individually with the parties involved.
- Within ten (10) calendar days of receiving the student appeal, send written notice of the outcome of the appeal to the Office of Academic Affairs, the student and the faculty member originating the report of violation of the Academic Integrity Policy.

If the Assistant Dean finds the report of violation correct, the records and sanctions stand. If the Assistant Dean finds that the report of violation is incorrect, the report will be removed from the Office of the Provost and Vice President for Academic Affairs' files and the sanction removed.

If the student wishes to appeal the decision of the Assistant Dean, they must submit a written appeal, outlining why the finding is incorrect, to the Dean that offers the course within seven (7) calendar days of the notice from the Assistant Dean regarding the initial appeal. The Dean will then uphold or overturn the report of violation. If the finding is upheld, the records will be retained. If the report is overturned, all records regarding the incident will be removed from the student's records. Written notice of the outcome of the appeal is to be sent to the Office of Academic Affairs, the Assistant Dean of the school offering the course, the student, and the faculty member originating the report of violation of the Academic Integrity Policy within ten (10) days of receiving the appeal.

- If the student wishes to appeal the decision of the Dean, a written appeal, outlining why the finding is incorrect is to be sent to the Provost and Vice President for Academic Affairs within seven (7) calendar days of the notice from the Dean regarding the initial appeal. The Provost and VPAA will then uphold or overturn the report of violation. If the finding is upheld, the records will be retained. If the report is overturned, all records regarding the incident will be removed from the student's records. Written notice of the outcome of the appeal is to be sent to the Dean, Assistant Dean of the school offering the course, the student and the faculty member originating the report of violation of the Academic Integrity Policy within ten (10) days of receiving the appeal.

The decision of the Provost and Vice President for Academic Affairs is final and may not be appealed.

443G

Academic Probation and Dismissal

Graduate students whose cumulative grade point average drops below 3.0 are considered to be on academic probation and will receive notice from the Dean. Any student earning below the minimum grade point average for two semesters or earning three "C's" (2.0) will be dismissed from the program. Students who receive any grade below a "C" (<2.0) will be dismissed from the program. Students may repeat a course once and failure to pass a repeated course is grounds for dismissal.

Individual graduate schools and programs may have additional or more specific requirements. Students should consult the appropriate section of the Graduate Catalog or the Graduate Guide for more information about their program.

429G

Academic Progress

Once enrolled, students are expected to be enrolled continuously thereafter until degree completion. To remain in academic good standing, graduate students must maintain a cumulative GPA of at least 3.0 for all work completed at Gwynedd Mercy University. A minimum cumulative GPA of 3.0 is required in order to graduate. Information on warning, probation and dismissal policies is specified in the academic program sections of the catalog.

Time to Completion

The maximum time allotted for completion for each graduate program is specified in the academic program sections of the catalog. In extraordinary circumstances, students may petition the Dean or Provost and Vice President for Academic Affairs, or a designate, in writing for an extension.

409G

Attendance

Term Programs: Regular class attendance is necessary for attainment of satisfactory performance in University work and is the responsibility of each student. Requirements for class attendance within any course are at the discretion of the faculty member responsible for the course. Attendance is always required on the first day of each course.

Non Term Programs: The pace of an accelerated degree program requires students to maximize opportunities to learn. The classes and out-of-class learning activities provide the primary context for instruction as well as learning. The University believes that in order to learn from faculty instruction and from one another, students must participate in all learning opportunities and be present at all classes and submit all out-of-class weekly assessable learning activities. Missing a class or failure to submit a weekly assessable learning activity cannot be “made up.” The policy is intended to encourage students to make choices that support their educational goals.

Definition of attendance for an online course: Online students are considered present for the week if they post to a discussion forum or submit any assignment or other deliverable via Blackboard/Canvas during the instructional week (Monday-Sunday). Failure to actively engage in the course by posting to discussion forums or submitting assignments will result in an official absence.

If a student is absent and has not submitted coursework for any 2 consecutive class sessions (putting student out of program attendance for 14 days), then the student will be administratively withdrawn from the student’s current course and earn the grade of “WA”. Additionally, the student will be dropped from all future courses and administratively withdrawn from the program unless attending a concurrent course.

If a new student is absent and not submitted for the first 2 class sessions of their very first program course, then the student will be dropped from the course and all future courses. Since this student does not have a University transcript, they are considered “never enrolled”. If student is taking more than one course at a time and he/she is not out of overall program attendance, then only an administrative course withdrawal may be necessary.

If a student is absent for non-consecutive class sessions, then the student will earn a final grade from instructor based on the course policy

Residencies Attendance

Attendance for all days of scheduled residency is mandatory. See Program Handbook for more information.

426G

Change of Major

Students who would like to change their major must complete a “Change of Major/Minor” form and submit it to the Registrar’s Office, with all required signatures, by the deadline published on the form. Forms can be obtained through the student’s advisor and are also found on the Registrar’s Office website. Change of Major forms are normally processed when received by the Registrar’s Office. Students interested in changing degree programs should consult their advisor to determine if they need to apply for admission into the new program.

423G

Course Changes

Course Add and Course Drop—Term Programs

A student who desires to change a course or section may do so within the drop/add period of each semester/session (See “Academic Year” section for deadlines). Students should drop/add online via Colleague Self-Service or they may complete the “Add/Drop” form and submit it to the Campbell Solution Center or to their advisor for students in the School of Graduate and Professional Studies. Forms can be found on the Registrar’s Office website. No student may enter a course after the end of the drop/add period except by permission of their advisor and Dean of the School in which the course is offered, and the submission of a drop/add form. Students cannot simply stop attending a class and expect to be dropped.

Course Add and Course Drop-- Non-Term Programs

The pace of an accelerated degree program requires students to maximize opportunities to learn. Any breaks in attendance or schedule changes may change the student’s expected completion and graduation date and may impact financial processing of the student’s account. These policies are intended to encourage students to make choices that support their educational goals and to remain compliant with Title IV Federal Regulations.

Students must discuss all potential schedule changes with their Academic Advisor, the Financial Aid Office (if applicable), and the Bursar to ensure appropriate schedule and fund adjustments.

Adding an Online Course

Students must submit their requested course(s) to be added using Self-Service or the student can submit a completed Course Add form to their Academic Advisor. Students submitting their course add request(s) online through Self-Service are responsible for registering for the course(s) upon Advisor approval. Submitting a course for Advisor Review does not equate to registration. The registration deadline for adding a course will be enforced. To make sure the student is prepared for the course, the student must register in Self-Service or submit a completed Course Add form or signed Individual Plan one week before the course begins.

- All email requests must come from student’s GMERCYU email.
- Student will not be permitted to take more than 1 course at a time unless they meet certain criteria (see *Concurrent Enrollment Policy* for details).

- If student has a HOLD on their account, they will be prevented from completing registration in Self-Service until the hold is resolved. Course add requests submitted by Add Form or signed Individual Plan will be denied until the hold is resolved and student will be informed via GMERCYU email.

Dropping an Online Course

- Student must complete course drop request in Self-Service or submit a Course Drop form to their Academic Advisor prior to 11:59pm EST the first night of class.
- The Monday of the first week, prior to 11:59pm EST, is the deadline for dropping from an online course.
- All email requests must come from the student's GMERCYU email.
- If a request is made to drop a course after the Monday of the first week at 11:59pm EST, it will be treated as a WITHDRAWAL (see *Withdrawing from an accelerated Online Course at GPS*).
- 1 week drop grace period for *new* students: A new student must communicate to their Academic Advisor via GMERCYU email during the 1st week of their 1st course (prior to the 2nd Monday at 11:59pm EST) if they no longer wish to be enrolled in their program.

Concurrent Enrollment Policy for Non-Term Programs

Because of the intensive nature of the University's accelerated courses, concurrent enrollment in courses at the University or another institution while enrolled in accelerated courses at GMercyU is highly discouraged. However, under certain circumstances and on a case-by-case basis, students may request approval to concurrently enroll in a second course. Graduate students are not permitted to enroll concurrently in more than two courses. Concurrent or overlapping enrollment in two courses is prohibited for new students who have not yet successfully completed 6 credits in a Gwynedd Mercy University graduate program. Graduate students must seek permission of their Program Director or Dean in order to enroll in two courses at a time.

438G

Consortium

Member of the South Eastern Pennsylvania Consortium for Higher Education (SEPCHE) SEPCHE is a consortium of eight independent higher education institutions in the Greater Philadelphia region who engage in a collaborative approach to the challenges of higher education and work together to promote quality and efficiency of academic programming, student access, faculty development, institutional operations and community outreach, through sharing of a range of multi-functional activities, services and information. Other members of SEPCHE are: Arcadia University, Cabrini College, Chestnut Hill College, Holy Family University, Immaculata University, Neumann University and Rosemont College.

418U_418G

Grade Appeals

If a student believes that his/her final grade is the product of the instructor's bias or caprice, rather than a judgment on the merits or demerits of his/her own academic performance, the student must follow the procedure described in this subsection. Bias is defined as the prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Caprice is

defined as a sudden, impulsive and seemingly unmotivated notion or action. The burden of proof in the process shall be upon the student complainant.

Procedure

1. In most instances, a grade concern is handled by speaking with a faculty member. The student should initiate the complaint procedure by speaking first with the professor.
2. If the student has tried to resolve the matter but has not been able to meet with the instructor or professor, the student should present, in writing, an appeal within fourteen (14) calendar days of the grade report being mailed/posted on the web to the instructor of the course offered. This written appeal should include the specific reasons why the grade was a product of the instructor's bias or caprice, along with supporting documentation, and may be electronically sent.
3. The instructor must submit a written decision to the student within seven (7) calendar days.
4. If the instructor has not rendered their decision within the allotted time period, or the student is dissatisfied with the explanation that has been provided by the instructor, the student may appeal, in writing, to the Program Coordinator/Director within three (3) calendar days. The appeal must include all supporting documentation, in addition to the decision notification from the instructor.
5. The Program Coordinator/Director must submit a written decision to the student within seven (7) calendar days after receiving the written appeal and supporting documents.
6. In the event that the student does not feel there has been any resolution to the student's perception that a grade was biased or capricious, or the instructor is also the Program Coordinator/Director, the student may appeal to the Assistant Dean.
7. The appeal must be a formal, written request to the Assistant Dean. The appeal letter should include dates and summaries of all other meetings or attempted meetings. The summary should also include names of all parties including faculty, and the reason for the initial appeal of a grade. All supporting documentation must be included with the appeal letter, the summary of the meetings, and the chronology of dates.
8. The Assistant Dean must submit a written decision to the student within seven (7) calendar days after receiving the written appeal and supporting documents.
9. In the event that the student does not feel there has been any resolution to the student's perception that a grade was biased or capricious, the student may appeal, in writing, to the Provost/Vice President for Academic Affairs within seven (7) calendar days after receipt of the Assistant Dean's decision.
10. The written appeal must include all previous appeals and decision notifications, and any new supporting documents.
11. The Provost/Vice President for Academic Affairs may exercise the option to select a panel of three independent faculty members who will work with the Provost/Vice President for Academic Affairs to hear the student's case and assist the Provost/Vice President for Academic Affairs in development of resolution. The faculty member who is accused of bias or caprice will have an opportunity to present to the Provost/Vice President for Academic Affairs a verbal analysis of the facts of the case accompanied by relevant documentation. The Provost/Vice President for Academic Affairs will submit a decision in writing to the student within fourteen (14) calendar days.
12. If it is found that the final grade given was neither biased nor capricious, the case shall be dismissed. If it is found that the final grade was the result of bias or caprice, the faculty member and the Provost/Vice President for Academic Affairs will meet and reach consensus to resolve the dispute and award an appropriate final grade.
13. The decision rendered in the letter from the Provost/Vice President for Academic Affairs is final and may not be appealed.

406G

Graduate Student Transfer Credits

Graduate credits, typically not to exceed six, taken at other accredited institutions prior to matriculation, may be applied toward the master's degree. The credits must have been taken within five years of admission and a grade of B or better must have been earned. The official transcript for transfer of credit must be on file prior to acceptance of credits for transfer. These credits are evaluated by either the Program Director or the Dean of the School.

421G

Incomplete Grade

Students may petition their instructor for an extension beyond the normally scheduled semester/session final examination because of illness or another serious reason (the nature of certain courses prohibits a grade of incomplete). If permission is granted, the instructor will require the student to sign an "Incomplete Grade Contract" outlining the terms of the extension and work to be completed. The instructor will submit a temporary grade of "I". Instructors must complete the "Incomplete Grade Contract" and submit it to the appropriate Dean. Forms must be signed by both the student and the instructor. The work outlined in the contract must be completed within 30 calendar days from the last day of the final examination period. Otherwise a grade of "F" will be recorded as the final grade. No extension will be granted beyond 30 days unless approved by the instructor and the Vice President for Academic Affairs prior to the end of the 30-day extension. If an extension is granted, the instructor must complete the "Incomplete Grade Extension" form, along with the student, and submit it to the Vice President for Academic Affairs. Once a final grade is achieved, the instructor will submit a "Change of Grade" form to the Office of Academic Affairs.

410F_prvst

Instructional Hour

Federal regulations require that the university confirms all courses meet the required number of in-class instructional hours. For all undergraduate term programs and non-lab courses, Gwynedd Mercy University defines an "instructional hour" as a 50-minute session. While Gwynedd Mercy University is committed to an outcomes-based approach to curriculum and assessment in accordance with its accreditation by the Middle States Commission on Higher Education (MSCHE) and other program accrediting associations, it also complies with and endorses the requirements of the Pennsylvania Department of Education on what constitutes a semester credit hour of instruction (22 PA. Code Chapter 31-21-31.22). The standard states that "a semester hour represents a unit of curricular material that can normally be taught in a minimum of 14 hours of classroom instruction, plus outside preparation or the equivalent as determined by the faculty." The institution also supports the federal regulations for credit hours as specified in the Higher Education Opportunity Act as: "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 trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time."

At Gwynedd Mercy University, a three-credit course represents 42 hours of classroom instruction or its equivalent, not including final examination or homework as normally interpreted. The following guidelines are intended to assure compliance with the standard across the various course delivery formats offered by the institution, a consistency in when and how the equivalency is applied

across formats, and the maximum opportunity for faculty to exercise academic freedom in meeting the extant standard while achieving the goals, objectives, and outcomes of the specific course.

Term Programs: Ordinarily, courses offered within a Term Program format will meet the 14 hours of classroom instruction per credit hour (i.e., 42 hours for a three-credit course, 56 hours for a four- credit course, etc.). However, if a class or classes in a course must be cancelled due, for example, to the closing of the University for Inclement Weather or the illness or other appropriate unavailability of the faculty member, then additional structured instructional activity (or activities) would be required to meet the equivalency standard. For example, if classroom instruction turns out to be 38 hours face-to-face, the faculty will determine the appropriate “out of classroom” instructional activities for the additional four hours required to meet the semester standard. Wherever possible, this contingency will be explained in the syllabus and documented accordingly.

Non-Term and Accelerated Programs: There are a number of outcome-based formats at the university in which instructional time is less than the 14 hours per one semester credit, but meet the equivalency standard set forth in the regulation. In these alternative formats, the instructional time and the additional outside of classroom alternative instructional activities (“*Alternative Equivalent Instruction*” or AIE) must meet the one semester credit hour per 14 hours- classroom instruction or its equivalent as determined by the faculty (i.e., 42 hours for a three- credit course; 56 for a four- credit course, etc.). For example, if a three- credit course in a seven-week format meets face-to-face for 28 hours, an additional 14 hours of structured, alternative equivalent instruction activities (AIEs) are required; for a five-week course that meets 20 hours face-to-face, an additional 22 hours of alternative equivalent instruction activities would be needed. Online courses require 42 hours of appropriate alternate equivalent online instruction activities to meet the minimum threshold. The syllabus for the course should reflect the type of AIE’s to be utilized.

999_privst

Policy for Students Called to Military Service Obligation

Scope of Policy & Rationale: Gwynedd Mercy University is governed by federal and state law on the duties to and the rights of students who are members of the US Armed Forces, including the National Guard and the reserves, when they are temporarily unable to attend classes or have to suspend their studies due to service requirements. This policy is intended to conform fully to pertinent federal and state laws.

Policy

I. Extensive Absence or Withdrawal from courses for a military service obligation:

Students called to a military service obligation should contact the University Registrar. Each student has the following options:

1. If a student is called to a military service obligation for a period of two weeks or less, it will be considered an excused absence. Students should work with their instructors to make up any missed work or assignments. *If a student is reported with an excused absence for 2 consecutive weeks of a non-term course due to military service obligation, the student will not be administratively withdrawn.*

For any absences longer than two weeks, students will have the following options: .

b. If the student wishes to drop a course prior to the official drop/add deadline, they may do so and receive a full refund.

c.If the student wishes to drop a course after the official drop/add deadline, they may do so and receive a full refund.

d. Receive an "Incomplete (I)" if eligible, according to university policy. If the student chooses this option, but is unable to fulfill the course completion requirement(s), regardless of the circumstances, the student cannot later choose option (a) or (b) above.

2. Students should provide advance written notice with supporting documents of their military service obligation to the University Registrar.

a. If unable to provide advance notice of the military service due to military necessity, students will submit at the time of reenrollment and attestation that the student performed service in the uniformed services that necessitated the student's absence from the institution.

II. Reenrollment for service members after a military service obligation:

1. Students will be promptly reenrolled with the same academic status when last in attendance or last admitted, subject to paragraphs 2 and 3 below. The University will make reasonable efforts at no extra cost to the students to help them become prepared or to enable the student to complete their program. However, if it is determined after reasonable efforts that any such student is unable to complete their program or resume their program at the point where they left off, Gwynedd Mercy University is not required to readmit the student upon their return.

2. Students will be promptly reenrolled if the cumulative length of the absence and of all previous absences by reason of service in the uniformed services does not exceed five years. Students whose previous absences cumulatively exceed five years are subject to the established reenrollment policy and procedures.

3. Students who seek reenrollment will provide the University Registrar with documentation to establish that the student has not exceeded the service limitation of total cumulative absence of five years.

III. Additional Services

Graduate students may have special problems resulting from a military service obligation, such as a maximum number of years permitted to complete a particular academic program. Graduate students who need an extension or adjustment to their programs due to military service obligations should contact their academic program director. Veterans' tuition benefits at Gwynedd Mercy are administered by the Office of Financial Aid.

24U_24G

Religious Holidays

It is the policy of the University to respect the observance of major religious holidays. Where scheduling conflicts prove unavoidable, no student will be penalized because of religious reasons, and alternative means will be sought for satisfying the academic requirements involved.

430G

Repeated Courses

Students must refer to their respective School's guidelines regarding repeated courses and maintaining eligibility in their major. Students may repeat a course required in their major curriculum, or a prerequisite for each course in their major only once. Failure to meet the minimum grade requirement for the repeated course may result in program dismissal. Credit is earned only once. Both grades are recorded on the transcript. The lower grade is flagged with parentheses {}, and the higher grade noted with an asterisk{*}. Only the higher grade's quality points are used to calculate the grade point average.

113G

Second Degree Program

A student who has earned a master's degree from a regionally accredited university or college may apply for a second master's degree at Gwynedd Mercy University. After application to the University is completed, a review of transcripts will be conducted by the Dean of the school to which the student is applying. Once acceptance towards program has occurred, a curriculum will be tailored to the educational goals of the student. Upon acceptance into the graduate program, all graduate credits must be earned at Gwynedd Mercy University. Students who have completed one master's degree at Gwynedd Mercy University may apply a maximum of six credits from the first master's degree to the second. A review of coursework will be conducted to determine applicability of credits to a second master's. A minimum of 50 percent of the Gwynedd Mercy courses will be required for the University to sponsor a student for certification.

420G

Withdrawal Policies

Withdrawal from a Course –Term Program

Students who desire to withdraw from one or more courses may do so within the course withdrawal period. Students who do not officially withdraw from a course will earn the appropriate grade based on the quality of their academic performance during the course and the grading policies within the course syllabus.

Any student who seeks to withdraw from courses within the course withdraw period must submit a completed Course Withdrawal form to the Registrar's Office. The Course Withdrawal form can be found in the Campbell Solution Center or on the Registrar's Office website. The deadline for course withdrawal is published each semester/session in the Academic Calendar (see "Academic Year") and may be obtained through the Registrar's Office, on the Registrar's website or in the Office of Academic Affairs. Students who request a course withdrawal after the end of the withdrawal period must submit the Course Withdrawal form in addition to the appropriate documentation that supports their request to the School Dean for approval. Students are financially responsible for all courses from which they withdraw.

Withdrawal from a Course in an *Accelerated -or Non-Term Program*

- Students must submit a Course Withdrawal form to their Academic Advisor in order to initiate the withdrawal process.
- The student will receive a "W" grade and charges will be placed according to the Bursar's Office Refund Policy.
- The deadline to withdraw from an online course varies depending on the length of the course. Please refer to the table below for Course Withdrawal deadlines:

Length of Course in Weeks	Course Withdrawal Deadline
15	Monday starting week 11 by 11:59pm EST
14	Monday starting week 10 by 11:59pm EST
10	Monday starting week 7 by 11:59pm EST
8	Monday starting week 6 by 11:59pm EST
7	Monday starting week 5 by 11:59pm EST

6	Monday starting week 4 by 11:59pm EST
5	Monday starting week 3 by 11:59pm EST
3	Monday starting week 2 by 11:59pm EST

- If request is submitted after the policy deadline, the withdrawal request will be denied. The student will be informed via GMERCYU email and a final grade for the course will be submitted by instructor.
- All email requests must come from the student's GMERCYU email

Course Withdrawal Refund Policy—Accelerated or Non-Term Programs

Refund Policy	
Prior to 11:59pm EST 1st Monday of class	100%
Prior to 11:59pm EST 2nd Monday of class	90%
After 11:59pm EST 2nd Monday of class	0%

There is no refund for unauthorized withdrawal. The date of withdrawal is determined from the time the appropriate office receives the withdrawal form.

Repeated Withdrawals

Students must refer to their respective School's guidelines regarding course withdrawals. Students may withdraw only once from each course required in their major curriculum, or each pre-requisite for a major course. A second withdrawal from any required or prerequisite course may result in program dismissal.

Withdrawal from the University

All students who wish to withdraw from the University must complete a University Withdrawal form (there are separate forms for Term and Non-Term programs) and submit to the Dean of their School for approval. Students must understand that a withdrawal is a permanent decision. Students who withdraw from the University will need to re-apply to the University should they wish to return after one calendar year. Once the course begins, students are financially responsible for all courses from which they withdraw. If applicable, the official date when a student withdraws from the university (designated by the date the student notifies the university of the decision to withdraw) is the basis to determine refunds or tuition adjustment.

Students who request a complete withdrawal from the University after the end of the withdrawal period must submit the University Withdrawal/Program Withdrawal form with appropriate documentation that supports their request to their School Dean. The final decision will be made by the Provost and Vice President for Academic Affairs in consultation with the School Dean.

ACADEMIC SUPPORT

Keiss Library provides students with the resources and assistance they need to be successful. Resources include large book and audiovisual collections, access to over 32,000 full-text electronic journals through subscription databases, as well as subscriptions to more than 215 periodicals in print. Professional librarians are available during all library hours to help students use the available resources. Instruction is given to both individuals and to classes.

The library webpage (<https://www.gmercyu.edu/academics/library>) provides access to the library's catalog, full-text online resources, selected websites, and information about library hours and policies. All resources can be accessed from any available internet connection. Those users off-campus are required to log-in using their GMercyU network username and password in order to access the databases and newspapers.

The Gwynedd Mercy University librarians staff the reference desk whenever the library is open and are available to assist users in developing research strategies, using online resources and general reference. Assistance is also available during library hours via text, IM, email and telephone. <https://gmercyu.libanswers.com/>. When the library is closed, reference assistance is available 24/7 via a link to AskHerePA <https://powerlibrary.org/chat/#.X1vacWhKg2x>.

A current GMercyU student ID is required to borrow materials. Students may print from computers in the library. Each student is allotted 250 free prints per semester and after that number is reached, additional prints may be purchased at the Campbell Solution Center. Student IDs will be bar-coded the first time they are used. Books and book-on-tape/CD circulate for three weeks to students. Videos of feature films circulate for seven days and reserve materials, most media (videotapes, art prints, DVDs, etc.) must be used in the library. Arrangements can be made for use of non-circulating media for class presentations. Contact the library circulation desk at 215-646-7300, x21474 for assistance.

The Library is fully wireless. Students bringing their own laptops can connect to the campus network. In addition, laptops are available for use in the library and may be borrowed using a current GMercyU ID. Lost or damaged laptops (or any laptop peripherals) will be billed at replacement cost.

SEPCHE member libraries provide borrowing privileges to the students, faculty, and staff of all eight SEPCHE institutions: Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd Mercy University, Holy Family University, Immaculata University, Neumann University, and Rosemont College. A current GMercyU ID is all that is required to borrow from any SEPCHE library. The SEPCHE collaboration makes available nearly a million volumes, scores of electronic databases, and several special collections on various subjects. Library hours at SEPCHE schools vary, but professional librarians are generally available to assist users. The combined holdings of all SEPCHE libraries can be searched using WorldCAT from the library webpage.

Through its membership in several other consortia, Keiss Library and Learning Commons can either borrow needed materials from another library or can give a student a letter of introduction that will allow direct borrowing from more than 45 other academic libraries in the Philadelphia area. Contact the library circulation desk at 215-646-7300, x21474 for more information about these services.

Email: Library@gmercyu.edu

Reference Desk: 215-646-7300, x21484

Circulation Desk: 215-646-7300, x21474

Text/SMS: 215-642-0918

604G

Student Success Center

The Student Success Center (formerly the Academic Resource Center), located in the Keiss Library, provides academic and professional support for current Gwynedd Mercy University students. The Student Success Center houses the following departments: Academic Advising and Academic Coaching, the Career Development Center, the Tutoring Center, and the Office of Accessibility and Testing Accommodations.

Academic advising is a vital component of a student's academic and personal success in college and beyond. Students who are matriculated into a term program are advised by a faculty advisor. Students who are matriculated into a non-term program work with an assigned professional academic advisor. Academic Advisors are identified in Self-Service.

Professional Academic and Success Coaches assist students with general learning skills (such as time management, test-taking strategies, and student skills) and support. For an appointment or more information, email studentsuccess@gmercyu.edu for term program assistance and nontermadvising@gmercyu.edu for non-term program assistance.

The Office of Accessibility Services assists students with a qualified disability in meeting their academic and personal goals. Within the bounds of our resources, Gwynedd Mercy University will provide reasonable accommodations to meet the challenges and needs of students with a qualified disability. For information about testing accommodations, email accessibilityservices@gmercyu.edu. NOTE: *For more information, see Accessibility Services*

The Career Development Center supports students with their career goals and empowers and equips students to transition from college to career. To schedule an appointment and learn more information email CD@gmercyu.edu

Office of Tutoring Services offers tutorials for individuals and small groups, as well as academic workshops. Students enrolled in graduate programs have access to online tutoring provided by a third-party vendor. The online tutoring service provides tutoring in a variety of subjects, as well as a Writing Center. Tutoring is available in most academic subjects. Students can choose a live session or may choose to schedule an appointment with a tutor. Tutoring availability varies by subject, but all subjects have some evening and weekend availability. The online writing center offers review and feedback on papers. Contact studentsuccess@gmercyu.edu for more information.

605G

Accessibility Services

Gwynedd Mercy University intends for all students accepted into an academic program to have equal access and opportunity to effectively reach their academic and personal goals. Within the bounds of its resources, Gwynedd Mercy University will provide reasonable accommodations to meet the challenges and needs of students with a qualified disability. The Office of Accessibility Services works to coordinate with faculty, staff and administration to meet the needs of students that have a qualified disability. In addition, Gwynedd Mercy University regularly convenes a University wide Accessibility Awareness

Committee dedicated to identifying barriers of accessibility that prohibit persons with disabilities from experiencing equal access to educational opportunities at Gwynedd Mercy University.

At the time of a student's acceptance to Gwynedd Mercy University, or anytime thereafter, a request can be made for accommodations pertaining to learning, psychological, and/or physical disabilities. This request must be made by the student directly to the Director of Accessibility Services. Requests must be made by the student to the Director in person, by email, or by receipt of the GMercyU Accommodation Application. Other forms of contact such as phone calls or disclosure to other University staff or faculty are not recognized as requests for accommodations. A student who self-identifies as having a disability and requests accommodations is responsible for submitting appropriate documentation and following the procedures as listed on the Accessibility Support web page [here](#). No accommodation can be made by Gwynedd Mercy University without completing this process.

All information provided to the Director of Accessibility Services is, in accordance with FERPA, confidential. It is important to allow sufficient time for administrative processing of the application (this may be four to six weeks). In addition, accommodation requests are assessed on a case-by-case basis, and accommodations are based on each student's individual and unique needs.

For additional information, visit the University's Accessibility Services web page: www.gmercyu.edu/students/disabilitysupport or email accessibilityservices@gmercyu.edu

Staff and location:

Staff: Brandi Crawford, Director of Accessibility Services
215-646-7300, extension 21014 crawford.b@gmercyu.edu
Location: Student Success Center, 2nd floor, Keiss Library

Accessibility Services Grievance Procedure

Grievances falling under the scope of Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, and the ADA Amendment Act of 2008 should be made according to the following procedure. This procedure is applicable only to students who have previously registered with Accessibility Services, regardless of their experience in the classroom to date. A student who has a grievance/concern regarding their disability status, accommodations/modifications or lack thereof, the "reasonableness" presented by the University, or any decisions based on their presentation by faculty, staff or a department; or has been subjected to discrimination or harassment on the basis of disability should first contact the Director of Accessibility Services. The Director may be able to assist in the informal resolution of the issue, and/or serve as a liaison to the faculty/staff member or department. In instances which directly involve the Director as an integral party to the grievance/concern, the student should contact the Dean of Student Success for attempts at informal mediation/negotiation. To increase the likelihood of successful resolution, such processes must be initiated at the time of conflict. If the student is not satisfied with the outcome of this process, they may proceed to a Formal Complaint. Retaliation against anyone who files a grievance or cooperates in the investigation or a grievance is prohibited.

Formal Complaint: A student may choose this option if attempts at prior resolution have been unsuccessful. A signed, written summary of events must be submitted to the Dean of Student Success within 30 days of the initiation of the grievance process.

The summary should include the following:

- The specifics of the concern including any applicable sections of the above laws

- The steps already taken by the student to resolve the issue
- The outcomes of those steps
- The requested resolution to the concern

The Dean of Student Success will, as expeditiously as possible, present the complaint to a committee comprised of representatives from Health Services, Counseling Services, the academic program the student is pursuing or other faculty/staff on campus with relevant expertise, and Institutional Technology, for a full investigation. The Dean of Student Success may also include or consult with an external professional with expertise in disability support services and the presenting concern. Confidentiality will be maintained for everyone involved, in so far as possible.

Only those persons who have a “need to know” within the investigation and resolution of complaints are entitled to information regarding a complaint.

The Dean of Student Success may meet with the Director of Accessibility Services for a briefing on information relevant to the case. This communication may occur through a verbal account and/or through review of material documentation previously submitted to the Director, which shall then be permissible in the investigation process. A written report regarding findings will be provided by the committee to the complainant and any involved parties, if action is required on their part. The Dean of Student Success may wish to meet with the complainant to discuss alternate ways of meeting the student’s concern determined by the committee, if the requested resolution is not deemed appropriate and/or necessary.

If the student remains unsatisfied with the outcome, they may appeal to the Vice President of Academic Affairs/Provost with an updated version of the Summary of Events specifying the current area of discontent, for review.

If the student remains unsatisfied with the outcome, they may pursue other federal or state remedies. The above process should not be considered a pre-requisite to such external remedies. Students may opt to contact the [Office of Civil Rights](#).

100G

ADMISSIONS GRADUATE PROGRAMS

Once a student’s application file is complete, the Admissions team or Program Director makes a decision based on University admissions standards and any specific requirements of the applicant’s intended program of study. The student is notified of the decision as soon as possible after all application materials have been submitted.

Admissions requirements include:

- A baccalaureate degree from an accredited college or university
- Most programs require a minimum undergraduate GPA of 3.0.
 - Candidates with a GPA lower than 3.0 will be reviewed on a case by case basis.
- A completed application for your program of choice
- Official transcripts from every college or university attended
- Professional resume
- Two complete supervisory reference forms
- Personal interviews may be required, as needed

Some programs may have additional requirements. Please consult the requirements listed within your program of interest for additional information.

403G

International Students

To enroll as a graduate-level international student at Gwynedd Mercy University, we recommend that you contact the Office of International Programs at isl@gmercyu.edu before starting your application to get specific instructions on how to apply to GMercyU's graduate programs.

International students will need to provide the following materials to be considered for Admission:

- A baccalaureate degree from an accredited college or university
- Most programs require a minimum undergraduate GPA of 3.0.
 - Candidates with a GPA lower than 3.0 will be reviewed on a case by case basis.
- A completed application for your program of choice
- Official transcripts from every college or university attended
- Professional resume
- Two complete supervisory reference forms
- Personal interviews may be required, as needed
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only).
 - Students whose native language is English are not required to submit language scores.
- Applicants who have had nursing education outside of the U.S. must have transcripts evaluated by CGFNS (www.cgfns.org).
- International students who apply to education, nursing and health profession programs must have the ability to obtain the background screening required for placement in a clinical/school setting and should review state licensure requirements before choosing to enroll.
- U.S. citizenship or permanent residency is a requirement for licensure within certain academic programs. International students and students who are under DACA status or are undocumented should carefully review the licensure requirements for their state before enrolling in a degree program that leads to licensure. Additional information can be found on the [National Conference of State Legislatures website](#).
-

Some programs may have additional requirements. Please consult the requirements listed within your program of interest for additional information.

411 U ; 411G

ASSESSMENT OF STUDENT LEARNING

GMercyU is committed to providing quality education and to assuring students gain the knowledge and skills necessary to be successful. Assessment of student learning provides the information faculty and staff need to make improvements in program structure, course content, and pedagogy. To this end, information is collected at the course, program, and institutional levels. All student performance data are aggregated and confidential. For any questions related to the assessment processes, please contact: Office for Assessment & Compliance, CFC112, hayward.d@gmercyu.edu.

University Student Learning Outcomes

Continuing at successively higher levels across their college studies, students prepare for twenty-first-century challenges by gaining or becoming:

ULO1. Knowledge of Human Cultures and the Physical and Natural World Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. (*Focused by engagement with big questions, both contemporary and enduring.*)

ULO2. Intellectual and Practical Skills, including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving. (*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.*)

ULO3. Personal and Social Responsibility, including: Civic knowledge and engagement—local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning. (*Anchored through active involvement with diverse communities and real-world challenges.*)

ULO4. Integrative and Applied Learning, including: Synthesis and advanced accomplishment across general and specialized studies. (*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.*)

ULO5. Immersed in the Critical Concerns of the Sisters of Mercy of the Americas for: Women – advocating for the lives/rights of women; Earth – encouraging sustainable practices; Non-Racism – urging a dismantling of institutional racism; Immigration – supporting persons who have been displaced; Non-Violence – promoting peaceful discourse/discernment/decision-making.

NOTE: For a full description of all Program-Level Learning Outcomes, see Program Information Pages

COMPLAINTS, ACADEMIC

NOTE: For University Complaint Procedures, see <https://www.gmercyu.edu/about-gmercyu/fast-facts/consumer-information#Complaint%20Process>

The purpose of the University's Academic Complaint procedure is to ensure that students have the opportunity to raise concerns which have remained unresolved after previous attempts to do so, and that these concerns will be dealt with in a just and fair manner. An academic related action or decision is eligible to be addressed through the Academic Complaint procedure only if it involves a violation of federal, state or local law, or a misapplication or misinterpretation of University policy. The validity of University policies themselves may not be challenged through this process. Examples of academic complaints include the misapplication of the University attendance policy, inconsistent application of class syllabi policies, etc. In addition, this procedure may not be used to resolve complaints regarding: 1. Claims based on purchases or contracts; or 2. Claims against a University employee on matters that are unrelated to the employee's job or role at the University; or 3. Grade grievances.

The procedures set forth below may be used by individuals bringing complaints ("complainants") who are enrolled as students at Gwynedd Mercy University. The complainant must be the alleged victim of unfair treatment; a complaint cannot be filed on behalf of another person. The existence of this procedure does not prohibit complainants from also filing claims in other forums to the extent permitted by national, state or local law or applicable accrediting agencies.

The formal resolution process described below must be initiated within ten (10) business days of the decision, action, or events giving rise to the complaint. The Dean of the appropriate School may extend this time limit at his or her discretion if good cause is shown.

Informal Resolution

Before proceeding to the formal resolution process, complainants are expected to have discussed the concern with the person they allege to have caused the complaint (the “respondent”). This requirement may be waived if the complainant has a reasonable basis for believing that such a discussion could result in physical injury, severe emotional distress, or discrimination. If the respondent does not respond to the complainant’s attempts at discussion, or if an equitable solution cannot be found, the case will proceed through the formal resolution process outlined below.

Formal Resolution

If informal resolution is not successful, the complainant should file a written request for review with the Dean of the appropriate School. The request must:

1. Provide the names of all respondents;
2. List the law or University policy that has allegedly been misapplied or misinterpreted, if known;
4. State how the decision or action was unfair and/or harmful to the complainant;
5. State how the respondents are responsible for the action or decision; and
6. State the requested remedy.

The Dean will review the request. If it is clear that the complaint has not been filed within the time limit, or pertains to a matter not applicable under this procedure, or comes from a person without the right to issue a complaint, the Dean will dismiss the case and notify the complainant in writing.

If the complaint is not dismissed, the Dean will review the information provided, gather any additional information required, and formulate a decision within fifteen (15) business days of receipt of the request. If the respondent is the Dean, the Provost and Vice President for Academic Affairs will appoint another University administrator to issue a decision. Once a decision has been made, it will be recorded for the University record, and the complainant and respondent(s) will be notified of the decision in writing.

Final Appeal

If the resolution provided by the Dean is not satisfactory to the complainant or respondent, that person may file a request for reconsideration via a final appeal. Such a request must be submitted in writing to the Provost and Vice President for Academic Affairs within five (5) business days of receipt of the original decision. The Provost and Vice President for Academic Affairs will review the information provided concerning the complaint, the request for reconsideration, and details regarding the complainant’s desired remedy. The Provost and Vice President for Academic Affairs will issue a final decision within fifteen (15) business days of receiving the request for reconsideration. The Provost/Vice President for Academic Affairs’ decision may include one of the following options: 1. A determination that the complaint was valid; 2. A determination that the complaint was not valid; or 3. A modification of the remedy proposed by the Dean. The Provost and Vice President for Academic Affairs will forward his or her decision to the complainant, respondent and the Dean.

The Provost and Vice President for Academic Affairs’ decision is final and cannot be appealed.

Interstate Complaint Process (NC-SARA): To ensure compliance with state authorization requirements, GMercyU is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA). SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education. As part of our participation in NC-SARA and in compliance with Federal Regulations for Title 34 Education § 668.43 (b) Institutional Information, Gwynedd Mercy University provides current and prospective students enrolled in online courses with information for filing complaints. The University strives to resolve complaints in a fair and timely manner. Students residing outside of the State of Pennsylvania while attending Gwynedd Mercy University who desire to resolve a complaint should refer to the University's grievance procedures. If after following the University procedures the issue is not satisfactorily resolved internally and the student seeks additional resolution, the resources below may be used to file complaints in the student's state or the institution's accrediting body.

Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution. SARA consumer protection provisions require the Institution's Home State, through its SARA Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information. The student should begin the complaint process with the institution and if resolution is not found, the student would contact the Institution's Home State SARA Portal Entity. For more information, please visit <https://nc-sara.org/student-complaints>.

Commonwealth of Pennsylvania, National Accreditation and Program Accreditation Complaint Processes: If after following the University procedures, the issue is not satisfactorily resolved internally and the student seeks additional resolution, the resources below may be used to file complaints with the appropriate agency in the student's state or the institution's accrediting body.

Gwynedd Mercy University is accredited by the Middle States Commission on Higher Education. Contact the Commission on Colleges at 3624 Market Street, Philadelphia, PA 19104-2680 or call 267-284-5000 for questions about the accreditation of Gwynedd Mercy University. Information regarding MSCHE's complaint process can be found on the [MSCHE website](#) under [Complaint Procedures](#).

Information regarding the Pennsylvania Department of Education complaint process can be found on the website under [Complaint Procedures](#). For additional information, please contact: Division of Higher & Career Education | Pennsylvania Department of Education - Postsecondary and Adult Education 333 Market Street, 12th Floor | Harrisburg, PA 17126-0333 Phone: 717.783.8228 | Fax: 717.722.3622 ra-collunivseminfo@pa.gov | www.education.state.pa.us

To register a complaint, please contact the corresponding Accrediting Organization:

- Middle States Commission on Higher Education (MSCHE)
 - <https://www.msche.org/complaints/>
- Commission on Collegiate Nursing Education (CCNE)
 - <https://www.aacnnursing.org/CCNE-Accreditation/What-We-Do>
 - Click on "Third-Party Comments for Current Accreditation Reviews"

- Commission on Accreditation for Respiratory Care (CoARC)
 - <https://www.coarc.com/Contact/Complaint-Process.aspx>
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
 - <https://www.jrcert.org/students/process-for-reporting-allegations/report-an-allegation/>
- Accreditation Council for Occupational Therapy Education (ACOTE)
 - <https://www.aota.org/Education-Careers/Accreditation/Policies.aspx>
 - Section V.B.1 - Click on "Form for Complaints Against Programs"
- International Accreditation Council for Business Education (IACBE)
 - <https://iacbe.org/wp-content/uploads/2017/08/Procedure-for-Third-Party-Complaints.pdf>
- Council on Social Work Education (CSWE)
 - <https://www.cswe.org/Events-Meetings/APM-Archives/2016-APM/Continuing-Education/Procedures-for-Complaint-and-Grievance-Management>

COMPLIANCE

30U cmpl

Federal Consumer Regulations Act

To comply with the Federal Consumer Information Regulations Act, Gwynedd Mercy University makes available upon request a report on job placement statistics and graduation rates . Federal Regulations require that Gwynedd Mercy University make available consumer information for students. This information can be found using the link <https://www.gmercyu.edu/about-gmercyu/fast-facts/consumer-information>.

25U_Rgstr

FERPA Rights and Policy Notice

The Family Educational Rights and Privacy Act (FERPA) is a Federal law which was enacted in order to protect students' education records at all schools that receive funds under a program of the U. S. Department of Education. This document provides a summary of this law.

Rights of the Student or Parent

FERPA gives a student's parents certain rights over the student's education records until the student reaches the age of 18 or attends a school beyond the high school level. At that time, the rights are transferred from the parents to the eligible student. These rights enable the eligible student or parents to:

- Privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- Inspect and review the student's education records maintained by the school. If the student and parents are unable to review the records at the school, they can request copies from the school (and may be charged a fee for them). Requests to review educational records

must be directed to the Registrar and must identify, as specific as possible, the record(s) that the student wishes to inspect. The Registrar will contact the appropriate record custodian in the University who will make those records available to the student as soon as possible but no later than 45 days from the date of the request. The University has the right to refuse student access to records under certain circumstances.

- Request that a school correct the student's records if they believe they are incorrect or misleading. If the school chooses not to update the student's records, the student or parent has a right to a formal hearing. If, after the hearing, the school still decides not to modify the student's records, the parent or student can include a statement in the records which contests the information.

When a School Does Not Need Written Consent

Generally, a school must have written permission from the parent or student before releasing any information from the student's records. Schools can, however, disclose the student's records without the student's or parent's consent to any of the following parties or under any of the following conditions:

- School officials with legitimate educational interest

NOTE: A school official is a person employed by Gwynedd Mercy University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee or as a federal work study student, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

- Other schools to which the student is transferring
- Specified officials for audit or evaluation
- Appropriate parties in connection with the student's financial aid
- Organizations which are conducting studies for, or on behalf of, the school
- Accrediting organizations
- In order to comply with a judicial order or a lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law

Disclosure of Directory Information

No consent is required to disclose "directory" information. Directory information is defined by Gwynedd Mercy University as:

Student Name

Address (including telephone number and GMercyU email address)

Dates of attendance

Course load (full/part time status)

Class level

Field(s) of study

Degree(s) conferred and dates awarded

Honors and awards

Date and place of birth

Photograph

Under the provisions of FERPA, currently enrolled students may withhold disclosure of such information. To prevent disclosure, written notification must be received by the Office of the Registrar by the end of the Drop/Add period during the fall or spring semesters (see Academic calendar for specific dates) and will remain in effect until rescinded in writing. Any requests made from non-institutional persons or organizations will be refused. Students who do not want their directory information released to a third party must fill out the [FERPA No Disclosure form](#) (online form).

Annual Notification of Rights

Each year, schools are required to notify the student and parents of their rights under FERPA. At Gwynedd Mercy University, the student is notified through the distribution of the Undergraduate and Graduate Catalogs. A parent or eligible student may file a written complaint with the Office regarding an alleged violation under the Act and this part. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202.

For more information on FERPA, see the U.S. Department of Education website at www2.ed.gov.

28U cml

Non-Discrimination Policy and Statement

Gwynedd Mercy University is committed to maintaining a positive learning, working, and living environment that is free from unlawful discrimination and harassment. Gwynedd Mercy University does not discriminate against any applicant for admission to or employment at the University because of race, religion, age, gender, sexual orientation, gender identity, national origin, disability, color, marital status, veteran status, genetic characteristics, or any other characteristic protected by federal, state or local law ("Protected Classes"). This includes, but is not limited to, admissions, financial aid, educational services, and student programs and activities, as well as to all terms and conditions of employment including, but not limited to, recruitment, selection, hiring, placement, transfer, promotion, training, compensation, benefits, discipline, and termination. The University will not tolerate unlawful acts of discrimination or harassment based upon Protected Classes, or related retaliation against or by any employee or student. This policy applies to all University faculty, administrators, staff and students. Persons who lodge discrimination or harassment complaints or participate in the investigation of such a complaint are protected from retaliation (e.g., adverse action or consequences) for those actions. Retaliation will not be tolerated at Gwynedd Mercy University. Although discrimination and harassment described and prohibited by this policy include a wide range of behaviors, certain discriminatory conduct is addressed elsewhere. For example, sexual harassment is addressed in the University's Sexual Misconduct Policy. Individuals who violate this policy shall be disciplined or subjected to corrective action, up to and including termination or expulsion.

Inquiries regarding federal law and regulations concerning nondiscrimination in education or the University's compliance with those provisions may also be directed to: Office for Civil Rights, Philadelphia Office, U.S. Department of Education, The Wanamaker Building 100 Penn Square East, Suite 515, Philadelphia, PA 19107-3323, Telephone: (215) 656-8541, Facsimile: (215) 656-8605, Email: OCR.Philadelphia@ed.gov

UG_G_prvst

Pregnancy Non- Discrimination Policy

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, a college or university "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, and termination of pregnancy or recovery therefrom." According to these materials, not discriminating against a pregnant student means granting her leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student "to the status which she held when the leave began." Pregnant students are entitled to accommodations under Title IX and/or the American with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. For more information, please contact Ms. Brandi Crawford, Director Accessibility Services, at Crawford.b@gmercyu.edu at (215) 646-7300 ext. 21014, or Mr. Robert Wood the Title IX Coordinator at wood.r@gmercyu.edu or (215) 646-7300 ext. 21140.

Students will be given an opportunity to make up missed work wherever possible. Extended deadlines, makeup or alternative assignments, and incomplete grades for work that can be completed at a later date (agreed between instructor and student), should all be utilized. The University must provide the student with the appropriate assignments and information to make up the work she would have been required to complete while she was out, if this is possible in a given course. In situations where the temporal particularities of the task do not allow for a "break," such as large performances, and lab work, clinical assignment, or group work, the institution should work with the student to devise an alternative academic course-work plan for completion within the policies for academic progress of the University or program as defined by the college catalog. The University requires a doctor's note for continued participation in University activities for all students who have a medical condition that requires routine treatment by a doctor. This also applies to pregnant students. While the University may offer to provide more leave than that stated under Title IX, the University cannot have a rule that prohibits students from returning to classes for a set period of time after childbirth. Pregnant students working within the University's work-study program are protected under Title IX in their capacity as part-time employees.

LABORATORY ACTIVITIES

Gwynedd Mercy University laboratories are in compliance with the requirements of the Occupational Safety and Health (OSHA) Act. However, it is the responsibility of the student to inform the instructor of the laboratory courses as soon as the student knows she is pregnant. The student must obtain written permission from her prenatal care doctor to participate in the course laboratory activities. If the student does not properly inform the instructor of the pregnancy, does not provide a doctor's permission note, or is unaware of her pregnancy, the responsibility for any risks or consequences associated with the completion of the laboratory work remains with the student. Gwynedd Mercy University cannot ensure that a pregnant student will not be exposed to chemicals that might be unhealthy for her or her fetus since the effects of all chemicals in fetal development are not completely known. In addition, it is impossible to precisely anticipate the level of exposure, the length of exposure, and the number of encounters that might occur with any chemical during a semester. Therefore, the University recommends that pregnant students should be advised NOT to take a lab course unless she is willing to understand and assume all the risks. She should certainly seek and follow proper medical advice from her physician. Pregnant students will be advised that if they choose to enroll in a laboratory course at Gwynedd Mercy University, they must participate as fully as any other student or their grades will be impacted. They may not take the course in a virtual format of any sort or by watching others, and

laboratory course requirements will not be revised under any circumstances to accommodate a pregnant student.

Professional Licensure Disclosure Statements

In accordance with the U.S. Department of Education State Authorization Rule, Gwynedd Mercy University shares disclosure information about how our educational curricula meet requirements for professional licensure within each state. Additional information regarding the programs below can be found here: <https://www.gmercyu.edu/academics/programs/licensure-requirements>.

Accounting; Counseling--Mental Health and School Counseling; Education; Medical Laboratory Science; Nursing; Occupational Therapy; Radiation Therapy; Radiologic Technology; Respiratory Care; Social Work

U.S. citizenship or permanent residency is a requirement for licensure within certain academic programs. Students who are under DACA status or are undocumented should carefully review the licensure requirements for their state before enrolling in a degree program that leads to licensure. Additional information can be found here: <https://www.ncsl.org/research/immigration/professional-and-occupational-licenses-for-immigrants.aspx>.

29U

Title IX

As a recipient of Federal funds, Gwynedd Mercy University is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. ("Title IX"), and Code of Federal Regulations 34, 106 which prohibits discrimination on the basis of sex in educational programs or activities, admission and employment. Under certain circumstances, Sexual Misconduct constitutes sexual discrimination prohibited by Title IX. In addition, the University complies with Section 304 of the Violence Against Women Reauthorization Act of 2013 ("VAWA"). Inquiries concerning the application of Title IX and VAWA may be referred to the University's Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights. Gwynedd Mercy's Title IX Coordinator is Robert Wood and he may be contacted by phone at 215-646-7300, ext. 21140 or by e-mail at wood.r@gmercyu.edu.

FINANCIAL AID

Financial Aid Application Procedures (FAFSA)

A. New Entering Students

Students who wish to receive consideration for financial aid must:

1. Submit the Free Application for Federal Student Aid (FAFSA) at studentaid.gov. Gwynedd Mercy University's federal code is 003270. You must enter our school code in order for us to receive the results of your FAFSA.
2. Complete the Federal Verification process, if selected for verification.
3. Regularly check the email you used on your FAFSA. If we have questions or need additional paperwork, we will notify you at the email you provided on your FAFSA.
4. The FAFSA is available on October 1 of each year. Please submit the FAFSA as close to October 1 as possible, and no later than our priority filing date - February 15.

Once your financial aid package is complete, you will be notified to log into your GMercyU Self Service account to view and accept your aid package.

B. Returning Students

Students who wish to request renewal of financial aid for an upcoming academic year, as well as those already enrolled who wish to apply for financial aid the first time, must:

1. Submit the Free Application for Federal Student Aid (FAFSA). Gwynedd Mercy University's federal code is 003270. You must enter our school code in order for us to receive the results of your FAFSA.
 - a. You must submit the FAFSA for each year in which you want to be considered for financial aid.
2. Complete the Federal Verification process, if selected for verification.

Note: Please submit your FAFSA no later than April 1 each year.

Students will receive notification that their aid package is available for review via email. Students must log into their GMercyU Self Service account to view and accept their financial aid package.

Satisfactory Academic Progress (SAP)

Standards of Satisfactory Academic Progress

Federal regulations require that all students who receive any financial aid meet federal academic progress standards while taking courses toward a degree or certificate program. This policy applies to all terms of enrollment, even if not receiving federal aid, and all enrollment types (full-time/part-time). Academic progress is measured by cumulative grade point average, percentage of credits successfully completed, and the time it takes to complete the degree program. The financial aid office checks student academic progress after both the fall and spring semesters.

Measurement of Academic Progress Requirements

- **Completion Rate (67% Rule):** Students must receive a satisfactory grade in courses attempted by completing at least 67% of the credits for which they are enrolled. This percentage is calculated by dividing the number of credits earned by the number of credits attempted. All withdrawals, failures and incompletes are counted as attempted, but not earned credits.
 - **Exception to the 67% Rule:** It is important to note that the 67% completion rule applies to most types of financial aid. However, specific programs may mandate a higher completion rate. For example, the **PA State Grant** requires that a full-time student earn 24 credits (repeated coursework does not count in this total) in an academic year and requires a minimum of 12 credits for part-time students.
- **Cumulative GPA Minimum Requirements (GPA Rule):** The maintenance of a cumulative grade point average of 2.0 for upper classmen and 1.8 for freshman students. Graduate, second bachelor's degree and doctoral students must maintain a 2.0 cumulative grade point average. Additionally, specific grants and scholarships may require a higher minimum cumulative grade point average.
- **Maximum Hours (150% Rule):** Students may only receive financial aid up to the point at which they can no longer complete their program of study within 150% of the program length (including all semesters, even if no federal aid was received). For example, if a program requires 120 credits, a student may only attempt up to 180 credits in that

program. All credits attempted and all transfer credits that are applicable to your program are counted.

- **Developmental Courses:** Developmental courses are evaluated in progress calculation, including completion rate, maximum hours and cumulative grade point average. Federal financial aid may be awarded for a maximum of 30 semester hours of developmental coursework.
- **Withdrawals, Incompletes, Audits and Repeat Courses:** Withdrawals, Incompletes and Audits do not count as a passing grade. These grades are counted in attempted credits. Once an Incomplete grade has been changed to a passing grade, progress can be recalculated upon written request. Repeated coursework is also counted as attempted credits, with all grades related to this repeated coursework included in financial aid GPA calculation.
- **Change of Major and Double Majors:** Once all the requirements for a program are completed, a student may no longer receive financial aid unless they enter a new degree program. Students may apply for financial aid for the completion of a double major. All applicable courses in the completed program will count as part of the 150% attempted credits in both majors.

When Minimum Standards of Academic Progress are Not Achieved

- Any student, who fails to meet the progress standard and cumulative grade point average requirements, will be ineligible for future financial aid. A student who has become ineligible for financial aid will be notified in writing by the financial aid office at the end of the fall or spring semester.
- Students on academic probation may be eligible to receive financial aid IF they meet satisfactory academic progress requirements. Students may still enroll without financial aid if they do not qualify for financial aid because of satisfactory academic progress issues.
- Non-Matriculated students (students not accepted in a degree seeking program at the University) are ineligible for federal, state, and institutional financial aid. They may borrow private student loans in order to finance their course costs.

Academic Progress Appeals

Students who faced mitigating circumstances that may have affected their academic progress may appeal an academic progress decision. Mitigating circumstances include: experiencing a serious illness or accident; the death, accident or serious illness of your immediate family member; or other mitigating circumstances beyond your control. Poor time management, feeling “unprepared for school” or other circumstances that are in a student’s control will not be accepted as mitigating circumstances. To appeal, a student must complete the Financial Aid Academic Progress Appeal Form, provide acceptable supporting documentation and complete all required steps outlined on the form.

If a student’s appeal is approved, they must develop (with designated university staff) and follow an academic plan and successfully complete courses with a grade of C or better in order to continue receiving student aid. Failure to follow the academic plan and successfully complete all registered courses during the semester of appeal, will result in the student having to successfully complete future

courses without any financial aid support until all academic standards are met as described in this policy. Successful completion means receiving a grade of A, B or C. Withdrawals, incompletes and audits do not count as a successful completion grade.

If a student's academic progress appeal is approved and an academic plan is developed, then they may receive financial aid on a probationary status (for either one semester or one year as determined by the appeals committee) until satisfactory academic progress criteria is met.

Regaining Financial Aid Eligibility

If a student does not meet satisfactory academic progress requirements and chooses to enroll at the University without financial aid assistance, academic progress will be checked again at the end of that term of enrollment. At that time, if the progress requirements are met, the student's financial aid eligibility will be reinstated for subsequent semesters. Institutionally-administered grants and scholarships will be reinstated for the student IF funds are still available at the time of awarding.

Return of Title IV Funds

The Office of Student Financial aid recalculates federal financial aid eligibility for students who withdraw prior to completing 60% of a payment period or semester, drop out, are dismissed. Recalculation is based on the percentage of earned aid using the following federal Return of Title IV Funds formula: Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or semester. (Any break of five days or more is not counted as part of the days in the semester.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or semester.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post withdrawal disbursement, which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination for post withdrawal disbursement must be offered to the student within 30 days of the date of determination.

Refunds are allocated in the following order:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Parent Direct (PLUS) Loans
- Federal PELL Grant for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Unofficial Withdrawals (all F Grades)

If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire period, Gwynedd Mercy University must assume, for Title IV

purposes, that the student has unofficially withdrawn, unless it can be documented that the student completed the period.

308U

Federal Exit Counseling

Students who have secured loans (Perkins, Nursing, or Direct (Subsidized/Unsubsidized)) will receive an exit counseling letter(s) if they:

- Graduate from the University
- Drop all of their courses during a semester or drop to less than 6 credits
- Formally withdraw from the University
- Enroll in a semester at a rate of less-than-half-time (less than 6 credits)
- Unofficially withdraw from the University (stop attending all classes during a semester without formally notifying the University or fail to enroll in a subsequent semester)

Alternative Loans

In addition to the Federal Loan Programs, a student and/or credit-worthy co-signer may borrow funds not to exceed cost of attendance. Since Private/ Alternative loans have different fee and rate structures, applicants are encouraged to request information directly from the lender or on the web at <https://www.elmselect.com/v4/>.

Veterans Benefits

Any student utilizing Ch. 33 Post 9/11 GI Bill® or Veteran Readiness and Employment (VR&E)—formerly known as Vocational Rehabilitation and Employment—benefits will be considered by Gwynedd Mercy University as in good financial standing even if the VA is delayed in making payments to the university, provided the student can produce the VA's Certificate of Eligibility by the first day of class, and/or provide any additional information needed by the University's VA Certifying Official to ensure the enrollment certification request can be submitted to the VA by the first day of class. These students will be treated as "paid students" and will not be prevented from enrolling in classes or denied access to any school resources or facilities available to other University students in good financial standing. These students also will not be assessed a late penalty fee or required to secure additional funding to cover the late VA payment. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://va.gov/education/>. The University serves only as a certifying and transmittal agency in regard to Veterans Educational or War Orphans Benefits. The University's Veteran Affairs Department is part of the Financial Aid Office. The VA Coordinator is available to assist students with respect to their veterans' benefits. In addition, veterans may contact: Veterans Administration Regional Office, P.O. Box 4616, Buffalo, NY 14240-4616 or you can contact the student line at (888)-442-4551 between 8am-7pm Eastern Time, Monday-Friday.

PUBLIC SAFETY

The Department of Public Safety is concerned with maintaining the highest level of security possible on the university campus and within University facilities. University Public Safety officers are not police

officers and do not carry firearms; any criminal investigations are conducted by the Lower Gwynedd Police Department.

Because the safety and security of the University is the shared responsibility of all who live, work and study on the campus, members of the university community are encouraged and expected to use common sense where personal safety is concerned and to report any suspicious or criminal activities to the Department of Public Safety at 215-641-5522. Emergency phones are located outside the residence halls and in parking areas. Dialing is not required on these phones; when the receiver is lifted or the button is pushed, the phone automatically calls Public Safety. The office of Public Safety is located in St. Brigid Hall.

REGISTRAR

427G

Application for Graduation

All students must submit an application for graduation during the semester prior to graduation to the Registrar's Office (see "Academic Year" for deadline). Application forms are available through the Colleague Self-Service home page. Deadlines for application are published in the academic calendar. Submission of an application does not guarantee graduation. Late submission may postpone graduation and/or receipt of a diploma. The graduation fee is payable in the semester of graduation. The fee must be paid by all students whether the student participates in the formal commencement ceremony or not. Financial indebtedness to the University will result in the withholding of an official transcript and diploma.

405G

Non-Matriculated Students

Non-matriculated students may take up to 6 credits of coursework on a part-time basis at Gwynedd Mercy University. After completing these 6 credits, students must contact the admissions office for advice about matriculation into one of the graduate programs offered at the University. In the MBA program, non-matriculated students may take any course for which they have met the prerequisites. In Graduate Counseling and Education programs, non-matriculated students may not take any field experience courses (Student Teaching, Practicum or Internship), except with permission of the Dean of the School of Business and Education. In the Graduate Nursing programs, non-matriculated students may only take NUR 530, NUR610 and NUR 510 or electives approved by the MSN Director.

308G (v 01-27-2021)

Program Leave of Absence (LOA)

Term Programs

A graduate student enrolled in a Term Program who is forced to interrupt his or her studies should, with the approval of his or her advisor, write to the Dean of the appropriate School requesting a leave, and stating the reasons. The student's request for leave is officially granted by the Dean of the School. Interruptions in a student's studies are normally granted for no more than one calendar year. The period of a leave granted by the Dean will not be counted toward the time limit applied to the degree. A leave already granted can be extended at the discretion of the Dean of the School, but more than one leave is not normally granted. This is a program leave of absence and is not to be considered a leave of absence.

from the University. Students who are not enrolled in courses for a semester will be reported to the National Student Clearinghouse as withdrawn.

Non-Term Programs

Graduate students enrolled in Non-Term Programs are required to attend all classes and to fully participate in online classes. The Federal government has determined that 45 days or more is a break in attendance and will affect the student's success in completing program as outlined in course schedule. All breaks in attendance must have an approved Leave of Absence (LOA) or student will be administratively withdrawn from program. The Leave request will inform the University how long the student will be out of attendance and the reason.

LOA request forms must be submitted within 10 days of the student's Last Date of Attendance (LDA). All parts to the LOA request form must be completed in order for the LOA to be considered for approval by the Financial Aid office. Students can take a maximum of 120 days in one LOA with a total maximum of 180 days in a 12 month period. LOA requests will be denied if the break is under 45 days or if the student has exceeded 180 days. The twelve-month period begins with the start of the first leave. Student returning from a first leave of absence must complete at least one course, with a grade other than "W" or "I" prior to requesting a second leave. If the LOA is not completed or approved, the student will be withdrawn from the program and may be required to re-apply for admission. If program withdrawal paperwork is not completed by student, then student will be withdrawn from program by their advisor.

Students out of attendance for 14 days but fewer than 45 days must submit their scheduled reentry date in writing.

Planned LOA

- a. LOA requests must be completed and submitted prior to student's Last Date of Attendance (LDA).
- b. For students out of attendance 45 days or more, a course withdrawal request becomes a Leave of Absence (LOA) request and it must be approved or denied based on LOA criteria.
- c. All parts to the LOA request must be completed in order for Academic Advisor to review LOA. These include the student's LDA, Scheduled Reentry Date, Reason, and Signature.
- d. Students who do not provide a reentry date within the prescribed timeframe will be withdrawn from the program.
- e. If submitted after LDA, it will be reviewed using unforeseen circumstance criteria, which is indicated on the Leave of Absence Request form. Proof of unforeseen circumstance is required.
- f. LOA will be denied if over 180 days.

Unplanned LOA

- a. Students must complete LOA request and submit documentation.
- b. LO

402G (01-21-2021)

Student Eligibility

Students must be officially registered at the University in order to attend class. If the student is not on the class list the professor must ask the student to leave that class. Students enrolled in Term Programs must contact the Campbell solution Center to resolve administration issues. Students enrolled in Non-Term Programs should contact their assigned Academic Advisor or email adulthoodadvising@gmercyu.edu. Students will not be able to report back to class until they are officially registered.

441G_U

Request for Transcripts

The Family Educational Rights and Privacy Act of 1974, as amended, prohibits the release of educational records by institutions without the specific written consent of the student. Students or alumni may request copies of their transcripts through the National Student Clearinghouse. There is a \$5.00 charge for a paper copy or a \$4.00 for an electronic copy. There is no charge for copies sent between offices at Gwynedd Mercy University. Transcript requests are processed in the order received and require 2 to 3 days for processing. Specific deadlines should be mentioned when requesting the transcript. A student who has not satisfied all financial obligations in any department of the University will not be able to receive transcripts. Checks accompanying requests should be made payable to: Gwynedd Mercy University. Students can visit the Registrar's web page at www.GMercyU.edu for instructions on receiving a transcript.

500U

TECHNOLOGY SERVICES

Computer Use Policy

The computer technology sources (lab or smart classroom facilities, hardware, software and media equipment) at Gwynedd Mercy University are provided to assist students, faculty, administration and staff in the pursuit, collection, and presentation of academic information. Because these computer technology resources are the property of Gwynedd Mercy University, their operation by individuals associated with the University should be consistent with the mission and values of the institution. (Please refer to the student handbook for the complete computer use policy of the University.)

Learning Management System

Students should be aware that the Learning Management System records student usage data. Instructors have access to this data and can monitor student activities while they are using Blackboard or Canvas. It is a student conduct violation to download recorded conversations to a computer, upload them to the internet, or otherwise share, transmit or publish such recordings without the prior written consent of all participants (unless the professor has agreed in writing to such action and the recording is a recording of the professor's class).

The following technology resources are available for students:

- IT Service Desk (Help Desk) – communication and support of technical needs and requests
- Computer Labs – Six computer labs
- Classrooms and Technology Enhanced Rooms – for teaching, learning and presentations
- Wireless Access – connections in common areas of each major building on campus
- Campus Network – highly available, redundant internet service providers and secure
- Emergency Notification Center – Omnilert campus text message notification for important announcements
- Blackboard/Canvas – a learning management system for courses and collaboration

Computer Labs and their Descriptions

Gwynedd Mercy University offers multiple labs serving the faculty, staff, and students. These labs are maintained by Institutional Technology Services with the various software and hardware. Each lab is managed by their individual departments listed below. Please contact these departments for lab schedules.

Lab Hours

Labs located on the Gwynedd Valley Campus are open Monday through Friday from 8:00am until 6:00pm. Departmental labs, managed by their individual departments, may be reserved by instructors. These labs would be unavailable during these times.

Gwynedd Valley Campus

Saint Bernard Hall, Room 16

This lab features twenty workstations running Windows 10 and Microsoft Office. This lab is also equipped with a Copier/Printer/Scanner as well as a 75" 4k flat panel screen.

Natural Science & Mathematics & Health Professions Computer Lab (Frances M. Maquire Hall, Room 203)

The Natural Science & Mathematics lab features twenty workstations running the Windows 10 operating system. These workstations support Microsoft Office. This lab is also equipped with a Copier/Printer/Scanner.

Breezeway Computer Area (Fatima Hall/Mercy Hall)

There are 5 all-in-one workstations running Windows 10 Operation System. These workstations have Microsoft Office and this area is equipped with a Copier/Printer/Scanner.

University Hall Lab(University Hall, Room W108)

The University Hall Lab features thirty workstations running the Windows 10 operating system and Microsoft Office. This lab also features a Copier/Printer/Scanner.

Finance Trading Lab (University Hall, Room E204)

The Finance Trading Lab consists of 16 with dual monitor display units running Windows 10 operating system with Microsoft Office. This computer lab also features a 42-foot stock ticker, two digital signage displays for new information about financial markets, a projection system.

Bensalem Campus

Main Lab (Room 114)

The Main Lab features sixteen workstations running the Windows 10 Professional operating system along with Microsoft Office. This area is also equipped with a Copier/Printer/Scanner.

TUITION and FEES

Term & Non-Term Programs

Tuition Per Program <i>2021-2022 Rates are Effective August 15th, 2021</i>	
Master of Business Administration Program and Graduate Business Certificate Program	\$640 per credit hour
Master of Science in Counseling Program and Post Master's Certificate or Certification in Counseling Program	\$666 per credit hour
Master of Science in Education Program and Post Master's Certification in Education Program	\$675 per credit hour
Master of Science in Nursing Program	\$902 per credit hour
Post Graduate APRN Certificate Programs in Nursing	\$902 per credit hour
Master of Science in Occupational Therapy Program	\$902 per credit hour
Master of Public Health Program	\$775 per credit hour
Doctorate in Education Program, Superintendent Letter of Eligibility Certification Program, Supervisor of Special Education Program	\$995 per credit hour
Doctorate in Nursing Practice Program	\$995 per credit hour

Program Specific Fees Payable to the University	
MS Occupational Therapy Program Fee	\$170 per semester
Master of Public Health Program Fee	\$121 per year
Student Teaching Observation Fee (EDU-565)	\$250
*See your Program Description for additional fees that may need to be paid directly to the vendor or professional association.	

Additional Fees Applicable to All Graduate Students	
One-time Graduation Fee <i>The graduation fee covers only a portion of the costs associated with University commencement events, including fees related to your diploma, diploma cover, and regalia. The graduation fee is payable in the semester of graduation. The fee must be paid by all graduating students whether or not you participate in the commencement ceremony.</i>	\$175
Comprehensive Fee <i>The comprehensive fee contributes towards the cost of providing computer/technology access, activities, use of facilities and the other resources generally available to all students.</i>	\$20 per credit hour

Additional Fees as Applicable	
Application Fee through OTCAS (MS Occupational Therapy only) <i>Includes Pennsylvania Occupational Therapy Association Fee, American Occupational Therapy Association Fee, and other program-related fees</i>	\$145
One-time Acceptance Deposit (MSN and Term MBA programs only) <i>Non-refundable, applied towards tuition</i>	\$100

One-time Acceptance Deposit (MS Occupational Therapy program, Doctorate in Education programs and Doctorate in Nursing Practice programs only) <i>Non-refundable, applied towards tuition</i>	\$500
Bad Check/Credit Card Fee	\$50
Late Payment Fee	\$100
Official Transcript from the National Students Clearinghouse	\$4
Official Transcript from the Registrar's Office: allow 48 hours for processing	\$5
Expedited Official Transcript Request from the Registrar's Office	\$25
Printing/copying (exceeding 300 pages free per semester)	\$0.10 per page
Parking Permit	\$35
Challenge Examination Request Fee	\$140 per course
Challenge Examination Earned Credit	\$140 per credit hour

Reviewed-... DT 05/03/2021

206G

Payment Policy

Payment of tuition, fees, and other charges is due on the published due dates. For the Term Programs, tuition is due in August for the fall semester and December for the spring semester. For Accelerated programs and Non-Term Programs, tuition is due at the beginning of each class. Payment by employer reimbursement or payment plans must be arranged with the Bursar's office prior to the published due dates in order to avoid charges for late payment. Required documents are required at the beginning of each Academic Year. Students will not be issued degrees or transcripts and will not be permitted to register for future classes until all financial obligations have been cleared.

Delinquent Accounts

A student who is financially delinquent shall forfeit the privilege of attending classes, and the University shall have the right to withhold grades, transcripts and diploma or certificate until such indebtedness is paid. A student who is financially delinquent at the close of a semester will not be permitted to register for another semester until all accounts are settled. Student accounts that are not resolved by the end of the semester will be placed with a collection agency. The student will be responsible for the full amount due plus all associated collection costs, late fees and legal fees.

Payment by check

Make all checks payable to GWYNEDD MERCY UNIVERSITY. All checks are to be drawn on U.S. banks and in U.S. dollars. You may mail your check to the Gwynedd Valley campus or pay with an online check through your self-service account. All checks submitted online or mailed are subject to a 10-day waiting period before Billing Holds will be removed.

Payment by credit card

The University accepts VISA, Master Card, Discover and American Express. You may use your credit card online through the student's self-service account.

Payment by cash

The maximum cash payment accepted is \$1500. This form of payment can only be taken at the main campus location.

By payment plan

The Gwynedd Mercy University Installment Plan administered by Touchnet is a convenient way for parents and students to finance education expenses. The installment plan applies to Gwynedd Valley students only. The students enrolled in Non-Term Programs are not eligible due to the dynamic nature of their programs. Additional information can be found on the Bursar's web page. Students can sign up through their self-service account.

700G

ACADEMIC PROGRAMS OF STUDY

Graduate Programs

Frances M. Maguire School of Nursing and Health Professions

Doctor of Nursing Practice

Post-graduate APRN Certificate

Adult-Gerontology Primary Care Nurse Practitioner

Family Nurse Practitioner

Pediatric Primary Care Nurse Practitioner

Master of Science in Nursing

Adult-Gerontology Primary Care Practitioner

Clinical Nurse Specialist-Adult with Gerontology

Family Nurse Practitioner

Nurse Educator

Pediatric Primary Care Nurse Practitioner

Master of Science in Occupational Therapy

School of Arts and Sciences

Master of Science in Counseling

Clinical Mental Health Concentration

School Counseling Concentration (K-12 Certification in PA)

Master of Public Health (MPH)

School of Business and Education

Business

Master of Business Administration

Healthcare Administration

Strategic Management and Leadership

Graduate Business Program Certificates

Certificate in Healthcare Administration

Certificate in Leadership

Certificate in Strategic Management

Education

Doctorate of Education in Educational Leadership

- Leadership in Higher Education
- Leadership in Special Education
- Leadership in PreK-12 Schools and School Districts

Doctorate of Education in Teaching and Learning in Higher Education

Master of Science in Educational Administration:

- K-12 Principal Certification
- Supervisor of Curriculum and Instruction Certification

Master of Science in Education Master Teacher Program:

- Grades PreK-4 Certification
- Secondary Biology Certification
- Secondary English Certification
- Secondary Mathematics Certification
- Secondary Social Studies Certification
- Master Teacher Program (without Certification)

Master of Science in Special Education

- Without Certification
- With PreK-12 Certification
- PreK-12 (Certification only)

Post Master's K-12

- Principal Certification
- PreK-12 School Counseling Certification
- Supervisor of Curriculum and Instruction
- Superintendent Letter of Eligibility
- Supervisor of Special Education

SCHOOL of ARTS and SCIENCES

School Description: The School of Arts and Sciences houses the traditional liberal arts disciplines including English, history, philosophy, religious studies, languages, psychology, sociology, political science, mathematics, music, art, science, and computer science. Major programs of study include Biology, Computer Information Science, Criminal Justice, History, Philosophy, Psychology, Public Health, and Social Work. The Honors Program, a curriculum of rigorous, challenging courses in the liberal arts and sciences which is open to academically qualified students, is also a part of the School of Arts and Sciences.

School Mission Statement: The School of Arts and Sciences is committed to fostering academic excellence by providing a core curriculum and degree programs in the fine arts, humanities, sciences, social sciences, and public health that cultivate habits of mind in graduates who are actively engaged in scholarship, leadership, innovation, and service.

Credit Requirements: Students accepted into a program of study are expected to complete all courses at Gwynedd Mercy University. Transcripts for courses completed at regionally accredited institutions will be evaluated for transfer, and all remaining program requirements will be expected to be completed at Gwynedd Mercy University.

Administration: Lisa McGarry, Dean; Lisbeth Chapin, Assistant Dean

Faculty

Counseling-- Jen Aucoin, Elizabeth Brokamp, Ellen Henderson

Biology-- Stacey Lettini, Justin McClain, Michelle McEliece, Rebecca Rivard

Chemistry-- Felicia Barbieri, Maria Winters

Computer Information Science-- Cindy Casey, David Peltzman

Criminal Justice-- Patrick McGrain, Lorraine Phillips

History--Michael Clinton

Philosophy— Robert Clewis, Patrick Messina

Psychology— Stephanie Fratantaro, Rebecca Gullan, John Gunn, Mary Reilly

Mathematics-- Sandy Gallagher

Music-- Carol Evans

Public Health— Nazsa Baker, Sharla Willis

Religious Studies-- Kathryn Reinhard, Jennifer Wade

Social Work-- Wade Luquet, Janice Nuss

Writing-- Elizabeth Knauss

DEGREES OFFERED

Major Degree Programs

MS, Counseling with concentrations in Clinical Mental Health Counseling and School Counseling

Master of Public Health

Certification Programs

Post Master's Certification Program in Clinical Mental Health

Post Master's Certification Program in School Counseling

Counseling

Program Name: Counseling

Degree: Master of Science

Tracks: Clinical Mental Health Concentration; School Counseling Concentration (K-12 Certification in PA)

Program Pennsylvania Department of Education Certification Status: School Counseling Concentration: Meets PDE defined educational competencies for certification as a PreK-12 School Counseling in the State of Pennsylvania.

Program Type: Non-Term

Program Modality: Online

Program Director/Coordinator: Ellen Henderson

Program Description: The Graduate Counseling Program at Gwynedd Mercy University is designed to help students become professional counselors whose areas of expertise lie in the community mental health and school counseling settings. The program uses a scientist-practitioner model based in the Council for the Accreditation of Counseling and Related Education Program (CACREP) educational standards for training its students. This model allows students to gain the prerequisite knowledge, skills and expertise to be competent, well-trained and marketable entry-level counselors in a variety of settings. Through involvement in program course work, interaction with peers, instructors, and their faculty mentor students learn to integrate class knowledge and skills to further develop their counseling knowledge and deepen their counseling identity. Students will synthesize this knowledge and skills in "real life" counseling experiences through the use of two weekend residencies and extensive faculty supervised field requirements.

All program courses (except field courses) are accelerated (7 weeks long) and are offered in an asynchronous online format. Field courses are 15 weeks long and involve weekly group synchronous supervision with class faculty. The program's two in-person weekend residencies are held in the spring of the student's first (CNS 501 Counseling Skills) and second (CNS 535 Group Counseling and Facilitation Skills and CNS 536 Group Counseling and Facilitation Skills for the School Setting) years of study.

Every student who enters the Counseling Program at Gwynedd Mercy University is considered a professional in the counseling field. Our faculty interact with students as colleagues and mentors as we know that students learn the best when they are valued and interact with as knowledgeable

professionals in their field. The expectations of the program (academic, skills and dispositional) are high and demanding. We know that students accepted into the program can meet these demands and can benefit greatly from their professional interaction with everyone in the program.

The program allows students to concentrate their studies in the following areas.

Master of Science Degree

The Master of Science (MS) in Counseling degree requires 60-credits of coursework and has two concentrations of study: Clinical Mental Health Counseling and School Counseling. Students completing the master degree will be eligible to sit for the National Counselor Exam (NCE) leading to license as a Professional Counselor.

The Clinical Mental Health concentration trains students to develop expertise in counseling adolescents, families and adults and/or gaining the credentials to assume supervisory positions in mental health community agency settings. This concentration requires a 600-hour internship over three terms and a 100-hour practicum.

The School Counseling concentration is a Pennsylvania Department of Education approved PreK-12 school counseling certification program. The School Counseling curriculum aligns with the components of the American School Counseling Association (ASCA) National Model. Graduates of the program are eligible to apply to the Pennsylvania Department of Education to become certified K-12 school counselors in the State of Pennsylvania. This concentration requires a 620-hour internship (see Field Requirements below) over three terms and a 100-hour practicum

Post Graduate Programs

PreK-12 School Counseling Certification program

The post-graduate PreK-12 School Counseling Certification program is a 48-credit program that offers graduates with a master degree (from an accredited institution of higher education) a pathway to certification as a PreK-12 School Counselor in the State of Pennsylvania. Students must complete the required course work and pass the appropriate Praxis test to become certified. Students must complete a minimum of 24 credits at Gwynedd Mercy University. Up to twenty-four credits of required Pennsylvania Department of Education certification competencies can be waived based on the student's prior course work.

Clinical Mental Health Certificate program

The post-graduate Clinical Mental Health Certificate program is designed for graduates of Gwynedd University's Master in School Counseling program (online – 48 credits). This certificate program requires 12 credits of graduate counseling courses (including a 200-hour internship in a clinical mental health setting) and offers these students a process to complete the 6- credits required to sit for the NCE and seek license as a professional counselor.

Pennsylvania PreK-12 School Counseling Certification and/or LPC: The Pennsylvania Department of Education approves the School Counseling concentration of the MS in Counseling degree program and the PreK-12 School Counseling post-graduate program as programs leading to a Pennsylvania certification as a PreK-12 school counselor.

Graduates of the MS in Counseling degree and completers of the post-graduate Clinical Mental Health Certificate Program meet the CACREP requirements to sit for the NCE in all fifty states. Successful

completion of the NCE with the appropriate post-degree supervision requirements leads to the LPC credential in the State of Pennsylvania.

Program Learning Outcomes : **PLO1** Establish a counseling identity; **PLO2** Exhibit a strong consistent counseling disposition; **PLO3** demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student concentration area; **PLO4** demonstrate a multicultural sensitivity, knowledge and competency; **PLO5** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice; **PLO6** Use evidence-based intervention and assessment techniques; **PLO7** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition; **PLO8** Engage in life-long learning.

Degree Core Curriculum and Concentration: The Master of Science in Counseling is built around a Core Curriculum that is the basis for all of the program's areas of concentration. The Core Curriculum is designed to develop the student's counseling knowledge and skills that can be applied in a variety of counseling settings. Because of the Core Curriculum's generic nature, it provides an excellent foundation for those students seeking to pursue doctoral studies.

Post-Graduate Curriculum:

The post-graduate PreK-12 School Counseling certification curriculum is based on the Pennsylvania Department of Education requirements to meet the PreK-12 School Counseling certification requirements in the State of Pennsylvania. The post-graduate Clinical Mental Health Certification curriculum meets the remaining CACREP educational requirements for graduates of Gwynedd Mercy University's MS in School Counseling program (48 credits – online) to sit for the NCE. Successful completion of the NCE with the appropriate post-degree supervision requirements leads to the LPC credential in the State of Pennsylvania.

For major and post-graduate program offering requirements, see Program Handbook and Curriculum Sheets

Program Admission Requirements and Procedures

MS in Counseling Program

Applicants for admission to the Counseling Program must meet the following requirements;

- A Baccalaureate degree from an accredited institution of Higher Education
- Completion of the following undergraduate prerequisite
 - a. General Psychology, Developmental Psychology, Psychology Theory or other foundational course (3 credits)
- Submission of official transcripts from all academic institutions attended
- Earned a minimum grade point average (GPA) of a 3.0 on a 4.0 scale
- Acceptable scores on the Graduate Record Examination (See below). **This requirement is waived for;**
 - a. Applicants **whose GPA is above a 3.0 on a 4.0 scale** or
 - b. Applicants who currently possess a graduate degree

Acceptable GRE Scores: Gwynedd Mercy University requires a combined Verbal Reasoning and Quantitative Reasoning score of 292 or higher for admission of students into the Counseling Program with a GPA lower than a 3.0. Students taking the GRE must also complete the Analytical Writing test.

- Completion of the Gwynedd Mercy University Graduate Application
- Submission of two letters of recommendation;

- a. An academic who can attest to the applicant's academic ability (preferred) and
 - b. A professional or supervisor who can attest to the applicant's professional qualification, abilities, and temperament for the field
- A personal statement (3-5 pages maximum) that addresses the following
 - a. Who you are and your reasons for choosing a career in counseling
 - b. Why you have chosen GMercyU's online counseling program
 - c. What being a counselor means to you and your personal characteristics that make you uniquely suited for such a career
 - d. Your expectations of learning in an online program
 - e. Your ability to meet these expectations
 - f. How you plan to complete the field placement demands of the program
- A personal interview.

Post-Graduate Programs

1. Completion of Master degree from an accredited institution of Higher Education.
2. Submission of official transcripts from all academic institutions attended
3. Have earned a minimum Graduate grade point average (GPA) of a 3.0 on a 4.0 scale.
4. Completion of the Gwynedd Mercy University Graduate Application with payment of appropriate fee.
5. Submission of two letters of recommendation;
 - a. An academic who can attest to the applicant's academic ability (preferred) and
 - b. A professional or supervisor who can attest to the applicant's professional qualification, abilities, and temperament for the field.

Applicants for admission will be considered based on their academic ability, disposition for the counseling profession, expression of interests and goals, life experience, and personal interview.

Internal/External Transfers: Admission requirements and process are the same for transfer students whether internal or external.

Curriculum Sequence: Student's curriculum sequence is based on their cohort upon entry into the program. Students should review their cohort schedule or speak with their Academic Adviser for further information on their curriculum sequence.

Academic Standards/Grade Requirements: Students in the Counseling Program (regardless of area of study) are required to meet all of the University and School of Arts and Sciences academic standards and grade requirements as indicated in the Graduate Catalog. In addition to the University and School of Arts and Sciences standards, students in the Counseling Program are required to earn a grade of "B" or better in all of their Core Curriculum and field placement courses (Practicum and Internship). Core Curriculum courses are indicated on the student's curriculum sheet.

Students in the Counseling Program also need to be aware of the following **non-term program academic requirements**. The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of two (2) courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

Attendance Policy: The counseling program defines attendance in the same matter as the University does for all non-term courses: Online students are considered present for the week if they post to a discussion forum or submit any assignment or other deliverable during the instructional week (Monday-Sunday). Failure to actively engage in the course by posting to discussion forums or submitting assignments will result in an official absence and a lower grade. In addition, there are specific attendance expectations in several Counseling courses. These courses include but are not limited to the program field courses (weekly 1.5 hours synchronous group supervision) and program skills courses. Program skills courses; CNS 501, CNS 535 and CNS 536 all require weekend residencies. Failure to attend or remain in these required meeting results in class failure.

Students in the Counseling Program need to be aware of the following **non-term program attendance policy**. Should a student fail to attend a course for two consecutive weeks the student will be administratively withdrawn from the course.

Academic Progress, Probation, and Program Dismissal: Counselor trainees in the Master Counseling Program are expected to conduct themselves in accordance with the ethical codes of the American Counseling Association, American Mental Health Counselors Association, and American School Counseling Association. Counselor trainees are expected to demonstrate proficiencies in the following areas: academic knowledge, counseling skills and professional dispositions (behavior and demeanor appropriate for counselors). Deficiencies found in any of these areas trigger a Professional/Personal Development Plan to remediate the identified deficiency/ies. Failure to meet the expectations of the Professional/Personal Development Plan may lead to dismissal from the program. For a full explanation of this policy and process, please see the Counseling Trainee Evaluation, Assistance and Appeal Policy on the student portal.

Regardless of the Professional/Personal Development Plan students are still obligated to meet the non-term programs' academic policies including but not limited to the Academic Warning, Academic Probation and Academic Dismissal policies found in the Graduate Catalog.

Course withdrawal policies: The Counseling Program maintains the same course withdrawal policies as outlined for all non-term programs in the Graduate Catalog.

Time to Completion: Counseling Program completion time varies based on program of study. The program completion times are

1. **Master of Science in Counseling Program** (both concentrations of study) is between 3.5 and 4 years
2. **Post-graduate Clinical Mental Health Certificate Program** is between 7 and 10 months depending on start time of cohort
3. **Post-graduate PreK-12 School Counseling Certification Program** varies based on the total number of Pennsylvania Department of Education competencies waived based other master's degree work.

Field Requirements: The Counseling Program offers three areas of field experience: Pre-Practicum, Practicum and Internship: 20 hours of Pre-Practicum (built into counseling course work), 100 hours of Practicum and 600+ hours of Internship. Below are the main field experience expectations by area. For specific information regarding field placement particulars (expectations, grading, application requirements, etc.) please review the appropriate field handbook. These handbooks can be found on the student portal.

Pre-practicum: Pre-practicum requirements are fulfilled in two classes; CNS 505 Foundations of Counseling (6 hours) and CNS 527 Social Justice, Multicultural and Diversity Issues in Counseling (14 hours). These courses and the pre-practicum hours involved must be complete prior to applying to practicum. For more information about the pre-practicum experiences, please review the Pre-Practicum handout found on the student portal.

Practicum: The following courses are prerequisites for Practicum (CNS 513); CNS 501 Counseling Skills, CNS 504 Human Development, CNS 505 Foundations of Counseling, CNS 520 Theories in Counseling and CNS 527 Social Justice, Multicultural & Diversity Issues in Counseling. Since these courses are Core courses students must earn a grade of “B” or better in each in order to begin Practicum.

Practicum requires 100 hours of fieldwork over the course of 15 weeks (approximately 7 hours per week). Students must complete the full 100 hours onsite. Forty percent of these onsite hours must be in direct student/client services. The practicum course requires an hour and a half (1.5) of synchronous group supervision weekly. This supervision is held during the evening hours. Students must attend this weekly class group supervision in order to pass the course. For more information about Practicum, please review the Practicum Handbook found on the student portal.

Internship: Internship requires three semesters of 200+ hours (totals 600+ hours) of field work over the course of 15 weeks (each class approximately 13 hours a week). School concentration students must complete two semesters of 210 hours in two internship experiences each and one semester of 200 hours of internship experience hours to fulfill the internship requirements for certification (see “Field Placement Policies” below). Students must complete the full 200/210 hours onsite. Forty percent of these onsite hours must be in direct student services to students/clients. Each internship course requires an hour and a half (1.5) of synchronous group supervision weekly. This supervision is held during the evening hours. Students must attend this weekly class group supervision in order to pass the course. For more information about internship, please review the Internship Handbook found on the student portal.

Field Placement Policies: Below is a list of some of the major field placement policies that students often have questions about. This is not an exhaustive list. For a full list of field placement expectations, policies and procedures please see the appropriate field placement handbook. These handbooks can be found on the student portal.

- Both practicum and internship experiences must be in a setting applicable to the student’s concentration of study under the supervision of an appropriate site supervisor with the proper license/certification.
- No two field placements can be taken at the same time. The student must complete a total of 60 weeks of practicum and internship experiences (combined through four 15-week experiences/courses).
- No field experience can start before the Practicum/Internship course begins. No field experience can end before the Practicum/Internship course ends and no Field Experience can continue after the Practicum/Internship course ends.
- School Counseling concentration students;
 - Cannot complete their Practicum and Internship field experience during the summer.
 - Must complete their Practicum and Internship field experience during the PreK-12 school day when PreK-12 school is in session.

- Must complete one internship experience (210) in an elementary setting (K-6) and one internship experience (210) in a secondary setting (7-12) or can complete both internships in a middle school setting (grades 6, 7 and 8). Middle school (grades 6, 7, 8) does count as both an elementary and secondary setting in the State of Pennsylvania.
- Must be supervised on site by a certified school counselor with three years of school counseling experience who is currently employed as a school counselor.
- Clinical Mental Health concentration students are permitted to complete their field experiences during the summer with proper Counseling Field Placement Committee Approval.
- Students in the post-graduate Clinical Mental Health Certificate program must complete their 200 hour internship in a clinical mental health setting.
 - No student is allowed to complete their field experience where they work. If this policy creates an undue hardship for the student, the student may file a petition requesting an exception to this policy. Filing a petition to request permission to complete practicum or internship where one works does not guarantee that the student will be granted a waiver to this policy. For more information on this policy and the petition to waive the policy, please see the Practicum or Internship Handbook found on the student portal.

Professional Counselor Dispositions

The counseling program maintains that professional counselor dispositions are critical to effective counseling, counselor growth and development and counselor assistance to others. Therefore, counselor trainees are expected to be more concerned about others than themselves, to be well adjusted, to have the ability to form and maintain effective interpersonal relationships, to be able to use feedback from faculty and supervisors to improve performance, and to have a commitment to personal growth and development. These Professional Counselor Dispositions are routinely evaluated throughout the program for all students. Students showing challenges in this area are identified and recommended remedial assistance. Failure to remediate Professional Counseling Disposition issue is grounds for dismissal from the program. For a full explanation of this policy and process, please see the Counseling Trainee Evaluation, Assistance and Appeal Policy on the student portal.

Master of Public Health (MPH) Program

Program Name: Public Health

Degree Level: MPH, Master of Public Health

Program Accreditation Status: The Public Health program will be seeking accreditation through the Council on Education for Public Health (CEPH). Updates on the status can be obtained by contacting the Program Director.

Program Type: Term

Program Modality: Online

Program Director/Coordinator: Sharla Willis

Description: The Master of Public Health (MPH) is considered a terminal, professional degree in the field of public health. The degree is grounded in the social, behavioral and biological sciences, and is guided by a social justice philosophy consistent with the mission of Gwynedd Mercy University. Courses in the MPH program are designed to help students become competent and confident in the application of skills used in the diverse field of public health, and prepare them for employment and leadership within the field of public health.

Preparation for Professional Licensure: The field of public health does not require licensure. The public health program will prepare students to take the Certified in Public Health (CPH) or the Certified Health Education Specialist (CHES) exams if they choose. The CPH exam is offered by the National Board of Public Health Examiners (NBPHE) and demonstrates a knowledge of key public health sciences. The CHES exam is offered by the National Commission for Health Education Credentialing (NCHEC) and measures an individual's knowledge and skills in areas of responsibility related to health education practice. CPH and CHES are not required certification or licensure, but are recognized in the field of public health as measures of national standards in the field. Both certifications require continuing education credits to maintain.

Program Learning Outcomes: The curriculum of the MPH program is structured to address 22 foundational and 5 program competencies. Program learning outcomes summarize these public health competencies.

- Apply epidemiological methods to public health issues through quantitative and qualitative data collection, analysis and interpretation.
- Compare public health care systems nationally and internationally, including how structural bias, social inequities and racism negatively impact health equity
- Design culturally appropriate, population-based, health interventions and evaluation plans
- Propose strategies to develop and evaluate public health policies that incorporate community participation
- Advocate for policies that will improve health in diverse populations
- Apply principles of leadership, governance and management for public health programs
- Communicate public health content, both orally and verbally, in a manner appropriate for the specific audience
- Perform effectively on an interprofessional team
- Apply systems thinking tools to a public health issue
- Apply a health equity focus in public health actions related to the critical concerns of the Sisters of Mercy: earth, immigration, anti-racism, non-violence, and women

For Major Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures:

- A baccalaureate degree from an accredited college or university
- Official transcripts from every college or university attended
 - A cumulative GPA of at least 3.0 on a four-point scale or the equivalent
 - Consistent academic performance in math, science, and writing intensive courses
 - Applications from candidates with a GPA lower than 3.0 or lacking in the above courses will be reviewed on a case-by-case basis, taking into account public health experience, personal essay and references
 - While a GRE is not required, GRE scores may be submitted for consideration in the holistic review of the application
- A 250-500 word essay identifying a public health issue in your community and how an MPH will prepare you to address this issue

- Two letters of reference from people who can speak to your ability to succeed in and benefit from the MPH program, ideally academic or professional references from instructors or supervisors
- A current resume or curriculum vitae

Transfer Students: A maximum of 6 graduate credits may be transferred with approval of the Program Director and applied towards the MPH degree. Graduate credits must have been taken at another accredited university or college prior to matriculation at Gwynedd Mercy University. The credits must have been taken within five years of admission and a grade of B or better must have been earned. The syllabus, including course description and learning objectives, and the official transcript must be submitted for any credits to be evaluated. Acceptance of credits to fulfill any of the PUB 600 level foundational courses is dependent on alignment with the Council for Education in Public Health (CEPH) competencies and foundational knowledge addressed in the equivalent Gwynedd Mercy University public health course.

For Curriculum Sequence, see Program Handbook

Academic Standards/Grade Requirements: Students in the graduate public health program must maintain a minimum cumulative grade point average (GPA) of 3.0. They must also earn a grade of “B” or above in any foundational course: PUB 600 level course, PUB 700 and PUB 795. Students must also earn a grade of “C” or better in all other courses taken towards the MPH degree.

Attendance Policies: Except for PUB 700 Applied Practice Experience (APE), all public health courses are fully online and asynchronous. Students are expected to participate in class activities online each week and meet assigned submission deadlines as evidence of weekly attendance. Students enrolled in PUB 700 are expected to abide by the agreement with their practice site regarding their presence at and work with the site. Students in PUB 700 are also expected to participate weekly in the online portion of the course.

Academic Progress, Probation, and Program Dismissal

Academic Probation

A student will be placed on academic probation if any of the following occur, and must resolve the situation as specified. The student will receive written notification that they have been placed on academic probation, what steps they must take to resolve the probationary status, and the consequences of not resolving the status as specified. Please note that financial aid may be affected by poor grades.

- If a student’s cumulative GPA falls below 3.0, the student must achieve a satisfactory cumulative GPA within three semesters.
- If a student earns a grade of B- in one of the foundational courses listed above, the student must repeat that course at Gwynedd Mercy University and earn a grade of B or above.
- If a student earns a grade of C- or below in any public health course, the student must retake the course at Gwynedd Mercy University. The student will have only one opportunity to repeat a course.

Academic Dismissal

Failure to resolve any of the above circumstances as detailed above shall result in a recommendation of dismissal from the program. A student who earns a grade of C- or below in two or more courses, may be subject to a recommendation of dismissal from the program.

Course withdrawal policies: Students may withdraw only once from each course within the public health program.

Time to Completion: 6 years

Experiential Learning: Students enrolled in the public health program are required to engage in a public health applied practice experience course, PUB 700, which allow students to gain valuable experience and network while applying program and foundational public health competencies. Students should consult with their academic advisor at the beginning of the semester before they expect to complete their field work. *Students are responsible to arrange and confirm their own practicum site. Sites and preceptors must be approved by the Program Director. Students are responsible for their own transportation to and from experiential learning opportunities.*

Non-Academic Criteria for Admission, Progression and Retention

Compliance Requirements and Clearances: Students are expected to comply with any health, safety or professional conduct requirements of their public health applied practice experience (APE) sites.

Professional Disposition and Conduct: Public health professionals are expected to communicate respectfully with all stakeholders in oral and written communications, and to be sensitive to cultural practices and norms of the communities with whom they work. Students within the public health program are expected to develop and practice these skills in their courses and APE. Any student who behaves in a manner deemed disrespectful to others by their instructor or APE preceptor, will be referred to the Program Director to discuss the incident and develop strategies and a plan to remediate the situation. Unprofessional behavior during the APE may result in being asked to not return to the practice site, which will result in an F in the course, PUB 700.

Technology Requirements: The MPH program is fully online. To successfully participate in classes in this program, students must have:

- Access to a computer and the internet
- Internet speed:
 - Basic broadband (4 Mbs) recommended
 - 1.5 Mbs upload and download speed required
 - [speedtest.net](https://www.speedtest.net) allows you to test the speed at your location
- Webcam - 1280 x 720 (1 megapixel) resolution recommended
- Microphone
- Speakers
- Microsoft Office
 - Free and available to students with their @gmercyu.edu account via [Office 365](#)

SCHOOL OF BUSINESS AND EDUCATION

School Description/Mission: - The School of Business and Education engages a diverse community of undergraduate, graduate and professional learners preparing to meet the challenges of the 21st century by integrating Mercy into their education and profession, through a supportive culture and rigorous, relevant academic experiences.

Administration: Mary Sortino, Dean; Deborah Schadler, Assistant Dean of Education; Jill Winnington, Assistant Dean for Business

Faculty-

Business Programs: Ron Bruce, Alan Harper, Ralph Hoffman; Margaret Rakus

Education Programs: Raymond Bandlow; Jaimie Bowen ; Marianne Boyd ; Desiree' Caldwell ; Tiffany Cresswell-Yeager ; Carol Etlen ; Mary Jo Pierantozzi; Peggy Rosario ; Tamarah Smith

DEGREES OFFERED

Business Degrees

Master's Level

MBA- Concentrations in Healthcare Administration + Strategic Management and Leadership

MBA 4+1- Same concentrations as above

Education Degrees

Master's Level

Master of Science in Educational Administration with Tracks in- Curriculum + Instruction, Dual K-12 Principal and Supervisor in Curriculum and Instruction Certification, Principal Certification

Master of Science in Education

Master of Science in Education with PK-4 Teaching Certification

Master of Science in Education with Secondary Teaching Certification

Master of Science in Special Education

Master of Science in Special Education with PK-12 Special Education Teaching Certification

Doctoral Level

EdD in Educational Leadership

EdD in Higher Education Teaching and Learning

Business

Business Program Certificates

Program Name: Graduate Business Program Certificates

Options: Health Care Administration; Certificate in Leadership; Certificate in Strategic Management

Program Degree Level : Certificate

Program Type: Non-Term

Program Modality: Online

Program Description: The Graduate Business Program Certificates are designed to meet the needs of a variety of business professionals. The overall aim of the Graduate Business Program Certificates is to offer business leaders a distinctive credential for competitive markets. The Certificate in Health Care Administration will help professionals gain the skills to meet the challenges of today's health care systems while pursuing innovative solutions for tomorrow. The Certificate in Leadership is designed to refine leadership skills for managers, supervisors and future executives. The Certificate in Strategic Management is designed to give managers the skills to effectively develop and implement a competitive strategic plan. The certificate focuses on the key disciplines which impact an organization's strategic advantage.

For Major Requirements, see Program Handbook and Curriculum Sheets

Requirements: Certificate Coursework 12 credits

The graduate business course prerequisites are offered as one credit courses. Each prerequisite is completed prior to the corresponding Certificate course. A certificate student will complete the prerequisites if he/she has not completed the undergraduate coursework in any of the business subjects.

Course Requirements:

Certificate in Health Care Administration – 12 credits

MBA 610 Strategic Management

MBA 730 Health Care Budgeting, Planning and Finance

MBA 740 Managing Health Care Delivery Systems

MBA 750 Healthcare Information Systems

Certificate in Leadership – 12 credits

MBA 600 Ethical Decision Making and Corporate Social Responsibility

MBA 700 Organizational Leadership

MBA 710 Global Management

MBA 720 Managing Human Capital

Certificate in Strategic Management - 12 credits

MBA 610 Strategic Management

MBA 620 Accounting for Decision Makers

MBA 630 Marketing Planning

MBA 650 Managerial Finance

Academic Criteria for Admission, Progression and Retention

Admissions: To be admitted to the Business Certificate programs, a prospective student should meet the following requirements:

- A completed and signed application and application fee.
- A baccalaureate degree from a regionally-accredited University or College; with a GPA of 3.00 or above.

- The official University transcripts of all undergraduate and graduate course work.
- Two letters of recommendation (preferably, one should be from a supervisor).
- Evidence that international applicants have received a minimum score of 575 of the TOEFL examination.

Requirements:

Certificate Coursework 12 credits

The graduate business course prerequisites are offered as one credit courses. Each prerequisite is completed prior to the corresponding Certificate course. A certificate student will complete the prerequisites if he/she has not completed the undergraduate coursework in any of the business subjects.

Course Requirements:

Certificate in Health Care Administration – 12 credits

MBA 610 Strategic Management

MBA 730 Health Care Budgeting, Planning and Finance

MBA 740 Managing Health Care Delivery Systems

MBA 750 Healthcare Information Systems

Certificate in Leadership – 12 credits

MBA 600 Ethical Decision Making and Corporate Social Responsibility

MBA 700 Organizational Leadership

MBA 710 Global Management MBA

720 Managing Human Capital

Certificate in Strategic Management - 12 credits

MBA 610 Strategic Management

MBA 620 Accounting for Decision Makers

MBA 630 Marketing Planning

MBA 650 Managerial Finance

Academic Standards/Grade Requirements: The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program. When possible, a student should follow the course sequence as listed.

Attendance Policies: Same as University policy

Academic Progress, (Probation), and Program Dismissal: The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program. When possible, a student should follow the course sequence as listed.

Time to Completion: Students normally complete the Graduate Business Program Certificates within a year.

Master of Business Administration -- MBA

Program Name: Master of Business Administration (MBA)

Options: MBA, Health Care Administration; MBA, Strategic Management and Leadership

Degree Level: MBA

Type Non-Term

Modality Online

Program Accreditation: International Accreditation Council for Business Education (IACBE) Contact: <https://iacbe.org/>

Program Description: The Master of Business Administration is a degree program designed to meet the needs of a variety of business professionals. The overall aim of the Master of Business Administration degree is to produce versatile individuals who will be able to solve current and future problems in organizations, and meet the business needs of society as a whole. The MBA with a specialization in HealthCare Administration is designed for working health professionals who seek to gain expertise in the management of facilities, operations, and human resources. Students will build on a sound foundation of business skills and competencies developed in the MBA core classes with specialization courses designed to prepare students to manage diverse health care systems. The MBA with a specialization in Strategic Management and Leadership is designed for students and working professionals who seek to advance their knowledge in organizational leadership and management within a global environment. Students will build on a sound foundation of business skills and competencies developed within the MBA core classes with specialization courses in leadership, global management, and managing human capital.

Program Learning Outcomes: PLO1: Students will effectively research and communicate in writing (in APA format) ideas and arguments associated with business leadership and management issues ; PLO2: Students will apply knowledge and skills to develop a comprehensive business plan which demonstrates competency in the following areas: management, operations, finance, and marketing; PLO3: Apply critical thinking to real life work problems through the application of theoretical and experiential knowledge. ;PLO4: Students will identify issues and strategies related to ethics and corporate social responsibility and its implications for business.

Major Requirements:

Core Courses 21 credits

MBA Option 9 credits

30 credits

The MBA course prerequisites are offered as one credit courses. Each prerequisite is completed prior to the corresponding MBA course. An MBA student will complete the prerequisites if he/she has not completed the undergraduate coursework in any of the business subjects.

Course Requirements:

Core Courses – 21 credits

MBA 600 Ethical Decision Making and Corporate Social Responsibility MBA 610 Strategic Management

MBA 620 Accounting for Decision Makers MBA 630 Marketing Planning
MBA 640 Managing Business Operations MBA 650 Managerial Finance
MBA 660 Capstone Business Plan
Students select one of these options: Health Care Administration – 9 credits
MBA 730 Health Care Budgeting, Planning and Finance MBA 740 Managing Health Care Delivery Systems
MBA 750 Healthcare Information Systems
International Business Option- 9 credits MBA711 Global Marketing and Planning MBA712 Supply Chain Management
MBA713 Trade Finance and Risk
Strategic Management and Leadership Option – 9 credits
MBA 700 Organizational Leadership MBA 710 Global Management
MBA 720 Managing Human Capital

Academic Criteria for Admission, Progression and Retention

Admissions: To be admitted to the Master of Business Administration program, a prospective student should meet the following requirements:

- A completed and signed application and application fee.
- A baccalaureate degree from a regionally-accredited University or College; with a GPA of 3.00 or above.
- The official University transcripts of all undergraduate and graduate course work.
- Two letters of recommendation (preferably, one should be from a supervisor).
- Evidence that international applicants have received a minimum score of 575 of the TOEFL examination.

Academic Standards/Grade Requirements: The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program. When possible, a student should follow the course sequence as listed.

Academic Progress, (Probation), and Program Dismissal: The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program. When possible, a student should follow the course sequence as listed.

Time to Completion: Students normally complete the program in two years

Master of Business Administration 4+1 (MBA 4+1)

Program Name: Master of Business Administration 4+1 (MBA 4+1)

Program Options: MBA in Health Care Administration; MBA Strategic Management and Leadership

Program Degree Level :MBA

Type: Term and NonTerm- Students complete 4 courses during their senior year in an on ground term format then take the remaining coursework online NonTerm.

Modality On Ground and Online

Program Accreditation: International Accreditation Council for Business Education (IACBE) Contact: <https://iacbe.org/>

Program Description: The Master of Business Administration is a degree program designed to meet the needs of a variety of business professionals. The overall aim of the Master of Business Administration degree is to produce versatile individuals who will be able to solve current and future problems in organizations, and meet the business needs of society as a whole. The MBA with a specialization in HealthCare Administration is designed for working health professionals who seek to gain expertise in the management of facilities, operations, and human resources. Students will build on a sound foundation of business skills and competencies developed in the MBA core classes with specialization courses designed to prepare students to manage diverse health care systems. The MBA with a specialization in Strategic Management and Leadership is designed for students and working professionals who seek to advance their knowledge in organizational leadership and management within a global environment. Students will build on a sound foundation of business skills and competencies developed within the MBA core classes with specialization courses in leadership, global management, and managing human capital.

Program Learning Outcomes : PLO1: Students will effectively research and communicate in writing (in APA format) ideas and arguments associated with business leadership and management issues ; **PLO2:** Students will apply knowledge and skills to develop a comprehensive business plan which demonstrates competency in the following areas: management, operations, finance, and marketing.; **PLO3:** Apply critical thinking to real life work problems through the application of theoretical and experiential knowledge.; **PLO4:** Students will identify issues and strategies related to ethics and corporate social responsibility and its implications for business.

Major Requirements:

Core Courses 21 credits

MBA Option 9 credits

30 credits

The MBA course prerequisites are offered as one credit courses. Each prerequisite is completed prior to the corresponding MBA course. An MBA student will complete the prerequisites if he/she has not completed the undergraduate coursework in any of the business subjects.

Course Requirements:

Core Courses – 21 credits

MBA 600 Ethical Decision Making and Corporate Social Responsibility

MBA 610 Strategic Management

MBA 620 Accounting for Decision Makers

MBA 630 Marketing Planning

MBA 640 Managing Business Operations

MBA 650 Managerial Finance

MBA 660 Capstone Business Plan

Students select one of these options: Health Care Administration – 9 credits

MBA 730 Health Care Budgeting, Planning and Finance

MBA 740 Managing Health Care Delivery Systems

MBA 750 Healthcare Information Systems

International Business Option- 9 credits

MBA711 Global Marketing and Planning MBA712 Supply Chain Management

MBA713 Trade Finance and Risk

Strategic Management and Leadership Option – 9 credits

MBA 700 Organizational Leadership

MBA 710 Global Management

MBA 720 Managing Human Capital

Academic Criteria for Admission, Progression and Retention

Admissions: To be admitted to the Master of Business Administration program, a prospective student should meet the following requirements:

- A completed and signed application and application fee during the students junior year at Gwynedd Mercy University.
- Students must have a GPA of 3.00 or above.
- The official University transcripts of all undergraduate and graduate course work.
- Two letters of recommendation (preferably, one should be from a supervisor).
- Evidence that international applicants have received a minimum score of 575 of the TOEFL examination.

Academic Standards/Grade Requirements: The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program. When possible, a student should follow the course sequence as listed.

Time to Completion : Students normally complete the program in two years.

Education

Master of Science in Educational Administration: Supervisor of Curriculum & Instruction Certification

Program Name: Master of Science in Educational Administration: Supervisor of Curriculum & Instruction Certification

Degree Level: Master with Certification; Certification Only

Type: Non-Term Program

Modality : Online

Program Director/Coordinator: Dr. Carol Etlén, Associate Professor and Program Director

Program Accreditation: Gwynedd Mercy University is nationally accredited by the Middle States Commission on Higher Education. The Program is recognized and approved by the Pennsylvania Department of Education

Program Standards: The Master of Science in Educational Administration also meets the following Standard requirements: PSEL, NELP, and PIL Standards

- Professional Standards for Educational Leaders (PSEL)
- National Educational Leadership Preparation (NELP) Standards
- Pennsylvania Inspired Leadership (PIL) standards

Description: The Master of Science in Educational Administration is an accelerated, non-term, cohort-based program. This online program is designed for working professionals in the field of education. The Program prepares students to assume leadership roles as: Supervisor of Curriculum & Instruction/ Instructional Coordinator/Educational Supervisor/Curriculum Director (but not limited to these titles)

Preparation for Professional Licensure/Certification: Program meets Curriculum & Instruction Supervisor Certification Requirements for the Pennsylvania Commonwealth.

The Pennsylvania Department of Education requires:

- A minimum of 5 years of academic instructional experience
- Completion of an Approved Program of Educational Study with a focus on the Leadership Standards
- A 3.0 program Grade Point Average
- A passing score on the State Certification Exam
- Possess an Intern, Level I or II, or Emergency Certification
- Passing Score on the Curriculum & Instruction Supervisor Certification Exam
- 360 hours of Practicum Experience in a School Setting

****NOTE:** *Out of state students must consult the requirements for the state they are making application to. Out of state students must complete 360 hours of Practicum experience even if the state making application to requires less hours. It is the student's responsibility to ensure they have secured the appropriate number of Practicum hours and maintain record keeping of those hours for the state they are making application to.*

Program Learning Outcomes: **PLO1** Think and plan strategically to create an organizational vision focused on student success and communicate the vision to all relevant stakeholders.; **PLO2** Create an organizational culture of teaching and learning in which students learning is paramount ; **PLO3** Manage resources effectively to bring about desired results ; **PLO4** Collaborate, communicate, and empower others inside and outside the organization to pursue excellence in learning ; **PLO5** Operate fairly and equitably, exhibiting personal and professional integrity.

For Major Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures

Application Requirements for the Master's in Educational Administration: Supervisor of Curriculum & Instruction Certification

- A baccalaureate degree from an accredited college or university
- Official transcripts from every college or university attended

- Completed application form
- Professional resume
- Two completed supervisory reference forms
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only).
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case-by-case basis
- Personal interviews may be required as needed
- Possess a Level I or Level II Certificate
- Academic Instructional Teaching Experience

Certification ONLY Program

Students seeking Supervisor of Curriculum & Instruction certification must meet the same admission requirements as those set forth in the degree program. In addition to those requirements, the certification-only candidate must hold a master's degree from an accredited University in some education related field.

Transfer Credits: Internal Transfer credit or credit from another previously attended accredited University will be reviewed by the Program Director for determination of acceptance. For the master's degree transfer credit will not exceed 6 credits. Transfer credit to be considered for the master's degree must not exceed 5 years beyond the application date for consideration. Transfer Credit consideration is on a case-by-case basis.

For Curriculum Sequence, see Program Handbook

Academic Standards, Grade Requirements and Satisfactory Academic Progress: Once enrolled, students are expected to be enrolled continuously thereafter until degree completion. To remain in academic good standing, graduate students must achieve a term GPA of at least 3.0 for each term and maintain a cumulative GPA of at least 3.0 for all work completed at Gwynedd Mercy University. A minimum cumulative GPA of 3.0 is required in order to graduate.

Academic Probation and Dismissal: Graduate students whose cumulative grade point average drops below 3.0 are considered to be on academic probation and will receive a warning from the Dean. Any student earning below the minimum grade point average for two semesters or earning three "C's" (2.0) will be dismissed from the program. Students who receive any grade below a "C" (<2.0) will be dismissed from the program.

Individual graduate schools and programs may have additional or more specific requirements. Students should consult the appropriate section of the Graduate Catalog or the Graduate Guide for more information about their program.

Time to Completion: The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the Dean or Vice President for Academic Affairs, or a designate, in writing for an extension. Ordinarily, students should complete a minimum of six credits each year from the time of initial enrollment.

Attendance Policies (including Lab/Clinical Attendance Policies): Online students are present for the week if they post to a discussion forum or submit any assignments or other deliverables during the

instructional week (Monday- Sunday). Failure to actively engage in the course by posting to discussion forums or submitting assignments will result in an official absence.

If a student is absent and has not submitted coursework for any 2 consecutive class session weeks, then the student will be administratively withdrawn for the student's current course and earn a grade of "WA". Additionally, the student will be dropped from future courses and admiratively withdrawn from the program unless attending a concurrent course.

Course withdrawal policies: Withdrawing from an Online Course at The School of Business and Education:

- Students must submit a Course Withdrawal form to their Academic Advisor in order to initiate the withdrawal process.
- The student will receive a "W" grade and charges will be placed according to the Bursar's Office Refund Policy.
- The Monday of the third week of a session, prior to 6pm EST, is the deadline for withdrawing from an online course.
- If request is submitted after the policy deadline, the withdrawal request will be denied. The student will be informed via GMERCYU email and a final grade for the course will be submitted by instructor.
- All email requests must come from the student's GMERCYU email

The School of Business and Education Course Withdrawal Refund Policy: Drop prior to the first day of class –100%. Withdrawal after one class session – 90%. Withdrawal after two (2) or more class sessions - None There is no refund for unauthorized withdrawal. The date of withdrawal is determined from the time the Office of Academic Advising receives the withdrawal form.

Time to Completion: The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the Dean or Vice President for Academic Affairs, or a designate, in writing for an extension. Ordinarily, students should complete a minimum of six credits each year from the time of initial enrollment.

Experiential Learning/Practicum Experience: Students are responsible for their own transportation to and from off campus experiential practicum learning opportunities

Non-Academic Criteria for Admission, Progression and Retention

Professional Disposition and Conduct: A Professional Disposition Statement is required to be submitted along with the Application for Practicum prior to enrolling in the Practicum

Minimum Technology Requirements for Students

Computer Requirements

- An Intel i3 or later Windows computer with Windows 7 or 8
- An Apple PowerPC G4 or later Apple computer with Mac OS X 10.5 – Leopard or later
- Minimum 4 GB of memory (RAM)
- The latest version of Java available from: <http://www.java.com/en>
- The latest version of QuickTime is available from: <http://www.apple.com/quicktime>
- Microsoft Office 2010 and Office for Mac 2011 or later
- A headset with a microphone

Note: Access to a desktop or laptop computer is required. Please make sure your computer software and applications are up to-date, and that you have administrative access to perform updates as-needed.

Browser Requirements

Browser	Desktop	Mobile
Google Chrome	63+	63+
Microsoft Edge	42+	38+
Mozilla Firefox	57+	57+
Safari (Mac OS Only)	12+	IOS 11+
Internet Explorer	**Unsupported**	**Unsupported**

Internet Access : Access to a broadband internet connection is required. Some examples of a broadband internet connection include Digital Subscriber Line (DSL), Cable Modem, Fiber Optic, Wireless, Satellite, and Broadband Over Powerline (BPL). Students are also required to use their GMercyU email (Outlook). *Note: A mobile application for Outlook is available in the App Store and Google Play. While installing the application is not required, it is highly recommended.*

Master of Science in Educational Administration:

K12 Principal Certification

Program Name : Master of Science in Educational Administration: K12 Principal Certification

Program Degree Level: Master's Degree and Certification; Certification Only

Type: Non-Term Program

Modality: Online

Program Accreditation: Gwynedd Mercy University is accredited by the Middle States Commission on Higher Education. The Program is recognized and approved by the Pennsylvania Department of Education

Program Standards: The Master of Science in Educational Administration also meets the following Standard requirements: PSEL, NELP, and PIL Standards

- Professional Standards for Educational Leaders (PSEL)
- National Educational Leadership Preparation (NELP) Standards
- Pennsylvania Inspired Leadership (PIL) standards

Preparation for Professional Licensure/Certification: This program is designed to meet Principal Certification Requirements for the State of Pennsylvania. The Pennsylvania Department of Education requires:

- A minimum of 3 years of academic instructional experience
- Completion of an Approved Program of Educational Study with a focus on Leadership Standards
- A 3.0 program Grade Point Average
- Passing Score on the Principal Certification Exam
- 360 hours of Practicum Experience in a School Setting

NOTE: Out of state students must consult the requirements for the state they are making application to. Out of state students must complete 360 hours of Practicum experience even if the state making application to requires less hours. It is the student's responsibility to ensure they have secured the

appropriate number of Practicum hours and maintain recordkeeping of those hours for the state they are making application to

Program Director/Coordinator: Dr. Carol Eten, Associate Professor and Program Director

Description: The Master of Science in Educational Administration is an accelerated, non-term, cohort-based program. This online program is designed for working professionals in the field of education. The Program prepares students to assume leadership roles as: K-12 Principal

Program Learning Outcomes: **PLO1** Think and plan strategically to create an organizational vision focused on student success and communicate the vision to all relevant stakeholders. **PLO2** Create an organizational culture of teaching and learning in which students learning is paramount **PLO3** Manage resources effectively to bring about desired results; **PLO4** Collaborate, communicate, and empower others inside and outside the organization to pursue excellence in learning; **PLO5** Operate fairly and equitably, exhibiting personal and professional integrity.

For Major Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures : Application Requirements for the Master's in Educational Administration: K-12 Principal Certification

- A baccalaureate degree from an accredited college or university
- Official transcripts from every college or university attended
- Completed application form
- Professional resume
- Two completed supervisory reference forms
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only).
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case-by-case basis
- Personal interviews may be required as needed
- Academic Instructional teaching experience

Certification ONLY Program: Students seeking K-12 principal certification must meet the same admission requirements as those set forth in the degree program. In addition to those requirements, the certification-only candidate must hold a master's degree from an accredited University in some education related field.

Internal/External Transfers: **Internal** Transfer credit or credit from another previously attended accredited University will be reviewed by the Program Director for determination of acceptance. For the master's degree transfer credit will not exceed 6 credits. Transfer credit to be considered for the master's degree must not exceed 5 years beyond the application date for consideration. Transfer Credit consideration is on a case-by-case basis.

For Curriculum Sequence, see Program Handbook

Satisfactory Academic Progress: Once enrolled, students are expected be enrolled continuously thereafter until degree completion. To remain in academic good standing, graduate students must achieve a term GPA of at least 3.0 for each term and maintain a cumulative GPA of at least 3.0 for all

work completed at Gwynedd Mercy University. A minimum cumulative GPA of 3.0 is required in order to graduate.

Time to Completion: The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the Dean or Vice President for Academic Affairs, or a designate, in writing for an extension. Ordinarily, students should complete a minimum of six credits each year from the time of initial enrollment.

Academic Probation and Dismissal: Graduate students whose cumulative grade point average drops below 3.0 are considered to be on academic probation and will receive a warning from the Dean. Any student earning below the minimum grade point average for two semesters or earning three “C’s” (2.0) will be dismissed from the program. Students who receive any grade below a “C” (<2.0) will be dismissed from the program.

Attendance Policies: Online students are present for the week if they post to a discussion forum or submit any assignments or other deliverables during the instructional week (Monday- Sunday). Failure to actively engage in the course by posting to discussion forums or submitting assignments will result in an official absence.

If a student is absent and has not submitted coursework for any 2 consecutive class session weeks, then the student will be administratively withdrawn for the student’s current course and earn a grade of “WA”. Additionally, the student will be dropped from future courses and admiratively withdrawn from the program unless attending a concurrent course.

Course withdrawal policies: Withdrawing from an Online Course at The School of Business and Education: Students must submit a Course Withdrawal form to their Academic Advisor in order to initiate the withdrawal process.; The student will receive a “W” grade and charges will be placed according to the Bursar’s Office Refund Policy. ; The Monday of the third week of a session, prior to 6pm EST, is the deadline for withdrawing from an online course. ; If request is submitted after the policy deadline, withdrawal request will be denied. The student will be informed via GMERCYU email and a final grade for the course will be submitted by instructor. ; All email requests must come from the student’s GMERCYU email

Time to Completion: The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the Dean or Vice President for Academic Affairs, or a designate, in writing for an extension. Ordinarily, students should complete a minimum of six credits each year from the time of initial enrollment.

Experiential Learning/Practicum Experience: Students are responsible for their own transportation to and from off campus experiential practicum learning opportunities

Non-Academic Criteria for Admission, Progression and Retention

Professional Disposition and Conduct: A Professional Disposition Statement is required to be submitted along with the Application for Practicum prior to enrolling in the Practicum

Minimum Technology Requirements for Students
Computer Requirements

- An Intel i3 or later Windows computer with Windows 7 or 8
- An Apple PowerPC G4 or later Apple computer with Mac OS X 10.5 – Leopard or later
- Minimum 4 GB of memory (RAM)
- The latest version of Java available from: <http://www.java.com/en>
- The latest version of QuickTime is available from: <http://www.apple.com/quicktime>
- Microsoft Office 2010 and Office for Mac 2011 or later
- A headset with a microphone

Note: Access to a desktop or laptop computer is required. Please make sure your computer software and applications are up to date, and that you have administrative access to perform updates as needed.

Browser Requirements

Browser	Desktop	Mobile
Google Chrome	63+	63+
Microsoft Edge	42+	38+
Mozilla Firefox	57+	57+
Safari (Mac OS Only)	12+	IOS 11+
Internet Explorer	**Unsupported**	**Unsupported**

Internet Access: Access to a broadband internet connection is required. Some examples of a broadband internet connection include Digital Subscriber Line (DSL), Cable Modem, Fiber Optic, Wireless, Satellite, and Broadband Over Powerline (BPL). Students are also required to use their GMercyU email (Outlook).

Note: A mobile application for Outlook is available in the App Store and Google Play. While installing the application is not required, it is highly recommended.

Master of Science in Educational Administration:

Dual K12 Principal and Supervisor of Curriculum & Instruction Certifications

Program Name: : Master of Science in Educational Administration: Dual K12 Principal and Supervisor of Curriculum & Instruction Certifications

Program Director/Coordinator: Dr. Carol Eten, Associate Professor and Program Director

Degrees Offered:

The Program leads to Master in Science in Educational Administration with:

- Dual K-12 Principal and Supervisor in Curriculum and Instruction Certification

Certification ONLY

- Dual K-12 Principal and Supervisor in Curriculum and Instruction Certification

Type: - Non-Term Program

Modality: Online

Program Accreditation: Gwynedd Mercy University is nationally accredited by the Middle States Commission on Higher Education. The Program is recognized and approved by the Pennsylvania Department of Education

Program Standards: The Master of Science in Educational Administration also meets the following Standard requirements

PSEL, NELP, and PIL Standards

- Professional Standards for Educational Leaders (PSEL)

- National Educational Leadership Preparation (NELP) Standards
- Pennsylvania Inspired Leadership (PIL) standards

Description: The Master of Science in Educational Administration is an accelerated, non-term, cohort-based program. This online program is designed for working professionals in the field of education. The Program prepares students to assume leadership roles as: *K-12 Principal * Supervisor of Curriculum & Instruction/ Instructional Coordinator/Educational Supervisor/Curriculum Director (but not limited to these titles)

Preparation for Professional Licensure/Certification: This program is designed to meet Certification Requirements for Principal and Supervisor of Curriculum & Instruction in the State of Pennsylvania. The Pennsylvania Department of Education requires:

- A minimum of 5 years of academic instructional teaching experience
- Completion of an Approved Program of Educational Study with a focus on the Leadership Standards
- 3.0 program Grade Point Average
- A passing score on the State Certification Exam
- Possess a Level I or II, Certification
- Passing Score on the Curriculum & Instruction Supervisor Certification Exam
- 360 hours of Practicum Experience in a School Setting

NOTE: This program was designed to meet the licensure/certification requirements of the Commonwealth of Pennsylvania. Students who reside in a different state should carefully review your home state's licensure/certification requirements prior to enrolling in this program. Out of state students must consult the requirements for the state they are making application to. Out of state students must complete 360 hours of Practicum experience even if the state making application to requires less hours. It is the student's responsibility to ensure they have secured the appropriate number of Practicum hours and maintain recordkeeping of those hours for the state they are making application to .

Program Learning Outcomes: **PLO1** Think and plan strategically to create an organizational vision focused on student success and communicate the vision to all relevant stakeholders.; **PLO2** Create an organizational culture of teaching and learning in which students learning is paramount; **PLO3** Manage resources effectively to bring about desired results ; **PLO4** Collaborate, communicate, and empower others inside and outside the organization to pursue excellence in learning ; **PLO5** Operate fairly and equitably, exhibiting personal and professional integrity.

For Major Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures

Application Requirements for the Master's in Educational Administration: Dual K-12 Principal and Supervisor of Curriculum & instruction Certifications

- A baccalaureate degree from an accredited college or university
- Official transcripts from every college or university attended
- Completed application form
- Professional resume
- Two completed supervisory reference forms

- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only).
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case-by-case basis
- Personal interviews may be required as needed
- Possess a Level I or Level II Certification
- 5 years academic instructional teaching experience

Post Masters Dual Certification ONLY Program : Students seeking K-12 principal certification and Supervisor of Curriculum and Instruction must meet the same admission requirements as those set forth in the degree program. In addition to those requirements, the certification-only candidate must hold a master's degree from an accredited University in some education related field.

Internal/External Transfers: Internal Transfer credit or credit from another previously attended accredited University will be reviewed by the Program Director for determination of acceptance. For the master's degree transfer credit will not exceed 6 credits. Transfer credit to be considered for the master's degree must not exceed 5 years beyond the application date for consideration. Transfer Credit consideration is on a case-by-case basis.

For Curriculum Sequence, see Program Handbook

Satisfactory Academic Progress: Once enrolled, students are expected be enrolled continuously thereafter until degree completion. To remain in academic good standing, graduate students must achieve a term GPA of at least 3.0 for each term and maintain a cumulative GPA of at least 3.0 for all work completed at Gwynedd Mercy University. A minimum cumulative GPA of 3.0 is required in order to graduate.

Time to Completion: The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the Dean or Vice President for Academic Affairs, or a designate, in writing for an extension. Ordinarily, students should complete a minimum of six credits each year from the time of initial enrollment.

Academic Probation and Dismissal: Graduate students whose cumulative grade point average drops below 3.0 are considered to be on academic probation and will receive a warning from the Dean. Any student earning below the minimum grade point average for two semesters or earning three "C's" (2.0) will be dismissed from the program. Students who receive any grade below a "C" (<2.0) will be dismissed from the program.

Attendance Policies: Online students are present for the week if they post to a discussion forum or submit any assignments or other deliverables during the instructional week (Monday- Sunday). Failure to actively engage in the course by posting to discussion forums or submitting assignments will result in an official absence. If a student is absent and has not submitted coursework for any 2 consecutive class session weeks, then the student will be administratively withdrawn for the student's current course and earn a grade of "WA". Additionally, the student will be dropped from future courses and administratively withdrawn from the program unless attending a concurrent course.

Course withdrawal policies: Withdrawing from an Online Course at The School of Graduate and Professional Studies: Students must submit a Course Withdrawal form to their Academic Advisor in order to initiate the withdrawal process. ; The student will receive a "W" grade and charges will be

placed according to the Bursar's Office Refund Policy. ; The Monday of the third week of a session, prior to 6pm EST, is the deadline for withdrawing from an online course. ; If the request is submitted after the policy deadline, withdrawal request will be denied. The student will be informed via GMERCYU email and a final grade for the course will be submitted by instructor. ; All email requests must come from the student's GMERCYU email

Master of Science in Special Education

Program Name: Special Education

Program Director/Coordinator: Dr. Jaimie Bowen

Program Degree Level: Graduate

Degrees Offered: Master of Science in Special Education; Master of Science in Special Education with PK-12 Special Education Teaching Certification; PK-12 Special Education Teaching Certification

Accreditation: Recognized and approved by the Pennsylvania Department of Education

Program Type: Non-Term

Program Modality: Online

Program Description: The program seeks to provide a strong grounding in the skills necessary for further professional development in the field of education specifically dealing with students with special needs in PreK through 12th grade. The curriculum is designed to encourage reflective practice whereby the teacher consistently reviews his/her behavior in light of its effectiveness and in relation to the scientific researched based data. The program course sequence integrates theory and research knowledge with appropriate field experiences in the various competency areas. As a requirement for certification by the Pennsylvania Department of Education, a student teaching supervisor will conduct a formal observation of certification candidates. Students who complete the graduate program successfully will be eligible for certification in special education within the Commonwealth of Pennsylvania.

The Master of Science in Special Education Program is presented in an accelerated cohort model. Courses are offered online and, where appropriate, through field experiences. All courses are seven weeks long. Gwynedd Mercy University's accelerated graduate education programs are designed to provide educators with a strong theoretical background and a heavy emphasis of practical application so that they may have all the "tools" and professional characteristics necessary to be a positive and effective educational leader.

Preparation for Professional Licensure/Certification: This program was designed to meet the licensure/certification requirements of the Commonwealth of Pennsylvania. Students who reside in a different state should carefully review their home state's licensure/certification requirements prior to enrolling in this program. Both field experience observations and student teaching are required for certification. 150 Pre-student teaching hours are embedded within certification courses. Student teaching is 14 weeks full-time placement. Student is responsible for all required clearances in their respective state. To qualify for Pennsylvania Instructional I certification a student must complete all certification specific coursework, pass required qualifying tests, and validate clearances.

Program Learning Outcomes: **PLO1** Apply theoretical and practical knowledge in support of their professional practice. ; **PLO2** Utilize educational research and develop their own research interests and

agenda.; **PLO3** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. ; **PLO4** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures; **PLO5** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners.

For Major Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

a. Program Admissions Requirements and Procedures

- A baccalaureate degree from an accredited college or university
- Official transcripts from every college or university attended
- Completed application form
- Professional resume
- Two completed supervisory reference forms
- Self-introduction videotape
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only). International applicants may not be able to secure all required background checks or sit for required licensure exams.
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case-by-case basis.
- Personal interviews may be required as needed.
- Applicants aspiring to pursue the PK-12 Special Education Certification Only must currently hold a State teaching certification.

Internal/External Transfers: Up to 6 credits from a related master-level degree can be transferred. Transfer credit will be reviewed on an individual basis.

For Curriculum Sequence, see Program Handbook

Academic Standards/Grade Requirements: The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program

Attendance Policies: The pace of an accelerated degree program requires students to maximize opportunities to learn. The classes and out-of-class learning activities provide the primary context for instruction as well as learning. The School of Business and Education believes that in order to learn from faculty instruction and from one another, students must participate in all learning opportunities and be present at all classes and submit all out-of-class weekly assessable learning activities. Missing a class or failure to submit a weekly assessable learning activity cannot be “made up.” The policy is intended to encourage students to make choices that support their educational goals.

Online students are considered present for the week if they post to a discussion forum or submit any assignment or other deliverable during the instructional week (Monday-Sunday). Failure to actively engage in the course by posting to discussion forums or submitting assignments will result in an official absence.

Academic Progress, (Probation), and Program Dismissal: Graduate students whose cumulative grade point average drops below 3.0 are considered to be on academic probation and will receive notice from the Dean. Any student earning below the minimum grade point average for two semesters or earning three “C’s” (2.0) will be dismissed from the program. Students who receive any grade below a “C” (<2.0) will be dismissed from the program. Students may repeat a course once and failure to pass a repeated course is grounds for dismissal.

Each student must maintain a minimum of 3.0 grade point average to remain in the program. Students who receive their first “C” grade (2.0) will be placed on academic probation and will receive a warning from the Dean. A student will be permitted to have two “C” grades but must still maintain a 3.0 cumulative grade point average. Any student earning three “C’s” will be dismissed from the program. Any grade that is below a “C” (2.0) will result in dismissal from the program. Once enrolled, it is expected that the student will be enrolled continuously.

A graduate student whose cumulative grade point average falls below this required minimum will be placed on academic probation for the next three sessions and/or one semester. By the conclusion of the probationary period, a student is expected to have achieved the minimum acceptable cumulative grade point average. Failure to do so will result in dismissal. Notification of academic probation will be made through the Dean. Graduate students may not be placed on academic probation a second time. Such students will be subject to dismissal.

Course withdrawal policy: Students must submit a Course Withdrawal form to their Academic Advisor in order to initiate the withdrawal process. ; The student will receive a “W” grade and charges will be placed according to the Bursar’s Office Refund Policy. ; The deadline to withdraw from an online course varies depending on the length of the course. ; If request is submitted after the policy deadline, withdrawal request will be denied. The student will be informed via GMERCYU email and a final grade for the course will be submitted by instructor. ; All email requests must come from the student’s GMERCYU email.

Time to Completion: The maximum time allotted for completion of all graduate degree programs at Gwynedd Mercy University is six years.

Experiential Learning: *“Students are responsible for their own transportation to and from off campus experiential learning opportunities”*

Master Teacher

Program Name: Master Teacher

Program Director/Coordinator: Dr. Jaimie Bowen

Accreditation: Recognized and approved by the Pennsylvania Department of Education

Degree Level: Graduate

Degrees Offered: Master of Science in Education; Master of Science in Education with PK-4 Teaching Certification; Master of Science in Education with Secondary Teaching Certification

Type: Non-Term

Modality: Online

Description: The Master of Science in Education, Master Teacher Program is designed to meet the needs of a variety of professional educators. In-service teachers seeking an advanced degree find the program professionally enriching as they teach in an increasingly complex society and world. The course of study provides educators with opportunities to develop theoretical and practical knowledge and skills that enhance the effectiveness of the teaching-learning process. Students in the Master Teacher Program also examine and critique the economic, political, cultural, social influences that impact education in the United States.

Preparation for Professional Licensure/Certification: This program was designed to meet the licensure/certification requirements of the Commonwealth of Pennsylvania. Students who reside in a different state should carefully review their home state's licensure/certification requirements prior to enrolling in this program. Both field experience observations and student teaching are required for certification. 150 Pre-student teaching hours are embedded within certification courses. Student teaching is 14 weeks full-time placement. Student is responsible for all required clearances in their respective state. To qualify for Pennsylvania Instructional I certification a student must complete all certification specific coursework, pass required qualifying tests, and validate clearances.

Program Learning Outcomes: PLO1 Apply theoretical and practical knowledge in support of their professional practice. ; PLO2 Utilize educational research and develop their own research interests and agenda. ; PLO3 Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. ; PLO4 Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. PLO5 Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners.

For Major Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention:

Program Admissions Requirements and Procedures:

- A baccalaureate degree from an accredited college or university
- Official transcripts from every college or university attended
- Completed application form
- Professional resume
- Two completed supervisory reference forms
- Self-introduction videotape
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only). International applicants may not be able to secure all required background checks or sit for required licensure exams.
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case by case basis.
- Personal interviews may be required as needed.

Internal/External Transfers: Up to 6 credits from a related master-level degree can be transferred. Transfer credit will be reviewed on an individual basis.

For Curriculum Sequence, see Program Handbook

Academic Standards/Grade Requirements: The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program

Attendance Policies: The pace of an accelerated degree program requires students to maximize opportunities to learn. The classes and out-of-class learning activities provide the primary context for instruction as well as learning. The School Business and Education believes that in order to learn from faculty instruction and from one another, students must participate in all learning opportunities and be present at all classes and submit all out-of-class weekly assessable learning activities. Missing a class or failure to submit a weekly assessable learning activity cannot be “made up.” The policy is intended to encourage students to make choices that support their educational goals.

Online students are considered present for the week if they post to a discussion forum or submit any assignment or other deliverable during the instructional week (Monday-Sunday). Failure to actively engage in the course by posting to discussion forums or submitting assignments will result in an official absence.

Academic Progress, (Probation), and Program Dismissal: Graduate students whose cumulative grade point average drops below 3.0 are considered to be on academic probation and will receive notice from the Dean. Any student earning below the minimum grade point average for two semesters or earning three “C’s” (2.0) will be dismissed from the program. Students who receive any grade below a “C” (<2.0) will be dismissed from the program. Students may repeat a course once and failure to pass a repeated course is grounds for dismissal.

Each student must maintain a minimum of 3.0 grade point average to remain in the program. Students who receive their first “C” grade (2.0) will be placed on academic probation and will receive a warning from the Dean. A student will be permitted to have two “C” grades but must still maintain a 3.0 cumulative grade point average. Any student earning three “C’s” will be dismissed from the program. Any grade that is below a “C” (2.0) will result in dismissal from the program. Once enrolled, it is expected that the student will be enrolled continuously.

A graduate student whose cumulative grade point average falls below this required minimum will be placed on academic probation for the next three sessions and/or one semester. By the conclusion of the probationary period, a student is expected to have achieved the minimum acceptable cumulative grade point average. Failure to do so will result in dismissal. Notification of academic probation will be made through the Dean. Graduate students may not be placed on academic probation a second time. Such students will be subject to dismissal.

Course withdrawal policy: Students must submit a Course Withdrawal form to their Academic Advisor in order to initiate the withdrawal process. The student will receive a “W” grade and charges will be placed according to the Bursar’s Office Refund Policy. The deadline to withdraw from an online course varies depending on the length of the course. If request is submitted after the policy deadline, withdrawal request will be denied. The student will be informed via GMERCYU email and a final grade for the course will be submitted by instructor. All email requests must come from the student’s GMERCYU email.

Time to Completion: The maximum time allotted for completion of all graduate degree programs at Gwynedd Mercy University is six years.

Experiential Learning: Students are responsible for their own transportation to and from off campus experiential learning opportunities

Superintendent Letter of Eligibility—Certification Only

Program Name: Superintendent Letter of Eligibility-Certification Only

Accreditation: Recognized and approved by the Pennsylvania Department of Education

Program Director/Coordinator:

Program Certificate: Pennsylvania Superintendent Letter of Eligibility

Program Type: Non-term. Courses run year-round, independent of any term structure.

Program Modality: Hybrid (The program is delivered through a hybrid modality, online except for one weekend residency on campus.)

Program Description: The program consists of coursework required for certification as a Superintendent of Schools in the Commonwealth of Pennsylvania. It requires six content courses, three credit hours each, for a total of eighteen (18) credit hours, and two practicum courses, three credit hours each, for a total of six (6) credit hours. Three of the content courses may be waived for students with a master's degree in school administration.

Textbooks Included: All required textbooks are provided to students at no additional cost.

Preparation for Professional Licensure/Certification: This program meets all coursework requirements for Pennsylvania Superintendent Letter of Eligibility certification. This program was designed to meet the licensure/certification requirements of the Commonwealth of Pennsylvania. Students who reside in a different state should carefully review their home state's licensure/certification requirements prior to enrolling in this program.

Program Learning Outcomes PLO1: Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. ; PLO2: Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. ; PLO3: Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. ; PLO4: Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information.; PLO5: View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. ; PLO6: Practice and model steward leadership in transforming organizations to better serve all constituents. ; PLO7: Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information.

Admission Requirements

- A master's degree or equivalent in a field related to the student's preferred area of concentration from an institution accredited by the Middle States Association, or comparable accreditation, with a cumulative GPA of 3.0 or above.
- Official graduate and undergraduate transcripts.

- A resume showing professional experience.
- Six years of experience in an educational setting, of which three years must be in a supervisory or administrative role.
- Two letters of reference.

To be issued the certificate by the Pennsylvania Department of Education, the applicant may be required to earn a passing Praxis score.

Upon acceptance into the program, the doctoral student must obtain the following clearances: Child Abuse Clearance, Criminal Background Check, and Federal Criminal History.

Transfer Credits: Graduate credits, not to exceed 50% of the program, earned at other accredited institutions may be accepted toward coursework requirements. A grade of B or higher must have been earned for courses to transfer. The official transcript for transfer of credit must be on file prior to acceptance of credits for transfer.

Academic Progression and Retention: A certification student whose cumulative grade point average (GPA) drops below 3.0 is considered to be on academic probation and will receive notice from the Dean. Any student earning below the minimum GPA for two semesters or earning three “Cs” (2.0) will be dismissed from the program. Students who receive a grade below a “C” (2.0) will be dismissed from the program. Students earning a grade below “C” (2.0) must repeat the course and successfully pass it before enrolling in any other courses. A course may not be repeated more than once and failure to pass a repeated course is grounds for dismissal. If a student on academic probation fails to raise their GPA to 3.0 within two consecutive courses, they may be academically dismissed. Dismissed students are not eligible for re-admission until six months have passed. In such cases, a formal re-admit application must be submitted in accordance with the admissions procedures of the doctoral degree program and must once again meet admissions standards. In addition, the applicant should explain the reason for their academic deficiencies and why they should be given favorable consideration for re-admission.

Attendance Policy for Residency Weekend: Students are expected to attend the full duration of the residency in person. Absence from any portion of the residency requires advance approval of the Program Director.

Time to Completion of Certificate: The certificate must be completed within seven years from enrollment in the program. A student may request an extension of this time period, not to exceed one year, in the case of extenuating circumstances.

Leave of Absence (LOA): A student forced to interrupt their studies may, with the approval of their Academic Advisor, write to the Dean requesting a leave and stating the reason for the request. The student’s request for a LOA may be granted by the Dean. A LOA may be granted for up to one calendar year. The period of a LOA shall not be counted toward the time allotted for completing the degree.

Course of Study and Curriculum Sequence: See Program Handbook for course of study and suggested curriculum sequence.

Supervisor of Special Education—Certification Only

Program Name: Supervisor of Special Education-Certification Only

Accreditation: Recognized and approved by the Pennsylvania Department of Education

Program Certification: Pennsylvania Supervisor of Special Education

Program Type: Non-term. Courses run year-round, independent of any term structure.

Program Modality: Online

Program Description: The program is delivered in a cohort model. It consists of coursework required for certification as a Supervisor of Special Education in the Commonwealth of Pennsylvania. This program requires three content courses, three credit hours each, for a total of nine (9) credit hours, and two practicum courses, three credit hours each, for a total of six (6) credit hours.

Textbooks Included: All required textbooks are provided to students at no additional cost.

Preparation for Professional Licensure/ Certification: This program meets all coursework requirements for Pennsylvania Supervisor of Special Education certification. This program was designed to meet the licensure/certification requirements of the Commonwealth of Pennsylvania. Students who reside in a different state should carefully review their home state's licensure/certification requirements prior to enrolling in this program.

Program Learning Outcomes: PLO1: Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others.; PLO2: Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice.; PLO3: Given scenarios of conflict, choose ethical courses of action consistent with Gospel values.; PLO4: Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information.; PLO5: View problems and challenges through the lens of a scientist, seeking evidence-based conclusions.; PLO6: Practice and model steward leadership in transforming organizations to better serve all constituents. ; PLO7: Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information.

Admission Requirements

- A master's degree or equivalent in a field related to the student's preferred area of concentration from an institution accredited by the Middle States Association, or comparable accreditation, with a cumulative GPA of 3.0 or above.
- Official graduate and undergraduate transcripts.
- A resume showing professional experience.
- Two letters of reference.
- Level 1 special education certification with a subject certification.

To be issued the certificate by the Pennsylvania Department of Education, the applicant may be required to earn a passing Praxis score. The applicant must possess an Initial Special Education certification with a Subject certification.

Upon acceptance into the program, the doctoral student must obtain the following clearances: Child Abuse Clearance, Criminal Background Check, and Federal Criminal History.

Transfer Credits: Graduate credits, not to exceed 50% of the program, earned at other accredited institutions may be accepted toward coursework requirements. A grade of B or higher must have been

earned for courses to transfer. The official transcript for transfer of credit must be on file prior to acceptance of credits for transfer.

Academic Progression and Retention: A certification student whose cumulative grade point average (GPA) drops below 3.0 is considered to be on academic probation and will receive notice from the Dean. Any student earning below the minimum GPA for two semesters or earning three “Cs” (2.0) will be dismissed from the program. Students who receive a grade below a “C” (2.0) will be dismissed from the program. Students earning a grade below “C” (2.0) must repeat the course and successfully pass it before enrolling in any other courses. A course may not be repeated more than once and failure to pass a repeated course is grounds for dismissal. If a student on academic probation fails to raise their GPA to 3.0 within two consecutive courses, they may be academically dismissed. Dismissed students are not eligible for re-admission until six months have passed. In such cases, a formal re-admit application must be submitted in accordance with the admissions procedures of the doctoral degree program and must once again meet admissions standards. In addition, the applicant should explain the reason for their academic deficiencies and why they should be given favorable consideration for re-admission.

Time to Completion of Certification: The certification must be completed within seven years from enrollment in the program. A student may request an extension of this time period, not to exceed one year, in the case of extenuating circumstances.

Leave of Absence (LOA): A graduate student forced to interrupt their studies may, with the approval of their Academic Advisor, write to the Dean requesting a leave and stating the reason for the request. The student’s request for an LOA may be granted by the Dean. An LOA may be granted for up to one calendar year. The period of a LOA shall not be counted toward the time allotted for completing the degree.

Course of Study and Curriculum Sequence : See Program Handbook for course of study and suggested curriculum sequence.

EdD in Educational Leadership

Program Name: EdD in Educational Leadership

Degree Offered: EdD, Doctorate in Education

Accreditation: Gwynedd Mercy University is fully accredited at the national level by the Middle States Commission on Higher Education (MSCHE). The EdD program is recognized and approved by the Pennsylvania Department of Education.

Program Type: Non-Term (The EdD program in Educational Leadership is non-term. Courses run year-round, independent of any term structure.)

Program Modality: Online with On-Ground Residencies

- First Doctoral Residency consists of an intensive weekend at the beginning of the program.
- Second Doctoral Residency consists of an intensive week during the summer following enrollment in the program.
- Third Doctoral Residency, typically one week in length, includes participation in an international educational conference.

Program Director/Coordinator: Dr. Raymond Bandlow

Description: The Doctorate in Educational Leadership (EdD) program is presented in an accelerated cohort model, delivered online with three residencies. It is built upon a foundation of coursework essential to leadership in any educational venue. This foundation is organized in nine courses, three credit hours each, for a total of twenty-seven (27) credit hours. Students will also elect one of three (3) areas of concentration, organized in five (5) classes for a total of fifteen (15) credit hours. All students will also enroll in four (4) directed study dissertation advisement courses for a total of twelve (12) credit hours. The course of study totals fifty-four (54) credit hours. The three areas of concentration are as follows:

- Leadership in Pk-12 School and School Districts
- Leadership in Higher Education
- Leadership in Special Education

The purpose of the program, which can be completed in less than three years, is to impart in students the skills, knowledge, and attitudes necessary to fulfill leadership roles in U.S. and international schools, school districts, colleges, universities, and nonprofit organizations that support education. This program develops the next generation of educational leadership. Schools, higher education, and education-related organizations are challenged to address the needs of diverse learners and to raise the achievement bar for all students. More is expected of the next generation of educational leaders than ever before. Through a rigorous course of studies, an international perspective, field-based research, and an ethical foundation, graduates will be prepared to lead educational organizations and transform them to meet the needs of all learners in an increasingly global economy and diverse, global society.

Textbooks and Residency Costs Included

All required textbooks are provided to students at no additional cost. Most meals during the residencies are provided at no additional cost. For the First Doctoral Residency, transportation and lodging (if needed) are at the expense of the student. For the Second Doctoral Residency, transportation is at the expense of the student, but lodging is provided at no additional cost. For the Third Doctoral Residency, transportation, lodging, conference fees, most meals, and related experiences are provided at no additional cost.

Preparation for Professional Licensure

The doctoral program in leadership with Pk-12 concentration includes content courses for Pennsylvania Superintendent Letter of Eligibility certification. This concentration also includes courses that may be applied toward Pennsylvania K-12 Principal certification and/or Supervisor of Curriculum and Instruction certification. The doctoral program in educational leadership with special education concentration includes content courses for Pennsylvania Supervisor of Special Education certification.

*NOTE: *This program was designed to meet the licensure/certification requirements of the Commonwealth of Pennsylvania. Students who reside in a different state should carefully review their home state's licensure/certification requirements prior to enrolling in this program.*

Program Learning Outcomes : PLO1: Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others.; PLO2: Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. ; PLO3: Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. ; PLO4: Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. ; PLO5: View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. ; PLO6: Practice and model steward leadership in transforming organizations to better serve all

constituents.; PLO7: Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information.

Admission Requirements

- A master's degree or equivalent in a field related to the student's preferred area of concentration from an institution accredited by the Middle States Association, or comparable accreditation, with a cumulative GPA of 3.0 or above.
- Official graduate and undergraduate transcripts.
- A Graduate Record Examination score of 155 or higher or a Miller Analogy Test score of 385 or higher (waived for applicants with a graduate GPA of 3.5 or greater). Applicants that do not meet these requirements shall be referred to the Doctoral Admissions Committee for a holistic review and a decision on admission.
- A resume showing professional experience. A minimum of three years' relevant experience is recommended.
- Three letters of reference from persons in leadership roles in the applicant's chosen area of concentration attesting that the applicant has the ability to engage in studies at the doctoral level and to conduct research.
- A personal interview with a member of the graduate faculty. For applicants where distance or other considerations are factors, an electronic medium may be utilized for the interview.
- A written statement of professional goals and topic of research interest.
- A 750-1000 word sample of applicant's writing abilities.
- Non-US applicants may be required to have earned a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination.

Applicants who cannot meet one or more of the above requirements are encouraged to contact the Program Director for a review of qualifications.

Upon acceptance into the program, the doctoral student must obtain the following clearances: Child Abuse Clearance, Criminal Background Check, and Federal Criminal History.

Transfer Credits

Graduate credits, typically not to exceed six, earned at other accredited institutions in a doctoral program prior to matriculation, may be applied toward the doctoral degree. The credits must have been taken within five years of admission and a grade of B or better must have been earned. The official transcript for transfer of credit must be on file prior to acceptance of credits for transfer.

Academic Progression and Retention

A graduate student whose cumulative grade point average (GPA) drops below 3.0 is considered to be on academic probation and will receive notice from the Dean. Any student earning below the minimum GPA for two semesters or earning three "Cs" (2.0) will be dismissed from the program. Students who receive a grade below a "C" (2.0) will be dismissed from the program. Students earning a grade below "C" (2.0) must repeat the course and successfully pass it before enrolling in any other courses. A course may not be repeated more than once and failure to pass a repeated course is grounds for dismissal. If a student on academic probation fails to raise their GPA to 3.0 within two consecutive courses, they may be academically dismissed. Dismissed students are not eligible for re-admission until six months have passed. In such cases, a formal re-admit application must be submitted in accordance with the admissions procedures of the doctoral degree program and must once again meet admissions

standards. In addition, the applicant should explain the reason for their academic deficiencies and why they should be given favorable consideration for re-admission.

Attendance Policy for Residencies: Doctoral students are expected to attend the full duration of all residencies in person except that ABD students have the option to attend the international residency as part of EDU 809 or participate in the course 100% online. Absence from any portion of a residency requires advance approval of the Program Director.

Time to Completion of Degree: The doctoral degree must be completed within seven years from enrollment in the program. A student may request an extension of this time period, not to exceed one year, in the case of extenuating circumstances.

Leave of Absence (LOA): A doctoral student forced to interrupt their studies may, with the approval of their Academic Advisor, write to the Dean requesting a leave and stating the reason for the request. The student's request for a LOA may be granted by the Dean. A LOA may be granted for up to one calendar year. The period of a LOA shall not be counted toward the time allotted for completing the degree.

Requirements for Graduation

1. Course of Study: Students must complete a total of 54 semester hours in a prescribed Ed.D. course of study to fulfill course requirements for graduation.
2. Professional Practice Portfolio: In lieu of a Comprehensive Exam, doctoral students must submit a Professional Practice Portfolio approved by two faculty members selected by the Program Director. The Portfolio must be submitted 3 to 4 months prior to the end of required coursework and approved no less than one month prior to graduation.
3. Dissemination of the Dissertation: All students are required to disseminate the results of the dissertation beyond the written dissertation and oral defense. Students may choose one of two modalities for dissemination: presentation or publication. In both cases, the outlet for the presentation or publication must meet the requirements in the Dissertation Handbook and be approved by the dissertation advisor. Students should consult with the advisor prior to submitting their work to any outlet as the outlet must be approved by the advisor. Advisors will also be listed as second author on publications. Students and advisors should consult the Dissertation Handbook for dissemination requirements.
4. Dissertation and Oral Defense: The doctoral student's dissertation must be formally accepted by all members of the Dissertation Committee through two forms:
 - a. In academic writing style that meets APA requirements.
 - b. Through an Oral Defense of Dissertation. The Oral Defense shall be scheduled after all members of the committee agree that the dissertation is ready to be accepted.
 - c. After acceptance of the dissertation in electronic form and through Oral Defense, the student must submit a bound copy and two electronic copies on flash drives to Keiss Library.
 - d. The student must also submit form IRB 011, Research Completion Report, to the Institutional Review Board (IRB). After receiving form IRB 011, the IRB will issue a letter of receipt to the student for presentation to the Dissertation Advisor.

When the student has met all of the above requirements, the Program Director shall submit a written statement to the Dean attesting that the student has done so and is eligible to graduate. The student

must formally apply for graduation with the Office of the Registrar. At graduation, a Doctoral Hood is conferred, pursuant to centuries-old tradition.

Course of Study and Curriculum Sequence for All Leadership Options: See Program Handbook for course of study and suggested curriculum sequence for each concentration.

Option for the All But Dissertation (ABD), Doctoral Candidate, or Advanced to Doctoral Candidacy Student

Overview: This option, which utilizes a structured and rigorous Prior Learning Assessment (PLA) process involving comprehensive portfolio assessments of the level, quality and quantity of student competencies mastered through prior coursework, experiential learning, and scholarship, may permit a doctoral student to provide evidence of learning equivalent for up to 27 credit hours in a 54-credit hour doctoral program. This option is available only to applicants who have demonstrated competence by satisfactorily completing all coursework in a doctoral program in education at an accredited college or university but have not completed the dissertation. For such students, typically designated as ABD (All But Dissertation) or Advanced to Doctoral Candidacy, this option may be a viable alternative for doctoral degree completion.

Eligibility: Through this option, students' prior learning will be assessed through a two-part process. First, the student's application materials will undergo a preliminary assessment to determine if the ABD demonstrates currency through prior coursework, work experience, and scholarship sufficient to warrant a more extensive review of prior learning. A rubric will be utilized by a team of two faculty members for that review.

The most likely profile of the prospective student includes those with deep experience in education through coursework, scholarship or professional experience. This option is strictly limited to the ABD in education. Applicants who meet the first-level currency assessment shall submit a more detailed portfolio, whereby prior learning experiences are matched to learning objectives of each course in the program. Competency requirements will be considered met when prior learning experience demonstrates strong evidence of course-level learning objective mastery. Through the Prior Learning Assessment process, specified competencies not evidenced may be mastered through an individualized practicum course, EDU 838, with variable credit, ranging from 3 to 6 credit hours.

The option for the ABD requires that a minimum of 27 hours of coursework (50% of the program) shall be completed at Gwynedd Mercy University.

Admission Requirements

- ABD, Advanced to Doctoral Candidacy in education, or equivalent documented academic status from a regionally accredited institution.
- A portfolio for Prior Learning Assessment that demonstrates currency in the applicant's discipline and/or leadership in education. This portfolio may include evidence of currency of prior coursework, including such documents as transcripts of coursework, work experience in the field, letters, scholarship, certificates, work samples, descriptions of work experiences, and evidence of competitive grant awards. Portfolios may be compiled electronically.
- Each applicant's coursework, work experience in the field, grantsmanship, and scholarship will be evaluated independently by the graduate faculty. Currency in the discipline is more than just a function of the recency of coursework. It may also be demonstrated by some combination of

the following: 1. Field experience/positions held relating to educational research and practice; 2. Scholarship evidenced by publication in print or electronic media; 3. Scholarship evidenced by conference participation and/or presentations; 4. Scholarship evidenced by the award of grants.

- Official graduate transcripts including that of the doctoral course of study.
- A résumé showing professional experience and academic scholarship.
- Three (3) letters of recommendation attesting to knowledge in discipline or education.
- A personal interview with a member of the graduate faculty. For applicants where distance or other considerations are factors, an electronic medium may be utilized for the interview.
- A finding of eligibility by two faculty members, one through the personal interview and the other through a review of documentation. A rubric shall be utilized for this review.
- Evidence that non-U.S. applicants have received a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination.

Applicants who cannot meet one or more of the above requirements are encouraged to contact the Program Director for a review of qualifications.

Course of Study and Curriculum Sequence for ABD Option: See Program Handbook for course of study and suggested curriculum sequence. A minimum of 27 credit hours must be completed at Gwynedd Mercy University. The course of study is a combination of required courses, to be completed by all students in this option, and individually determined courses selected to ensure that all Program Learning Objectives (PLOs) are met.

The selection of courses and substitutions thereto may be made with approval of the Program Director through the Prior Learning Assessment (PLA) process. Practicum courses may be individualized and may range from three to six credits to allow the student to gain field experience and deep understanding under the supervision of a mentor in any area where the PLA did not evidence the mastery of competencies.

EdD in Teaching and Learning in Higher Education

Degree Offered: EdD, Doctorate of Education

Program Director/Coordinator: Dr. Raymond Bandlow

Accreditation: Gwynedd Mercy University is fully accredited at the national level by the Middle States Commission on Higher Education (MSCHE). The EdD program is recognized and approved by the Pennsylvania Department of Education.

Program Type: Non-Term (The EdD program in Teaching and Learning in Higher Education is non-term. Courses run year-round, independent of any term structure.)

Program Modality: Online with On-Ground Residencies

- First Doctoral Residency consists of an intensive weekend at the beginning of the program.
- Second Doctoral Residency consists of an intensive week during the summer following enrollment in the program.
- Third Doctoral Residency, typically one week in length, includes participation in an international educational conference.

Program Description: The Doctorate in Teaching and Learning in Higher Education (EdD) program is presented in an accelerated cohort model, delivered online with three residencies. It is built upon a foundation of coursework essential to a doctorate in education. This foundation is organized in six courses, three credit hours each, for a total of eighteen (18) credit hours. Students will also elect one of

three (3) areas of concentration, organized in eight courses for a total of twenty-four (24) credit hours. All students will also enroll in four (4) Directed Study dissertation advisement courses for a total of twelve (12) credit hours. The course of study totals fifty-four (54) credit hours.

The purpose of this program is to prepare the next generation of higher educational instructors and professors. Those that teach at colleges and universities are being challenged to address the needs of diverse learners and to provide equitable access to higher education. To meet this challenge, this program will prepare students for careers in teaching, instructional design and technology and learning.

Through a rigorous course of study, field-based research, an international perspective and an ethical foundation, graduates will be prepared to teach in colleges, universities and other educational organizations to meet the needs of students in the increasingly global economy and diverse global society.

Textbooks and Residency Costs Included: All required textbooks are provided to students at no additional cost. Most meals during the residencies are provided at no additional cost. For the First Doctoral Residency, transportation and lodging (if needed) are at the expense of the student. For the Second Doctoral Residency, transportation is at the expense of the student but lodging is provided at no additional cost. For the Third Doctoral Residency, transportation, lodging, conference fees, most meals, and related experiences are provided at no additional cost.

Program Learning Outcomes : **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others; **PLO2:** Understand the foundational base of organizational theory and demonstrate the ability to bridge theory and practice.; **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. ; **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. ; **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. ; **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. ; **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information.

Admission Requirements

- A master's degree or equivalent in a field related to the student's preferred area of concentration from an institution accredited by the Middle States Association, or comparable accreditation, with a cumulative GPA of 3.0 or above.
- Official graduate and undergraduate transcripts.
- A Graduate Record Examination score of 155 or higher or a Miller Analogy Test score of 385 or higher (waived for applicants with a graduate GPA of 3.5 or greater). Applicants that do not meet these requirements shall be referred to the Doctoral Admissions Committee for a holistic review and a decision on admission.
- A resume showing professional experience.
- Three letters of reference from persons in leadership roles in the applicant's chosen area of concentration attesting that the applicant has the ability to engage in studies at the doctoral level and to conduct research.
- A personal or electronic interview with a member of the graduate faculty.
- A written statement of professional goals and topic of research interest.
- A 750-1000 word sample of applicant's writing abilities.

- Non-US applicants may be required to have earned a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination.

Applicants who cannot meet one or more of the above requirements are encouraged to contact the Program Director for a review of qualifications.

Transfer Credits: Graduate credits, typically not to exceed six, earned at other accredited institutions in a doctoral program prior to matriculation, may be applied toward the doctoral degree. The credits must have been taken within five years of admission and a grade of B or better must have been earned. The official transcript for transfer of credit must be on file prior to acceptance of credits for transfer.

Academic Progression and Retention: A doctoral student whose cumulative grade point average (GPA) drops below 3.0 is considered to be on academic probation and will receive notice from the Dean. Any student earning below the minimum GPA for two semesters or earning three “Cs” (2.0) will be dismissed from the program. Students who receive a grade below a “C” (2.0) will be dismissed from the program. Students earning a grade below “C” (2.0) must repeat the course and successfully pass it before enrolling in any other courses. A course may not be repeated more than once and failure to pass a repeated course is grounds for dismissal.

If a student on academic probation fails to raise their GPA to 3.0 within two consecutive courses, they may be academically dismissed.

Dismissed students are not eligible for re-admission until six months have passed. In such cases, a formal re-admit application must be submitted in accordance with the admissions procedures of the doctoral degree program and must once again meet admissions standards. In addition, the applicant should explain the reason for their academic deficiencies and why they should be given favorable consideration for re-admission.

Attendance Policy for Residencies: Doctoral students are expected to attend the full duration of all residencies in person except that ABD students have the option to attend the international residency as part of EDU 809 or participate in the course 100% online. Absence from any portion of a residency requires advance approval of the Program Director.

Time to Completion of Degree: The doctoral degree must be completed within seven years from enrollment in the program. A student may request an extension of this time period, not to exceed one year, in the case of extenuating circumstances.

Leave of Absence (LOA): A doctoral student forced to interrupt their studies may, with the approval of their Academic Advisor, write to the Dean requesting a leave and stating the reason for the request. The student’s request for a LOA may be granted by the Dean. A LOA may be granted for up to one calendar year. The period of a LOA shall not be counted toward the time allotted for completing the degree.

Requirements for Graduation

1. Course of Study: Students must complete a total of 54 semester hours in a prescribed Ed.D. course of study to fulfill course requirements for graduation.
2. Professional Practice Portfolio: In lieu of a Comprehensive Exam, doctoral students must submit a Professional Practice Portfolio approved by two faculty members selected by the Program Director. The Portfolio must be submitted 3 to 4 months prior to the end of required coursework and approved no less than one month prior to graduation.

3. Dissemination of the Dissertation: All students are required to disseminate the results of the dissertation beyond the written dissertation and oral defense. Students may choose one of two modalities for dissemination: presentation or publication. In both cases, the outlet for the presentation or publication must meet the requirements in the Dissertation Handbook and be approved by the dissertation advisor. Students should consult with the advisor prior to submitting their work to any outlet as the outlet must be approved by the advisor. Advisors will also be listed as second author on publications. Students and advisors should consult the Dissertation Handbook for dissemination requirements.
4. Dissertation and Oral Defense: The doctoral student's dissertation must be formally accepted by all members of the Dissertation Committee through two forms:
 - a. In academic writing style that meets APA requirements.
 - b. Through an Oral Defense of Dissertation. The Oral Defense shall be scheduled after all members of the committee agree that the dissertation is ready to be accepted.
 - c. After acceptance of the dissertation in electronic form and through Oral Defense, the student must submit a bound copy and two electronic copies on flash drives to Keiss Library.
 - d. The student must also submit form IRB 011, Research Completion Report, to the Institutional Review Board (IRB). After receiving form IRB 011, the IRB will issue a letter of receipt to the student for presentation to the Dissertation Advisor.

When the student has met all of the above requirements, the Program Director shall submit a written statement to the Dean attesting that the student has done so and is eligible to graduate. The student must formally apply for graduation with the Office of the Registrar. At graduation, a Doctoral Hood is conferred, pursuant to centuries-old tradition.

Course of Study and Curriculum Sequence: See Program Handbook for course of study and suggested curriculum sequence.

Option for the All But Dissertation (ABD), Doctoral Candidate, or Advanced to Doctoral Candidacy Student

Overview: This option, which utilizes a structured and rigorous Prior Learning Assessment (PLA) process involving comprehensive portfolio assessments of the level, quality and quantity of student competencies mastered through prior coursework, experiential learning, and scholarship, may permit a doctoral student to provide evidence of learning equivalent for up to 27 credit hours in a 54-credit hour doctoral program. This option is available only to applicants who have demonstrated competence by satisfactorily completing all coursework in a doctoral program in any discipline at an accredited college or university but have not completed the dissertation. For such students, typically designated as ABD (All But Dissertation) or Advanced to Doctoral Candidacy, this option may be a viable alternative for doctoral degree completion.

Eligibility-ABD in Any Academic Discipline: Through this option, the prior learning of students who are ABD in any academic discipline will be assessed through a two-part process. First, the student's application materials will undergo a preliminary assessment to determine if the ABD demonstrates currency through prior coursework, work experience, and scholarship sufficient to warrant a more extensive review of prior learning. A rubric will be utilized by a team of two faculty members for that review.

The most likely profile of the prospective student is the practitioner-scholar with deep knowledge as evidenced by coursework, scholarship or professional experience. Applicants who meet the first-level currency assessment shall submit a more detailed portfolio, whereby prior learning experiences are matched to learning objectives of each course in the program. Competency requirements will be considered met when prior learning experience demonstrates strong evidence of course-level learning objective mastery. The Prior Learning Assessment process may determine that specified competencies not evidenced be mastered through an individualized practicum course, EDU 838, with variable credit, ranging from 3 to 6 credit hours.

The option for the ABD requires that a minimum of 27 hours of coursework (50% of the program) shall be completed at Gwynedd Mercy University.

Admission Requirements

- ABD, Advanced to Doctoral Candidacy in education, or equivalent documented academic status from a regionally accredited institution.
- A portfolio for Prior Learning Assessment that demonstrates currency in the applicant's discipline and/or leadership. This portfolio may include evidence of currency of prior coursework, including such documents as transcripts of coursework, work experience in the field, letters, scholarship, certificates, work samples, descriptions of work experiences, and evidence of competitive grant awards. Portfolios are to be compiled electronically.
- Each applicant's coursework, work experience in the field, grantsmanship, and scholarship will be evaluated independently by the graduate faculty. Currency in the discipline is more than just a function of the recency of coursework. It may also be demonstrated by some combination of the following:
 1. Field experience/positions held relating to research and practice.
 2. Scholarship evidenced by publication in print or electronic media.
 3. Scholarship evidenced by conference participation and/or presentations.
 4. Scholarship evidenced by the award of grants.
 - Official graduate transcripts including that of the doctoral course of study.
 - A résumé showing professional experience and academic scholarship.
 - Three (3) letters of recommendation attesting to knowledge in discipline.
 - A personal interview with a member of the graduate faculty. For applicants where distance or other considerations are factors, an electronic medium may be utilized for the interview.
 - A finding of eligibility by two faculty members, one through the personal interview and the other through a review of documentation. A rubric shall be utilized for this review.
 - Evidence that non-U.S. applicants have received a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination.

Applicants who cannot meet one or more of the above requirements are encouraged to contact the Program Director for a review of qualifications.

Course of Study and Curriculum Sequence for ABD Option: See Program Handbook for course of study and suggested curriculum sequence. A minimum of 27 credit hours must be completed at Gwynedd Mercy University. The course of study is a combination of required courses, to be completed by all students in this option, and individually determined courses selected to ensure that all Program Learning Objectives (PLOs) are met.

The selection of courses and substitutions thereto may be made with approval of the Program Director through the Prior Learning Assessment (PLA) process. Practicum courses, if any, shall be individualized and may range from three to six credits to allow the student to gain field experience and deep understanding under the supervision of a mentor in any area where the PLA did not evidence the mastery of competencies.

EdD in Teaching and Learning in Higher Education

Degree Offered: EdD, Doctorate of Education

Program Director/Coordinator: Dr. Raymond Bandlow

Accreditation: Gwynedd Mercy University is fully accredited at the national level by the Middle States Commission on Higher Education (MSCHE). The EdD program is recognized and approved by the Pennsylvania Department of Education.

Program Type: Non-Term (The EdD program in Teaching and Learning in Higher Education is non-term. Courses run year-round, independent of any term structure.)

Program Modality: Online with On-Ground Residencies

- First Doctoral Residency consists of an intensive weekend at the beginning of the program.
- Second Doctoral Residency consists of an intensive week during the summer following enrollment in the program.
- Third Doctoral Residency, typically one week in length, includes participation in an international educational conference.

Program Description: The Doctorate in Teaching and Learning in Higher Education (EdD) program is presented in an accelerated cohort model, delivered online with three residencies. It is built upon a foundation of coursework essential to a doctorate in education. This foundation is organized in six courses, three credit hours each, for a total of eighteen (18) credit hours. Students will also elect one of three (3) areas of concentration, organized in eight courses for a total of twenty-four (24) credit hours. All students will also enroll in four (4) Directed Study dissertation advisement courses for a total of twelve (12) credit hours. The course of study totals fifty-four (54) credit hours.

The purpose of this program is to prepare the next generation of higher educational instructors and professors. Those that teach at colleges and universities are being challenged to address the needs of diverse learners and to provide equitable access to higher education. To meet this challenge, this program will prepare students for careers in teaching, instructional design and technology and learning.

Through a rigorous course of study, field-based research, an international perspective and an ethical foundation, graduates will be prepared to teach in colleges, universities and other educational organizations to meet the needs of students in the increasingly global economy and diverse global society.

Textbooks and Residency Costs Included: All required textbooks are provided to students at no additional cost. Most meals during the residencies are provided at no additional cost. For the First Doctoral Residency, transportation and lodging (if needed) are at the expense of the student. For the Second Doctoral Residency, transportation is at the expense of the student but lodging is provided at no

additional cost. For the Third Doctoral Residency, transportation, lodging, conference fees, most meals, and related experiences are provided at no additional cost.

Program Learning Outcomes : **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others; **PLO2:** Understand the foundational base of organizational theory and demonstrate the ability to bridge theory and practice.; **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. ; **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. ; **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. ; **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. ; **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information.

Admission Requirements

- A master's degree or equivalent in a field related to the student's preferred area of concentration from an institution accredited by the Middle States Association, or comparable accreditation, with a cumulative GPA of 3.0 or above.
- Official graduate and undergraduate transcripts.
- A Graduate Record Examination score of 155 or higher or a Miller Analogy Test score of 385 or higher (waived for applicants with a graduate GPA of 3.5 or greater). Applicants that do not meet these requirements shall be referred to the Doctoral Admissions Committee for a holistic review and a decision on admission.
- A resume showing professional experience.
- Three letters of reference from persons in leadership roles in the applicant's chosen area of concentration attesting that the applicant has the ability to engage in studies at the doctoral level and to conduct research.
- A personal or electronic interview with a member of the graduate faculty.
- A written statement of professional goals and topic of research interest.
- A 750-1000 word sample of applicant's writing abilities.
- Non-US applicants may be required to have earned a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination.

Applicants who cannot meet one or more of the above requirements are encouraged to contact the Program Director for a review of qualifications.

Transfer Credits: Graduate credits, typically not to exceed six, earned at other accredited institutions in a doctoral program prior to matriculation, may be applied toward the doctoral degree. The credits must have been taken within five years of admission and a grade of B or better must have been earned. The official transcript for transfer of credit must be on file prior to acceptance of credits for transfer.

Academic Progression and Retention: A doctoral student whose cumulative grade point average (GPA) drops below 3.0 is considered to be on academic probation and will receive notice from the Dean. Any student earning below the minimum GPA for two semesters or earning three "Cs" (2.0) will be dismissed from the program. Students who receive a grade below a "C" (2.0) will be dismissed from the program. Students earning a grade below "C" (2.0) must repeat the course and successfully pass it before enrolling in any other courses. A course may not be repeated more than once and failure to pass a repeated course is grounds for dismissal

If a student on academic probation fails to raise their GPA to 3.0 within two consecutive courses, they may be academically dismissed.

Dismissed students are not eligible for re-admission until six months have passed. In such cases, a formal re-admit application must be submitted in accordance with the admissions procedures of the doctoral degree program and must once again meet admissions standards. In addition, the applicant should explain the reason for their academic deficiencies and why they should be given favorable consideration for re-admission.

Attendance Policy for Residencies: Doctoral students are expected to attend the full duration of all residencies in person except that ABD students have the option to attend the international residency as part of EDU 809 or participate in the course 100% online. Absence from any portion of a residency requires advance approval of the Program Director.

Time to Completion of Degree: The doctoral degree must be completed within seven years from enrollment in the program. A student may request an extension of this time period, not to exceed one year, in the case of extenuating circumstances.

Leave of Absence (LOA): A doctoral student forced to interrupt their studies may, with the approval of their Academic Advisor, write to the Dean requesting a leave and stating the reason for the request. The student's request for a LOA may be granted by the Dean. A LOA may be granted for up to one calendar year. The period of a LOA shall not be counted toward the time allotted for completing the degree.

Requirements for Graduation

3. Course of Study: Students must complete a total of 54 semester hours in a prescribed Ed.D. course of study to fulfill course requirements for graduation.
4. Professional Practice Portfolio: In lieu of a Comprehensive Exam, doctoral students must submit a Professional Practice Portfolio approved by two faculty members selected by the Program Director. The Portfolio must be submitted 3 to 4 months prior to the end of required coursework and approved no less than one month prior to graduation.
5. Dissemination of the Dissertation: All students are required to disseminate the results of the dissertation beyond the written dissertation and oral defense. Students may choose one of two modalities for dissemination: presentation or publication. In both cases, the outlet for the presentation or publication must meet the requirements in the Dissertation Handbook and be approved by the dissertation advisor. Students should consult with the advisor prior to submitting their work to any outlet as the outlet must be approved by the advisor. Advisors will also be listed as second author on publications. Students and advisors should consult the Dissertation Handbook for dissemination requirements.
6. Dissertation and Oral Defense: The doctoral student's dissertation must be formally accepted by all members of the Dissertation Committee through two forms:
 - b. In academic writing style that meets APA requirements.
 - c. Through an Oral Defense of Dissertation. The Oral Defense shall be scheduled after all members of the committee agree that the dissertation is ready to be accepted.
 - d. After acceptance of the dissertation in electronic form and through Oral Defense, the student must submit a bound copy and two electronic copies on flash drives to Keiss Library.
 - e. The student must also submit form IRB 011, Research Completion Report, to the Institutional Review Board (IRB). After receiving form IRB 011, the IRB will issue a letter of receipt to the student for presentation to the Dissertation Advisor.

When the student has met all of the above requirements, the Program Director shall submit a written statement to the Dean attesting that the student has done so and is eligible to graduate. The student must formally apply for graduation with the Office of the Registrar. At graduation, a Doctoral Hood is conferred, pursuant to centuries-old tradition.

Course of Study and Curriculum Sequence: See Program Handbook for course of study and suggested curriculum sequence.

Option for the All But Dissertation (ABD), Doctoral Candidate, or Advanced to Doctoral Candidacy Student

Overview: This option, which utilizes a structured and rigorous Prior Learning Assessment (PLA) process involving comprehensive portfolio assessments of the level, quality and quantity of student competencies mastered through prior coursework, experiential learning, and scholarship, may permit a doctoral student to provide evidence of learning equivalent for up to 27 credit hours in a 54-credit hour doctoral program. This option is available only to applicants who have demonstrated competence by satisfactorily completing all coursework in a doctoral program in any discipline at an accredited college or university but have not completed the dissertation. For such students, typically designated as ABD (All But Dissertation) or Advanced to Doctoral Candidacy, this option may be a viable alternative for doctoral degree completion.

Eligibility-ABD in Any Academic Discipline: Through this option, the prior learning of students who are ABD in any academic discipline will be assessed through a two-part process. First, the student's application materials will undergo a preliminary assessment to determine if the ABD demonstrates currency through prior coursework, work experience, and scholarship sufficient to warrant a more extensive review of prior learning. A rubric will be utilized by a team of two faculty members for that review.

The most likely profile of the prospective student is the practitioner-scholar with deep knowledge as evidenced by coursework, scholarship or professional experience. Applicants who meet the first-level currency assessment shall submit a more detailed portfolio, whereby prior learning experiences are matched to learning objectives of each course in the program. Competency requirements will be considered met when prior learning experience demonstrates strong evidence of course-level learning objective mastery. The Prior Learning Assessment process may determine that specified competencies not evidenced be mastered through an individualized practicum course, EDU 838, with variable credit, ranging from 3 to 6 credit hours.

The option for the ABD requires that a minimum of 27 hours of coursework (50% of the program) shall be completed at Gwynedd Mercy University.

Admission Requirements

- ABD, Advanced to Doctoral Candidacy in education, or equivalent documented academic status from a regionally accredited institution.
- A portfolio for Prior Learning Assessment that demonstrates currency in the applicant's discipline and/or leadership. This portfolio may include evidence of currency of prior coursework, including such documents as transcripts of coursework, work experience in the

field, letters, scholarship, certificates, work samples, descriptions of work experiences, and evidence of competitive grant awards. Portfolios are to be compiled electronically.

- Each applicant's coursework, work experience in the field, grantsmanship, and scholarship will be evaluated independently by the graduate faculty. Currency in the discipline is more than just a function of the recency of coursework. It may also be demonstrated by some combination of the following:

2. Field experience/positions held relating to research and practice.
2. Scholarship evidenced by publication in print or electronic media.
3. Scholarship evidenced by conference participation and/or presentations.
4. Scholarship evidenced by the award of grants.
 - Official graduate transcripts including that of the doctoral course of study.
 - A résumé showing professional experience and academic scholarship.
 - Three (3) letters of recommendation attesting to knowledge in discipline.
 - A personal interview with a member of the graduate faculty. For applicants where distance or other considerations are factors, an electronic medium may be utilized for the interview.
 - A finding of eligibility by two faculty members, one through the personal interview and the other through a review of documentation. A rubric shall be utilized for this review.
 - Evidence that non-U.S. applicants have received a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination.

Applicants who cannot meet one or more of the above requirements are encouraged to contact the Program Director for a review of qualifications.

Course of Study and Curriculum Sequence for ABD Option: See Program Handbook for course of study and suggested curriculum sequence. A minimum of 27 credit hours must be completed at Gwynedd Mercy University. The course of study is a combination of required courses, to be completed by all students in this option, and individually determined courses selected to ensure that all Program Learning Objectives (PLOs) are met.

The selection of courses and substitutions thereto may be made with approval of the Program Director through the Prior Learning Assessment (PLA) process. Practicum courses, if any, shall be individualized and may range from three to six credits to allow the student to gain field experience and deep understanding under the supervision of a mentor in any area where the PLA did not evidence the mastery of competencies.

FRANCES M. MAGUIRE SCHOOL of NURSING and HEALTH PROFESSIONS

Description: The Frances M. Maguire School of Nursing and Health Professions offers Master of Science in Nursing, Post-Graduate APRN Certificates, Masters of Science in Occupational Therapy and Doctor of Nursing Practice programs.

The School's graduate programs are cutting edge that offer real world experiences that extend beyond the traditional classroom setting. With its specialized laboratories and close partnerships with health care institutions and professionals, students learn to apply classroom education in clinical/fieldwork settings.

Mission: The Frances M. Maguire School of Nursing and Health Professions is committed to the Gwynedd Mercy University mission to combining education for professional competency with the Mercy tradition of service to society.

Administration:

Dean: Ann Phalen, Ph.D.

Associate Dean: Mary Hermann, EdD

Department Faculty:

Medical Laboratory Science: Joy M. Fox, BS, RT(R) (M)(QM)(CT), Campus Coordinator

Nursing: Laraine Amoia-Watters, EdD; Patricia Brown O'Hara, PhD; Nicole Butler, MSN; Morganne Caulfield, MSN; Tiffany Ciocci, MSN; Brenda Clapp, DNP; Kelly Flanigan, EdD; Diane Gilson, MSN; ; Hannah Hawthorne, DNP; Nicole Hinckle, MSN ; Beth Hutter, MSN; Theresa Lewis, DNP; Michele Kusterbeck, MSN; Pamela B. Lynn, EdD; Andrea Mann, MSN; Mary Ann McLaughlin, EdD; Dona M. Molyneaux, PhD; Joy Nop, MSN; Corrie Pallante, MSN; Amanda Quate, MSN; Catherine Razzi, DNP; Genevieve Rota, MSN; Catherine Sargent, Ph.D; Michele Shuman, DNP; Denise A. Vanacore, PhD; Margaret Van Buren, MSN; Maria Warnick, MSN; AnnMarie Welsh, MSN

Occupational Science/Occupational Therapy: Thomas Mernar, PhD, OTR/L, Program Director; John Bindo, OTD, OTR/L, MHA, LNHA; Mindy MacRone-Wojton, DSc, OTR/L; Sharon Montgomery, OTD, OTR/L, CHT, CEAS; Michele Peterson, MS, OTR/L; Sara Frye, MS, OTR/L, ATP

Radiation Therapy: Rose Marie Troutman, MS, RT (T), ARRT, Program Director; Lorraine Quarles, MS, R.T. (T) (ARRT), Clinical Coordinator; Wayne Pinover, DO, Medical Director.

Radiologic Technology: Joy M. Fox, BS, RT(R) (M)(QM)(CT), Campus Coordinator

Respiratory Care: Barbara B. Schuster, MEd, RRT, ; William Randall Solly, MS, RPFT, Director of Clinical Education; Donald D. Peterson, MD, Medical Director.

DEGREES OFFERED

Nursing Degrees

Master of Science in Nursing

Doctor of Nursing Practice

Post-Graduate APRN Certificates

Health Professions Degrees

Master of Science in Occupational Therapy

Health Professions

Occupational Therapy

Program Name: Master of Science in Occupational Therapy

Accreditation, Certification, and Credentialing Requirements

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT®). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT® Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT® certification examination or attain state licensure.

Program Degree Level: The Department of Occupational Science and Occupational Therapy offers a 2 ¼ year entry-level Master of Science in Occupational Therapy (MSOT) degree program.

Program Type: The MSOT program is a term degree program with course offerings in the summer, fall, and spring. The summer term of the MSOT program is eight weeks in duration and does not align with the summer I or summer II schedules outlined by the university.

Program Modality: The didactic portion of the MSOT program is delivered on-ground. During the final term of the program, the students will be on two consecutive level II fieldworks as well as completing two online courses (OSC 612 and OSC 702).

Description: The philosophy of Gwynedd Mercy University's MSOT Program is to provide an education that is centered on Mercy beliefs and the educational philosophy of the occupational therapy profession. We believe in a developmental and integrative occupational therapy education that will: challenge students' knowledge and understanding of the complexity of occupation and disability; examine the profession's domain in traditional and emerging practice areas; foster the skills to using the occupational therapy process to support the occupational needs of individuals, groups, communities, and populations across multiple practice areas. We believe in reinforcing the philosophical and applied tenets of the foundations of professional practice, client-centered practice, occupation-based practice,

evidence-based practice, and professional development throughout our didactic and fieldwork curriculum.

The curriculum design of the MSOT Program is intended to prepare students as generalists with a broad exposure to the traditional and emerging needs of individuals, groups, communities, and populations across the lifespan. There are two tracks to complete a Master of Science degree in Occupational Therapy at Gwynedd Mercy University, the undergraduate dual degree OCTD track and the post-baccalaureate OCT track. The course sequence for both tracks are listed below (under Curriculum).

OCTD Track

A select number of Gwynedd Mercy University undergraduate students who major in Occupational Science will take three years of pre-professional courses in liberal arts, health science, and occupational science. If students meet qualifications for entry into the Program (see requirements for admission into the OCTD Track below), the students complete 36 credits during their senior year (the first three terms in the MSOT Program) and complete the remaining three terms of 38 graduate credits of the MSOT Program as an Occupational Therapy major.

OCT Track

A select number of post-baccalaureate students who major in Occupational Therapy can complete 6 terms of 77 graduate credits.

Preparation for Professional Licensure

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT®). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT® certification examination or attain state licensure. ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE accredited occupational therapy and occupational therapy assistant educational program are eligible to take the NBCOT® certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico.

Program Learning Outcomes

The seven program learning outcomes of the MSOT program are as follows: PLO1 Demonstrate the use of foundational knowledge of practice, critical and creative thinking, effective communication, teamwork, and problem solving to effectively function as an intra- and inter- professional team member. ; PLO2 Design and implement client-centered practice that is inclusive of client cultural values, beliefs, needs, and abilities. ; PLO3 Demonstrate effective use of the occupational therapy process to design and implement occupation-based practices across multiple contexts of service delivery.; PLO4 Demonstrate reflective, ethical reasoning and action to support the occupational needs of individuals, groups, communities, and populations.; PLO5 Employ the use of evidence-based practice to inform clinical reasoning during intervention planning and implementation across multiple contexts of service delivery. ; PLO6 Make a plan for lifelong learning and professional development to support professional advocacy, leadership, and continued practice competency.; PLO7 Promote occupational justice to the occupational needs of disadvantaged individuals, communities, and populations.

For major requirements, see Program Handbook and curriculum sheets.

Academic Criteria for Admission, Progression, and Retention

Academic Criteria for Admission for the OCTD Track

- Earn a BHS degree in Occupational Science degree
- Maintain cumulative undergraduate GPA of 3.0 or greater.
- Attest to being able to meet the Technical Standards for Occupational Therapy Practice

Academic Criteria for Admission for the OCT Track

- Complete a bachelor's degree from an accredited college or university.
- A cumulative undergraduate GPA of ≥ 3.0 .
- Complete and maintain a combined prerequisite course GPA of ≥ 3.1 for the following courses: Anatomy and Physiology I & II lecture and lab (8 credits), General Psychology (3 credits), Abnormal Psychology (3 credits), Developmental/Lifespan Psychology (3 credits), Sociology/Anthropology (3 credits), and Statistics/Research Methods (3 credits).
- Anatomy and Physiology I & II must be completed within the past 5 years, the remainder of the prerequisites must be completed within the past 10 years.
- College Level Examination program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credits cannot substitute for prerequisite courses required for admission.
- Complete an online application to [OTCAS](#) (centralized application service for occupational therapy programs). This application will include submitting three letters of recommendation attesting to the applicant's academic and professional abilities (it is recommended that one of these letters should be from an OTR®, but not required), provide answers to written questions, and attest to being able to meet the Technical Standards for Occupational Therapy Practice (below). It is recommended that applicants complete at least 50 hours of volunteer or paid work experience under an Occupational Therapist Registered (OTR®).
- Qualified students will be invited to campus for an interview with members of the Occupational Therapy faculty.

Admission Policies

Accepted students under the OCT track are required to make a non-refundable deposit of \$500 to secure their seat for the Program that begins in mid to late May of each year. Accepted students can have courses in progress at the time of acceptance, but they are required to complete all prerequisite courses and graduate with a bachelor's degree from an accredited college or university prior to the start of the MSOT Program.

If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report. A score of at least 79 on the Internet-based [TOEFL test](#) or a 6 on the [IELTS test](#) is required. International applicants may not be able to secure all required background checks or sit for required licensure exams

Academic Progress, Probation, and Program Dismissal: Graduate occupational therapy students are required to maintain a minimum cumulative grade GPA of 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation.

Academic probation is a period during which a student is permitted to improve academic performance that does not meet the standards of the Occupational Therapy Program. For OCTD track students, the calculation of the cumulative GPA begins during the professional phase of the Occupational Science program during the first summer semester following the students' junior year. To be removed from academic probation, the student must raise the cumulative grade point average to 3.0 or greater. Students placed on academic probation shall be given up to two successive semesters in which to raise their cumulative GPA to 3.0 or better. Failure to raise the cumulative GPA to 3.0 or greater will result in a recommendation of dismissal from the Program. If it is not possible for a student to raise the cumulative grade point average to 3.0 or greater due to mathematical impossibility or if the student has less than two semesters (including a summer session) remaining in the Program and there is a mathematical impossibility to raise the GPA to 3.0 or greater, the student will be dismissed or have the option to withdraw from the Program.

Students who have completed occupational therapy courses and received a grade of C or better are not permitted to repeat such courses. However, any student receiving a grade of less than "C" (including a grade of "C-") shall earn an "F" for the course, be required to repeat the course the next time the course is offered, earn a grade of "B" or better in the repeated course, and maintain a cumulative grade point average of 3.0 or better. As a result of a course failure, the student shall be placed on academic probation and decelerated into the next incoming occupational therapy class year. A student will have only one opportunity to repeat a failed course one time. Failure to retake and/or pass a failed course will result in a recommendation of dismissal from the Program. A student with two or more overall course failures will be subject to a recommendation of dismissal from the Program. Failure of a Fieldwork Level II permits the student one opportunity to repeat a Fieldwork Level II experience requiring a grade of "B" or better on the second attempt. Failure of two Fieldwork Level II experiences will subject the student to the recommendation of dismissal from the Program. Students must complete Level II fieldwork within 24 months following completion of the didactic portion of the program to graduate.

Internal/External Transfers: No more than six graduate credits taken at another accredited occupational therapy program prior to matriculation may be applied toward the master's degree. The credits must have been taken within five years of admission and a grade of B or better must have been earned. The official transcript for transfer of credit must be on file prior to acceptance of credits for transfer. There is no credit for experiential learning.

Curriculum Sequence: Refer to [MSOT website](#) to view OCT curriculum sequence with course descriptions.

Academic Standards/Grade Requirements: A "C" is required of all major courses in the Occupational Therapy Program. See Program Handbook for more information.

Percentages	Letter Grade	Quality point
94 - 100	A	4.00
90 - 93	A-	3.67
87 - 89	B+	3.33
83 - 86	B	3.00
80 - 82	B-	2.67

77 - 79	C+	2.33
73 - 76*	C	2.00
70 - 72	C-	1.67
67- 69	D+	1.33
63 - 66	D	1.00
60-62	D-	0.67
0-59	F	0.00

Attendance Policy

1. In the Occupational Therapy Program, professional knowledge and skills are integrated through classroom, fieldwork and service-learning experiences. *Punctuality and regular attendance are expected in every course.* Instructors take class attendance into account when determining grades. Students are responsible for contacting an instructor in the event of an absence.
2. Up to 3 absences from a single course are allowed without penalty for fall, spring, and summer terms.
3. Having 4 or more total absences or episodes of lateness to a single course in the fall, spring, or summer terms may result in a 5-point final grade deduction from that respective course.
4. Examinations missed due to absence will only be rescheduled at the discretion of the instructor and proper notification of the absence was given prior to the exam.

The student is responsible for all material covered in the course regardless of absences.

Time to Completion: To complete the Occupational Therapy Master's Program at Gwynedd Mercy University successfully and graduate, students must complete all didactic and fieldwork courses outlined in the curriculum. All students must complete Fieldwork Level II course experience within 24 months following completion of didactic academic preparation.

The maximum time allotted for completion of all graduate degree programs at Gwynedd Mercy University is six years. Students under the OCTD track who complete their Bachelor of Health Science degree in Occupational Science must successfully complete three graduate-level terms of 38 graduate credits with a minimum final GPA of 3.0. Students under the OCT track must successfully complete six graduate-level terms of 77 graduate credits with a minimum final GPA of 3.0.

Tuition and Fees: Graduate tuition for the Occupational Therapy Program can be found on the university's [Financial Aid and Tuition website](#) and OT Program Fees are \$170 for each academic term (summer, fall, spring). The OT Program fee pays for membership to AOTA, POTA, Hello Note EMR, Typhon student tracking and e-portfolio, APA training, OTKE testing, program polo shirt, ExamSoft testing software, and NBCOT exam review materials/course. Additional costs to the students can include: graduate health insurance; Complio clearance, health and wellness tracking; American Heart Association Heartsaver First Aid, CPR, and AED certification; health clearances (e.g., annual flu shot, physical, and immunizations); uniform or personal protective equipment (PPE) attire if a fieldwork site holds dress and/or PPE requirements; transportation to the university and fieldwork sites; and required books/course materials (approximately \$2,000/year).

Non-Academic Criteria for Admission, Progression and Retention

Technical Standards for Occupational Therapy Practice: Students entering into the Occupational Therapy Master's Program must possess essential skills (observation, communication, motor function, intellectual-conceptual abilities, integrative and quantitative abilities, and behavioral and social attributes) to perform all educational (classroom, virtual, laboratory and clinical), fieldwork, and experiential preceptorship tasks in an accurate, safe, and efficient manner, to the satisfaction of the faculty, with or without reasonable accommodation.

Observation

- Normal or corrected visual ability sufficient for client observation and assessment to ensure safety and accurate measurement.
- Ability to obtain information from written documents, videotaped data, graphic images and measuring devices accurately and within a reasonable time frame.
- Ability to sufficiently monitor and assess health needs of clients.

Communication

- Interact with others in a professional, courteous, and collaborative manner while using good judgment for confidentiality.
- Demonstrate respect for the dignity of each person.
- Maintain integrity in word and deed with others.
- Read, speak, and write in English effectively using proper grammar, spelling, and punctuation.

Motor Function

- Assume a variety of body postures that can include continuous sitting, standing, walking, bending, reaching, pulling, lifting, stooping, kneeling, and crawling.
- Demonstrate manipulation skills to effectively carry and use therapeutic equipment (i.e. assistive devices, weights).
- Demonstrate movement and mobility skills that are required for safe handling of persons of various sizes in order to perform safe transfers and guarding during functional mobility with and without an assistive device.
- Pushing and pulling in order to provide resistance for the purposes of maneuvering and transitioning persons such during bed mobility, using a wheelchair, and for sitting and standing balance activities
- Demonstrate eye-hand coordination, postural control, strength, endurance, and integrated function of the senses (vision, hearing, smell, and touch) during the therapeutic process.

Intellectual-conceptual Abilities

- Demonstrate verbal and written insight into one's own academic and clinical performance.
- Demonstrate the mental capacity to understand, problem solve, and make judgments in order to promote ethical reasoning.
- Demonstrate ability to collect, document, and analyze evaluation data and implement client-centered and occupation-based interventions.

Integrative and Quantitative Abilities

- Demonstrate the mental capacity to understand, problem solve, and make judgments in order to promote safety.
- Intellectual capacities to measure, evaluate, calculate, reason, analyze and synthesize information specific to client care.

- Demonstrate ability to apply information learned from the classroom to a therapeutic practice environment.

Behavioral and Social Attributes

- Demonstrate mature and professional behaviors with other students, faculty, colleagues, and clients.
- Be receptive and open to mentor feedback about academic or fieldwork performance and adherence to academic and fieldwork policies and procedures.
- Establish and maintain a therapeutic relationship with clients.
- Ability to work cooperatively and collaboratively with others.

Students should review the Technical Standards for the MSOT program carefully and identify if additional support is needed for any portion (didactic and clinical) of the MSOT program. Students are encouraged to contact the Student Accessibility Services Office to arrange an individualized consultation to discuss any support services or accommodations they may need.

Compliance Requirements and Clearances: Occupational therapy students must be compliant with all clearance and health and wellness requirements. At the onset of the Program, students will be sent information and instructions for access to the Complio system. Clearance and health and wellness requirements are annual, so they will need to be redone the following year to remain in compliance. Failure to adhere to the required compliance deadlines may result in course grade deductions and a non-approval to register for the subsequent Program term. Clearance and health and wellness requirements for the Entry-level Master of Science in Occupational Therapy Program include: PA State Police background check, PA child abuse clearance, FBI fingerprints, completion of Act 126—“Child Abuse Recognition and Reporting Training” (Please note that this is a 3-hour online training certificate and NOT the PA child abuse clearance, American Heart Association Heartsaver First Aid, CPR, AED Certification (Please note that no exceptions will be made for any other certification), Medical history/physical examination, Vaccinations that include MMR, Varicella, Hepatitis B, Tdap, Tuberculosis, Drug Screening, Flu Shot, and Meningitis. An adverse background check can restrict a student’s ability to access fieldwork, affect a graduate’s ability to sit for the NBCOT® certification examination, or attain state licensure as an occupational therapist.

Professional Disposition and Conduct: Students are required to adhere to standards of professional behavior. Professional standards include promptness, collaboration, cooperation, dedication to learning, presenting oneself appropriately, proper oral and written communication, and ethical behavior. Professional behavior includes but not limited to attendance; arrival to class on time, active listening; punctuality; no instant messaging, emailing, social internet browsing, or phone activity (phone may stay on vibrate mode in case of emergency notification). Students are expected to email course instructor if they are missing a class. If a student wants to record a class session or transmit a class session to another student (audio or video), permission from the course instructor is required. It is a student conduct violation to download recorded lectures, labs, and meetings to a computer, upload them to the internet, or otherwise share, transmit or publish such recordings without the prior written consent of all participants (unless the professor has agreed in writing to such action and the recording is a recording of the professor’s class). Course instructors reserve the right to deduct up to 5 points off the student’s final course grade for violation(s) of professional standards or behaviors. Students will be notified in writing if an unprofessional act was identified as well as the amount of deduction from the students’ final grade.

Testing Requirements: Some instructors will require the students to use the testing platform of ExamSoft.

Technology Requirements: Minimum system requirements can be found in the Occupational Therapy Student Handbook. All students are required to have a laptop with camera capabilities.

Nursing

Master of Science in Nursing

Program Name: Master of Science in Nursing

Program Director: Denise Vanacore, Ph.D., CRNP, ANP-BC, FNP-BC, PHMHNP-BC

Accreditation: The baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program at Gwynedd Mercy University are accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org). CCNE; 655 K Street NW, Suite 750; Washington, DC 20001 (www.ccneaccreditation.org)

Degree Level: Graduate

Degrees Offered: MSN

Tracks: Adult Gerontology Primary Care NP, Pediatrics Primary Care NP, Family Nurse Practitioner, Nurse Educator and Clinical Nurse Specialist

Type: Term

Modality: Online

Description: The purposes of the Master of Science in Nursing program are to prepare professional nurses for advanced practice as nurse practitioners (NP), Nurse Educator or Clinical Nurse Specialists and to provide a base for doctoral study. The nurse practitioner (NP) areas offered are Adult Gerontology Primary Care, Pediatrics Primary Care and Family Nurse Practitioner.

Preparation for Professional Licensure/Certification: Graduation from all of Gwynedd Mercy University's APRN programs prepares students for national certification by an associated certifying body. National certification is an expectation for practice nationwide. APRN authorization varies from state-to-state with some states awarding APRN licenses, some providing APRN endorsements on a nurse's RN licenses, or other systems which have been designated by the state's Board of Nursing. Students considering one of Gwynedd Mercy University's APRN programs are encouraged to contact the Board of Nursing in the state they wish to practice in to determine additional practice requirements

Program Learning Outcomes: Upon completion of the MSN Program, the graduate: **PLO1** Contributes to advanced nursing knowledge through scientific inquiry for a foundation for evidence-based practice in advanced nursing roles. (UL 1 and 4; MSN Essentials I and III); **PLO2** Demonstrates expertise in providing population based holistic care in advanced nursing roles in accordance with the standards of practice and codes of ethics. (UL 2,3 and 4; MSN Essentials V, VII, and VIII); **PLO3** Demonstrates professional and social responsibility for self, individuals, family and community grounded in the Mercy tradition and within the context of a multicultural society. (UL 1, 3 and 5; MSN Essential VII, VIII and IX); **PLO4** Improves health care by demonstrating interdisciplinary collaboration. (UL 2 and 4; MSN Essential IV and VI); **PLO5** Applies leadership skills in the provision of culturally responsive, high quality nursing care in advanced practice roles. (UL 2, 3 and 5; MSN Essentials II and IX).

For Major Requirements, see Graduate Program Guidebook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Graduate Admissions Requirements

- Application - online
- Bachelor Science in Nursing from a college or university accredited by the Commission on Collegiate Higher Education (CCNE), or Accrediting Commission for Education in Nursing (ACEN), (previously National League for Nursing Accreditation Commission (NLNAC)), or Commission for Nursing Education Accreditation (CNEA).
- 3.0 GPA minimum requirement
- 2 Professional References from employers and 1 academic reference – who have known the candidate for a minimum of 1 year. Employers should reference clinical skills.
- Resume
- Evidence of the equivalent of 12 months of clinical practice in the last 3 years in the area that you are applying prior to beginning the graduate practicum courses. Students applying to the AGNP program should have clinical experience in the Adult-Geriatric population, students applying to the PNP program should have clinical experience in the pediatric population and Family NP students should have experience in pediatrics, and the adult-geriatric populations.
- Official **sealed** transcripts from all colleges/universities attended.
- An undergraduate statistics course is required.
- Valid unencumbered Pennsylvania RN license.
- A maximum of 6 transferrable credits will be evaluated for transfer. The candidate must provide the syllabus including course description and student learning outcomes within 30 days prior to the interview. (Once the student is accepted no courses may be taken outside of Gwynedd Mercy University)
- Personal Goal Statement
 - APA format including citations and references,
 - Minimum of 500 words and a maximum of 1000 words,
 - 12-point font, 1-inch margins
 - In the statement identify the following:
 - Purpose for attending graduate school
 - Discuss the responsibilities of the role that you are pursuing.
 - Why are you suited for the role that you are pursuing?
 - How will you incorporate adding graduate school into your current life?

Internal/External Transfers: Students may transfer a maximum of 6 transferrable credits. The courses to be transferred will be evaluated for equivalency to the courses at Gwynedd Mercy University. The candidate must provide the syllabus including course description and student learning outcomes within 30 days prior to the interview. (Once the student is accepted no courses may be taken outside of Gwynedd Mercy University).

For Curriculum Sequence, see Program Handbook

Academic Standards/Grade Requirements: *See Graduate Program Guidebook*

Attendance Policies: *See Graduate Program Guidebook*

Academic Progress, (Probation), and Program Dismissal: See *Graduate Program Guidebook*

Course withdrawal policies: See *Graduate Program Guidebook*

Time to Completion: The program requires 43 credits for the AGNP or PNP Nurse Practitioner tracks and 48 credits for the FNP. Students must complete the program within five calendar years.

Experiential Learning: Students are required to secure clinical site placements in conjunction with the Clinical coordinator and Program Director. Preceptors at the clinical site placements are required to meet the qualifications of the appropriate accrediting body (e.g. State Board requirements; Board Certified and Board Certified in the student's area.) Students are responsible for their own transportation to and from off campus experiential learning opportunities.

Non-Academic Criteria for Admission, Progression and Retention

Compliance Requirements and Clearances: Required at the start of clinical courses

Testing Requirements: Testing using ExamSoft with exam ID and monitor

Professional Liability/Health Insurance Coverage: Required at the start of clinical courses

Other: Assessment clinical lab on campus during NUR 570 class

Post-Graduate APRN Certificates

Program Name: Post-Graduate APRN Certificates

Program Director: Denise Vanacore, Ph.D., CRNP, ANP-BC, FNP-BC, PHMHNP-BC

Accreditation: The baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice program and/or post-graduate NP certificate program at Gwynedd Mercy University are accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).
CCNE; 655 K Street NW, Suite 750; Washington, DC 20001 (www.ccneaccreditation.org)

Degree Level: Graduate

Degrees Offered: Post-Graduate APRN Certificates

Tracks: Adult Gerontology Primary Care NP, Pediatrics Primary Care NP and Family Nurse Practitioner

Type: Term

Modality: Online

Description: This program is designed for professional nurses who have earned a Master of Science in Nursing degree and seek further education to qualify for state and national certification as a nurse practitioner. Post-Graduate APRN certificates are offered for the following areas: Adult Gerontology Primary Care NP, Pediatrics Primary Care NP and Family Nurse Practitioner.

Preparation for Professional Licensure/Certification: Graduation from all of Gwynedd Mercy University's APRN programs prepares students for national certification by an associated certifying body. National certification is an expectation for practice nationwide. APRN authorization varies from state-to-state with some states awarding APRN licenses, some providing APRN endorsements on a nurse's RN licenses, or other systems which have been designated by the state's Board of Nursing. Students considering one of Gwynedd Mercy University's APRN programs are encouraged to contact the Board of Nursing in the state they wish to practice in to determine additional practice requirements

Program Learning Outcomes: Upon completion of the NP Post-Master's Certificate program, the graduate: **PLO1** Contributes to advanced nursing knowledge through scientific inquiry for a foundation for evidence-based practice in advanced nursing roles. (UL 1 and 4; MSN Essentials I and III); **PLO2** Demonstrates expertise in providing population based holistic care in advanced nursing roles in accordance with the standards of practice and codes of ethics. (UL 2,3 and 4; MSN Essentials V, VII, and VIII); **PLO3** Demonstrates professional and social responsibility for self, individuals, family and community grounded in the Mercy tradition and within the context of a multicultural society. (UL 1, 3 and 5; MSN Essential VII, VIII and IX); **PLO4** Improves health care by demonstrating interdisciplinary collaboration. (UL 2 and 4; MSN Essential IV and VI); **PLO5** Applies leadership skills in the provision of culturally responsive, high quality nursing care in advanced practice roles. (UL 2, 3 and 5; MSN Essentials II and IX)

For Major Requirements, see Graduate Program Guidebook and Curriculum Sheets. For Curriculum Sequence see Program Director.

Academic Criteria for Admission, Progression and Retention

Graduate Admissions Requirements

- Application - online
- Bachelor Science in Nursing from a college or university accredited by the Commission on Collegiate Higher Education (CCNE), or Accrediting Commission for Education in Nursing (ACEN), (previously National League for Nursing Accreditation Commission (NLNAC)), or Commission for Nursing Education Accreditation (CNEA).
- 3.0 GPA minimum requirement
- 2 Professional References from employers and 1 academic reference – who have known the candidate for a minimum of 1 year. Employers should reference clinical skills.
- Resume
- Evidence of the equivalent of 12 months of clinical practice in the last 3 years in the area that you are applying prior to beginning the graduate practicum courses. Students applying to the AGNP program should have clinical experience in the Adult-Geriatric population, students applying to the PNP program should have clinical experience in the pediatric population and Family NP students should have experience in pediatrics, and the adult-geriatric populations.
- Official **sealed** transcripts from all colleges/universities attended.
- An undergraduate statistics course is required.
- Valid unencumbered Pennsylvania RN license.
- A maximum of 6 transferrable credits will be evaluated for transfer. The candidate must provide the syllabus including course description and student learning outcomes within 30 days prior to the interview. (Once the student is accepted no courses may be taken outside of Gwynedd Mercy University)
- Personal Goal Statement –
 - APA format including citations and references,
 - Minimum of 500 words and a maximum of 1000 words,
 - 12-point font, 1-inch margins
 - In the statement identify the following:
 - Purpose for attending graduate school
 - Discuss the responsibilities of the role that you are pursuing.
 - Why are you suited for the role that you are pursuing?

- How will you incorporate adding graduate school into your current life?

Internal/External Transfers: Students may transfer a maximum of 6 transferrable credits. The courses to be transferred will be evaluated for equivalency to the courses at Gwynedd Mercy University. The candidate must provide the syllabus including course description and student learning outcomes within 30 days prior to the interview. (Once the student is accepted no courses may be taken outside of Gwynedd Mercy University).

For Curriculum Sequence, see Graduate Program Guidebook

Academic Standards/Grade Requirements: *See Graduate Program Guidebook*

Attendance Policies: *See Graduate Program Guidebook*

Academic Progress, (Probation), and Program Dismissal: *See Graduate Program Guidebook*

Course withdrawal policies: *See Graduate Program Guidebook*

Time to Completion: The program requires 43 credits for the AGNP or PNP Nurse Practitioner tracks and 48 credits for the FNP. Students must complete the program within five calendar years.

Experiential Learning: Students are required to secure clinical site placements in conjunction with the Clinical coordinator and Program Director. The preceptors at the clinical site placements are required to meet the qualifications of the appropriate accrediting body (e.g. State Board requirements; Board Certified and Board Certified in the student's area.) Students are responsible for their own transportation to and from off campus experiential learning opportunities.

Non-Academic Criteria for Admission, Progression and Retention

Compliance Requirements and Clearances: Required at the start of clinical courses

Testing Requirements: Testing using ExamSoft with exam ID and monitor

Professional Liability/Health Insurance Coverage: Required at the start of clinical courses

Other: Assessment clinical lab on campus during NUR 570 class

Doctor of Nursing Practice

Program Name: Doctor of Nursing Practice

Program Director: Denise Vanacore, Ph.D., CRNP, ANP-BC, FNP-BC, PHMHNP-BC

Accreditation: The baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice program and/or post-graduate NP certificate program at Gwynedd Mercy University is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).
CCNE; 655 K Street NW, Suite 750; Washington, DC 20001 (www.ccneaccreditation.org)

Degree Level: Graduate

Degree Offered: DNP

Type: Term

Modality: Online

Description: GMercyU's accelerated online Doctor of Nursing Practice (DNP) program extends the skills and knowledge of current nurse practitioners, certified registered nurse anesthetists, clinical nurse specialists, or certified nurse midwives. Working closely with GMercyU's graduate nursing faculty,

students engage with doctoral-level theoretical concepts, develop an evidence-based practice project, and gain advanced practice nursing clinical skills.

Preparation for Professional Licensure/Certification: Graduation from all of Gwynedd Mercy University's APRN programs prepares students for national certification by an associated certifying body. National certification is an expectation for practice nationwide. APRN authorization varies from state-to-state with some states awarding APRN licenses, some providing APRN endorsements on a nurse's RN licenses, or other systems which have been designated by the state's Board of Nursing. Students considering one of Gwynedd Mercy University's APRN programs are encouraged to contact the Board of Nursing in the state they wish to practice in to determine additional practice requirements

Program Learning Outcomes: Graduates will: **PLO1** Practice as an advance practice nurse at the doctoral level within the context of the Mercy tradition of social justice; **PLO2** Advance the practice of nursing, as a clinical scholar, through dissemination of evidence-based protocols and research to improve population health.; **PLO3** Demonstrate organizational leadership through interprofessional collaboration for quality improvement and systems thinking; **PLO4** Evaluate critical nursing care delivery models using concepts related to social determinants of health; **PLO5** Evaluate ethical and legal issues within health care systems relating to the use of consumer healthcare information, information technology, and patient care technology.

For Major Requirements, see Graduate Program Guidebook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Internal/External Transfers: Students may transfer a maximum of 6 transferrable credits. The courses to be transferred will be evaluated for equivalency to the courses at Gwynedd Mercy University. The candidate must provide the syllabus including course description and student learning outcomes within 30 days prior to the interview. (Once the student is accepted no courses may be taken outside of Gwynedd Mercy University).

For Curriculum Sequence, see Graduate Program Guidebook

Academic Standards/Grade Requirements: *See Graduate Program Guidebook*

Attendance Policies: *See Graduate Program Guidebook*

Academic Progress, (Probation), and Program Dismissal: *See Graduate Program Guidebook*

Course withdrawal policies: *See Graduate Program Guidebook*

Experiential Learning: Students are required to secure clinical site placements in conjunction with the Clinical coordinator and Program Director. The preceptors at the clinical site placements are required to meet the qualifications of the appropriate accrediting body (e.g. State Board requirements; Board Certified and Board Certified in the student's area.) Students are responsible for their own transportation to and from off campus experiential learning opportunities.

Non-Academic Criteria for Admission, Progression and Retention

Compliance Requirements and Clearances: Required at the start of clinical courses

Testing Requirements: Testing using ExamSoft with exam ID and monitor

Professional Liability/Health Insurance Coverage: Required at the start of clinical courses

ADMINISTRATION

Board of Trustees

Charlotte O. McKines (Chairperson)
Deanne H. D’Emilio, JD
Vladimir Bien-Aime
Barbara Buckley, RSM
Donna Dorozinsky
Robert Dunne
Joseph L. England CPA
Eileen Foley Guest
Lydia Hernandez Velez
Rosemary Herron, RSM
John C. Kepner, JD
Michael Laign
Rose Martin, RSM, PhD
Mary Ann McGinley-Fitzpatrick, PhD
Catherine McMahon, RSM
Helen P. Nelson
Ellen Stang, MD
Brian Regli, PhD
Margaret Taylor, RSM, JD
Oscar P. Vance, Jr
Denise Allen Williams
Sally W. Williams
Willam J. Avery, Emeritus

Executive Council

Deanne H. D’Emilio, JD
Mary H. Van Brunt, PhD
James Trusdell, MBA
Keith Richardson, MA
Kelly Statmore, MEd
Management
James Gallo, EdD
Josh Stern, MS
Students

President
Provost/Vice President for Academic Affairs
Vice President for Finance and Administration
Vice President for University Advancement
Vice President for Marketing and Enrollment

Vice President for Mission Integration
Vice President for Student Services and Dean of

President’s Office

Deanne H. D’Emilio, JD
Dawn Caruano
Margaret Anne Dougherty, RSM
James Gallo, EdD

President
Executive Assistant to the President
Assistant to the President and Secretary to the Board
Vice President for Mission Integration

Academic Affairs

Mary H. Van Brunt, PhD
Daniela Wexler, MBA

Provost/Vice President for Academic Affairs
Executive Assistant to the Provost/VPAA

Academic Schools

Lisa McGarry, PhD
Mary Sortino, PsyD

Dean, School of Arts and Sciences
Dean, School of Business and Education

Ann Phalen, PhD

Dean, Frances M. Maguire School of
Nursing and Health Professions

Assessment, Compliance and IR

Dawn Hayward, PhD
Jing Gao, PhD

Assistant Vice President for Assessment & Compliance
Director of Institutional Research

Keiss Library

Jingfeng Xia, PhD
Heather Burychka, MA, MLS
David McAllister, MLS, PhD
Lucia McBride, MLIS
Sarah Meade, MEd, MLS

Director of Keiss Library
Information Literacy/Collection Development Library
University Archivist/Embedded Librarian
Electronic Resources and Serials Librarian
Technical Services Librarian

Registrar

Joanna Raudenbush, MA
Suzanne Kolesar, MSM
Karen Law, BA
Jennifer Mellon, MBA
Debbie Rinedoller

Registrar
Associate Registrar
Assistant Registrar
Associate Registrar, Non-Term
Student Records Specialist

Student Success Center

Meredith Hoch-Oeschler, EdD
Julie Bullock

Dean of Student Success
Administrative Assistant

Academic Advising

Bonnie Jeffers, MEd
Kalyani Prabhakar, MS
TBD
Matthew N. Woodward, MS
Erica Dercole, MEd
Mike Hertel, MEd
Carol Ribner, MS
Sarah Smalarz, MEd
Holly A. Lightcap, MA

Assistant Dean for Advising and Retention
Academic Advising Coordinator
Coordinator and Academic Advisor University Studies
Student Success Specialist for Term Programs
Academic Advisor, Non-Term Programs
Academic Advisor, Non-Term Programs
Academic Advisor, Non-Term Programs
Academic Advisor, Non-Term Programs
Student Success Specialist for Non-Term Programs

Accessibility Services

Brandi Crawford, MSW
Erik Azzarano, BS

Director of Accessibility Services
Testing coordinator

Career Development

Nick Schaefer, MA
Casey Hilferty, MEd

Director of Career Development
Associate Director of Career Development;
Deputy Title IX Coordinator

First Year Experience

Kim Cooley, PhD

Director of First Year Experience

Tutoring Services and Placement

Stephanie Alderfer, MS
Assessments
Joseph Azarano, MEd
Tami Nosal, MA

Director of Tutoring Services and Placement

Math Specialist
Writing Specialist

Teaching and Learning Technologies

Travis Meister, MS

Director Teaching and Learning Technologies

Finance and Administration

James Trusdell, MBA

Vice President for Finance & Administration

Financial Services

Jennifer Ginnetti, MBA, CPA

Senior Associate VP for Finance and Controller/Deputy CFO

TBD

Bursar/Coordinator of Campbell Solution Center

Christie McCabe

Assistant Bursar

Kathie Laverick, MS

Assistant Bursar, Non-Term

Human Resources

Matthew Lasecki, SPHR

Assistant Vice President of Human Resources

TBD

Human Resource Generalist

Purchasing and Accounts Payable

Frank Petka

Director of Procurement

Physical Plant

Andrew Seaman

Director of Physical Plant

Public Safety and Security

Joanna Gallagher

Director of Public Safety and Security

Institutional Technology Services

TBD

Associate Vice President/Chief Information Officer

Emily Fargione, MS

Director of Administrative Systems

TBD

Director of Enterprise Systems and Security

Patrick Trainer

Director of User Services

Marketing and Enrollment Management

Kelly Statmore, MEd

Vice President for Marketing and Enrollment Management

Admissions

TBD

Director of Undergraduate Admissions

Financial Aid

Joseph Alaimo, BS

Director of Student Financial Aid

Michelle Molino

Associate Director

Atasha Quarles, MSM

Associate Director

Mission Integration

James Gallo, EdD

Vice President for Mission Integration

Campus Ministry

Jeffrey Wallace, MDiv

Director of Campus Ministry

Betsy Stone Plummer, MS
Service

Assistant Director of Campus Ministry for Community

Student Services

Joshua Stern, MS

Vice President for Student Services and Dean of Students

Athletics

Keith Mondillo, MS

Director of Athletics

Counseling

Pamela Moore, MS, LPC

Health and Wellness Center

Donna Ferguson, BSN,

Resident Life

Bryan Dunphy-Culp, MA

Student Activities

Rouseline Emmanuel-Frenel, EdD

Title IX Coordinator

Robert Wood Title IX

University Advancement

Keith Richardson, MA

Gianna Quinn, BS

Josephina Banner, MS

Relations

Mia McGlynn, BA

TBD

Additional Services/Programs

Campus Store

Food Services

Director of Counseling Services

MS Director of Health and Wellness Center

Director of Resident Life

Director of Student Activities

Coordinator

Vice President for Institutional Advancement

Director of Alumni Relations

Director of Foundation, Government & Corporate

Director of Annual Giving

Director of Development

Follett

Parkhurst Dining Services

FACULTY

Graduate Faculty

Jennifer Aucoin, PhD, Sam Houston State University; MS, BA University of South Alabama, Assistant Professor, Counseling.

Raymond J. Bandlow, PhD, University of Michigan; MA, BA, Eastern Michigan University. Professor, Educational Administration.

Nazsa Baker, PhD, Rutgers University and New Jersey Institute of Technology; MA, Sarah Lawrence College; BA, Bates College; Assistant Professor, Public Health

John Bindo, OTD, OTR/L, MHA, LNHA, Chatham University; MHA, MS, BS, University of Scranton. Assistant Professor, Occupational Science and Occupational Therapy

Jaimie Bowen, EdD, Neuman University. Assistant Professor, Master Teacher.

Elizabeth Brokamp, PhD, University of the Cumberland, Assistant Professor, Counseling.

Desiree Caldwell, MEd, Cabrini College; BS, Gwynedd Mercy University. Education.

Tiffany Cresswell-Yeager, PhD, Indiana University of Pennsylvania; MEd, BA, Pennsylvania State University, Assistant Professor, Higher Education Administration.

Carol Etlen, EdD, Arcadia University; MEd, Arcadia University; BS, West Chester University. Associate Professor, Special Education.

Ellen Henderson, EdD, Temple University. Assistant Professor, School Counseling.

Mindy MacRone-Wojton, DSc, OTR/L, University of Oklahoma Health Sciences Center; MS, Thomas Jefferson University; BA, Franklin & Marshall College. Assistant Professor, Occupational Science and Occupational Therapy.

Thomas Mernar, PhD, OTR/L, University of Southern California, Occupational Science; MS, Seton Hall University, Occupational Therapy; BA, Rutgers University, Biology. Associate Professor, Occupational Science and Occupational Therapy.

Dona M. Molyneaux, PhD, Widener University; MSN, BSN, University of Pennsylvania. Associate Professor, Nursing.

Sharon Montgomery, OTD, OTR/L, CHT, Thomas Jefferson University; BA, University of Pennsylvania. Assistant Professor, Occupational Science and Occupational Therapy.

Michele Peterson, MS, OTR/L, Boston University, Occupational Therapy. Instructor, Occupational Science and Occupational Therapy.

Peggy Rosario, EdD, University of Nebraska; MEd, Western Governors University; MEd, The Pennsylvania State University; BA, Wittenberg University. Assistant Professor, Education Doctoral Program.

Tamarah Smith, PhD, Temple University; MS, West Chester University. Associate Professor, Education Doctoral Program.

Denise A. Vanacore, PhD, CRNP, ANP-BC, FNP-BC, PMHNP-BC, Walden University; MSN, Gwynedd Mercy University; MSN, Villanova University; BSN, ASN Gwynedd Mercy University. Professor, Nursing.

Nancy Villanueva, PhD, University of Miami; MSN, Barry University; BSN, University of Miami. Assistant Professor, Nursing.

Maria Warnick, MSN, CRNP, Thomas Jefferson University; BSN, Hahnemann University. Lecturer, Nursing.

Sharla K. Willis, DrPH, University of Illinois at Chicago; MPH, MA, University of California, Los Angeles; BS, Azusa Pacific University; Assistant Professor, Public Health.

Jill Winnington, DBA Wilmington University; MBA, Goldey Beacom College; MSM, Goldey Beacom College; BA, University of Delaware. Assistant Professor, Business.

Adjunct Faculty

Rodney Altemose, EdD, Wilmington University; MS, Shippensburg University; BA, York College of Pennsylvania. Lecturer, Education.

Maria Arevalo, MSN and BSN, LaSalle University, Clinical Adjunct, Nursing.

Beverly Barksdale, EdD, Gwynedd Mercy University; MA, LaSalle University; BA, Howard University. Lecturer, Education.

Virginia Barrett, MS, West Chester University. Lecturer, Education.

David Baugh, EdD, Seton Hall University; MS, University of Pennsylvania; MS, State University of New York; MA, University of Aberdeen. Lecturer, Education.

Cynthia Bennett, EdD, Gwynedd Mercy University; MEd, Saint Joseph's University; BA, Rosemont College. Lecturer, Education.

Amanda Benolken, EdD, Gwynedd Mercy University; MS, Wilkes University; BS, Salisbury University. Lecturer, Education.

Danielle Bianco-Sheldon, EdD, Arcadia University; MA, Arcadia University; BS, Gwynedd Mercy University; BS, Gwynedd Mercy University. Lecturer, Education.

Thomas Boyle, MBA, Eastern University; BA, Eastern University. Lecturer, Business.

Jessica Brasch, MEd, Cabrini College; BA, Temple University. Lecturer, Education.

Jeffrey Brown, EdD, Columbia University; MS, Columbia University; BA, Pennsylvania State University. Lecturer, Education.

Ernestine Caldwell, EdD, Nova Southeastern University; MS, St. Joseph's University; BS, West Chester University. Lecturer, Education.

Angela Campbell, Ph.D. Temple University; MA University of Maryland, College Park; BA La Salle University.

Joseph Carra, MBA, Delaware Valley College; BA, Rutgers University. Lecturer, Business

Jill Clark, EdD, Widener University; MEd, Widener University; MEd, Temple University; BA, Penn State University. Lecturer, Education.

Megan Clementi, EdD, Gwynedd Mercy University; M.S.Ed, Cabrini University; MS, BS, Villanova University. Lecturer, Education.

George Colton, EdD Rutgers University; M.A. New York University; BA Rutgers University.

John Cost, MBA DeSales University; BS, Trenton State College; AS, Bucks County Community College. Lecturer, Business.

Jennifer Craig, MS, Drexel University; BA, Communication and Rhetoric. Lecturer, Education.

Kristie Cupples, MEd, Wilmington University; BA, Moravian College. Lecturer, Education.

Karen Czarny, MEd, Arcadia University; BS, Pennsylvania State University. Lecturer, Education.

Mark Daria, MA, University of San Diego; MBA, Woodbury College; MS, University of Stockholm. Lecturer, Arts & Science, Business.

Kathleen Davis, PhD, University of South Carolina; MA, Rowan University; BS, St. Francis University. Lecturer, Education.

Karen DeVose, EdD, Gwynedd Mercy University; MEd, Cheyney University of Pennsylvania; BS, Mansfield University of Pennsylvania. Lecturer, Education.

Stefanie Diaz, MS, OTR/L, CHT, Thomas Jefferson University. Lecturer, Occupational Science and Occupational Therapy.

Wilhelmina DiJoleto, PhD, University of Maryland Eastern Shore; MS, University of Maryland Eastern Shore; BS, University of Maryland. Lecturer, Education.

Laura Dowling, PhD University of Phoenix; MBA, West Chester University; BA. Lecturer, Arts & Science, Business.

Amelia Drobile, MBA, Holy Family University; BS, Gwynedd Mercy University. Lecturer, Business.

Granison Eader, Jr., MBA, Temple University; BS, Gwynedd Mercy University; AS, Montgomery County Community College. Lecturer, Business.

Scott Eckert, DBA, Argosy University; MBA, Philadelphia University; BS, Rowan University. Lecturer, Business.

Laura Eisemann, MS, Gwynedd Mercy University; BS, King's College. Lecturer, Education.

James Etlen, Ed.D., Temple University; M.Ed. Gwynedd Mercy University; B.S. West Chester University

Elana Evans, EdD, Saint Joseph's University; MEd, BS, Chestnut Hill College; Lecturer, Education.

Joan Evans, EdD, Immaculata College; Med, West Chester University; BS West Chester University. Lecturer, Education.

Shellie Feola, EdD, Gwynedd Mercy University; MEd, Florida Atlantic University; BA, Edinboro University of Pennsylvania. Lecturer, Education.

Marianne Finnigan, MA, Immaculata University; BA, Immaculata College. Lecturer, Education.

Kelly Fitz-Gerald, MBA, Holy Family University; BS, Holy Family University. Lecturer, Business.

Chelsea Foster, PhD, Eastern University; MA, LaSalle University; BS, West Chester University. Lecturer, Education.

Donald Fountain, MS, Villanova University; BA, Mercer University. Lecturer, Education.

David Furman, PhD, Pennsylvania State University; MS, University of Notre Dame; BS, University of North Carolina. Lecturer, Business.

Nicholas Galanakis, PharmD., University of the Sciences. Lecturer, Nursing.

Karen Galardi, EdD, Nova Southeastern University; MBA, Rider University; BA, Holy Family University; BA, The Pennsylvania State University. Lecturer, Education.

Barry Galasso, EdD, Rutgers University; MEd, Rutgers University; BA, Rowan University. Lecturer, Education

Sally Ann Gallagher, MS, St. Joseph's University; MA, University of Dayton; BA, Chestnut Hill College. Lecturer, Education.

Melanie Gehrens, EdD, Nova Southeastern University. Lecturer, Education.

Tina Giambattista, EdD, Gwynedd Mercy University; MA, Eastern University, BA, Temple University. Lecturer, Education.

Jane Giannaula, MS, Gwynedd Mercy University; BA, Moravian University; AA, Moore University of Art. Lecturer, Education.

Gaetan Giannini, EdD, Gwynedd Mercy University; MBA, Seton Hall University; BS, Temple University. Lecturer, Education.

Stacey Godman, MSN, FNP-BC, LaSalle University, BSN, LaSalle University Lecturer.

David Goodin, Ed.D. Indiana University, Pa; MA, Shippensburg; BS Indiana University, Pa.

Michael Griffin, MBA, Holy Family University; BS, Holy Family University. Lecturer, Business.

Carol Gruber, PhD, University of Iowa; MA, The University of Southern California; BA, California State University. Lecturer, Education.

Nancy Grzesik, MEd, Suffolk University; BS, Gwynedd Mercy University. Lecturer, Business.

Benedict Grzesik, MBA, Central Michigan University; BA, National College. Lecturer, Business.

Rosalie Guzofsky, PhD, MA, University of Pennsylvania; BA, Queens College. Lecturer, Education.

Nancy Hacker, EdD, Widener University; MA, Villanova University, BA, Cornell University. Lecturer, Education.

Ernest Hall, MBA, Holy Family University; BS, Holy Family University. Lecturer, Business.

Thomas Heffner, EdD, Gwynedd Mercy University; MEd, University of North Carolina; BS, Juniata College. Lecturer, Education.

Lisa Heflin, MEd, The Pennsylvania State University; BS, The Pennsylvania State University. Lecturer, Education.

Kelle Heim-McCloskey, EdD, Gwynedd Mercy University; MA, BA, LaSalle University. Lecturer, Education.

Catherine Heller, EdD, Arcadia University; MS, Lehigh University; BS, Elizabethtown College. Lecturer, Education

Lea Jacobson, EdD, Temple University; MFA, Sarah Lawrence College; BA, Eugene Lang College. Lecturer, Education.

Shantelle Jenkins, EdD, University of North Carolina. Lecturer, Education.

Karla Johnson, EdD, MS, Gwynedd Mercy University; BS, Lincoln University. Lecturer, Education.

Damon Jordan, EdD, Temple University; MEd, Gratz College; BS, West Chester University. Lecturer, Education.

Peter Jordan, EdD, Gwynedd Mercy University; MS, BS, University of Scranton. Lecturer, Education.

SoYoung Kang, PhD, University of Tennessee; ME, University of Tennessee; MA, Korea University; BA, Korea University. Lecturer, Education.

Paul Kasunich, EdD, Duquesne University; MS, Duquesne University; BS, Duquesne University. Lecturer, Education.

Lauren Keefe, MS, Gwynedd Mercy University; BS, The Art Institute of Philadelphia. Lecturer, Arts & Science.

Kathleen Kennedy-Reilly, EdD, Arcadia University; MS, Gwynedd Mercy University; BS, Gwynedd Mercy University. Lecturer, Education.

Douglas Kent, EdD, Immaculata University; MS, Immaculata University; BS, West Chester University. Lecturer, Education.

Katherine Kieres, EdD, Seton Hall University; MA, Lehigh University; BA, Penn State University. Lecturer Education.

Marie Kim, Ed.D, Gwynedd Mercy University; M.ED. Columbia University; M.A. New Jersey University; B.A. University of Pittsburgh.

Anne Kimani, Ph.D. Capella University; MEd, University of Illinois at Urbana-Champaign, Urbana, IL, BS, Kenyatta University, Nairobi, Kenya. Lecturer, Education.

Dan King, EdD, Wayne State University; MEd, University of Detroit Mercy; BA, Madonna University. Lecturer Education.

Emily Kleintop, EdD, Liberty University; MS, Wilkes University; BS, East Stroudsburg University. Lecturer, Education.

Stacey Knapper, MBA, California State University; BS, University of Delaware. Lecturer, Business.

Marie Kraus, MA, Fairleigh Dickson University; BS, Rutgers University. Lecturer, Business.

Kelly A. Kronemeyer, MSN, CRNP, AGPC-C, University of Cincinnati; BSN, Cumberland University. Clinical Adjunct, Nursing.

Renato Lajara, MEd, Gwynedd Mercy University; BS, Gwynedd Mercy University. Lecturer, Education.

Charles Lambert, PhD, Temple University; MEd, Temple University, BA, Muhlenberg College. Lecturer Education.

Pierre LaRocco, MEd, Widener University; BS, DeSales University. Lecturer, Education.

Angelina LazoStefanini, MS, University of Tennessee; BS, University of Tennessee. Lecturer, Education.

Samuel Lee, EdD, Saint Joseph's University; Lecturer, Education.

Tamara Lemmon, MS, Gwynedd Mercy University; BA, West Chester University. Lecturer, Education.

Janelle Lenzo-Werner, MS, OTR/L, Duquesne University. Lecturer, Occupational Science and Occupational Therapy.

Mary Lewis, MS, St. Joseph's University; BA, Temple University. Lecture, Education.

David Lieberman, MEd, DeSales University; BA, Franklin & Marshall University. Lecturer, Education.

Catherine Lombardozi, EdD, The George Washington University; MS, Central Connecticut State University; BS, Villanova University. Lecturer, Education.

Donald Lore, MBA, Drexel University; BS, Webb Institute. Lecturer, Business.

Concetta Lupo, EdD, Capella University; MEd, Holy Family University; BS, Temple University. Lecturer Education.

Robin Lutchter, EdD, Indiana University of PA; MS, Bloomsburg University; BS, West Chester University. Lecturer, Education.

Jennifer Makelarski, PhD, The University of Iowa; MPH Missouri State University; BS, Truman State University

Susan Malone, EdD, Gwynedd Mercy University; Lecturer, Education.

Jenna Rufo Mancini, EdD. Immaculata University, MEd, Harvard University, BS, Cabrini College.

Amy Mangano, MS, Gwynedd Mercy University; BA, Providence College. Lecturer, Education.

Sandra Mangano, EdD, Temple University; MS, SUNY; BS, Rosary Hill College. Lecturer, Education.

Gloria Marsella, MEd, Old Dominion University; BS, University of Maryland. Lecturer, Education.

Katie Marttila, EdD, Gwynedd Mercy University; MEd, Cabrini University; BS, Millersville University. Lecturer, Education.

Jeanmarie Mason, EdD, Immaculata University; MEd, Pennsylvania State University; BS, West Chester State College. Lecturer, Education.

Michael McKenna, EdD, Temple University; MEd, St. Joseph's University; BS, Pennsylvania State University. Lecturer, Education.

Beth McWilliams, PhD, Pennsylvania State University; MS, Pennsylvania State University; BS, East Stroudsburg University. Lecturer, Counseling.

Spence Miller, MA, Villanova University; BA, Muhlenberg College. Lecturer, Education.

Hamirah Mobley, Ed.D., Gwynedd Mercy University; M.S. Gwynedd Mercy University; M.Ed., Arcadia University; B.A., Cabrini University.

Lyndsay Morgan, Ed.D., Temple University; M.Ed., Temple University; B.A. Howard University.

Honour Moore, EdD, Nova University; MA, Villanova University; BA, Rosemont College. Lecturer, Education.

Tahara Muhammad, MBA, Arcadia University; BS, Gwynedd Mercy University; AS, Gwynedd Mercy University. Lecturer, Business.

Marshall Murdaugh, MS, Wilmington University; BS, Central Washington University. Lecturer, Business.

Anthony Muscia, Jr., DBA, Nova Southeastern University; MBA, Western International University; MA, Duquesne University; BA, Duquesne University. Lecturer, Business.

Ronald Musoleno, PhD, The University of Kansas; MEd, BS, The Pennsylvania State University. Lecturer, Education.

Amy Naccarelli, EdD, Gwynedd Mercy University; MEd, BA, Arcadia University. Lecturer, Education.

Gregory Nass, MBA, University of Pennsylvania – Wharton; BS, Northeastern University. Lecturer, Business.

Matt Newlin, EdD, Maryville University; MEd, BA, University of Missouri. Lecturer, Education.

Amy Noce, MS, Gwynedd Mercy University; BS Special, Gwynedd Mercy University. Lecturer, Education.

Evelyn Nunez, EdD, Gwynedd Mercy University; MEd, Cheyney University; BS, Chestnut Hill College. Lecturer, Education.

Joseph O'Brien, EdD, Immaculata University; MA, West Chester University; BS, Drexel University. Lecturer, Education.

Robert Obringer, JD, Rutgers University; MBA, University of Phoenix; MA, Mt. St. Mary's College & University; BA, Duquesne University. Lecturer, Business.

David Parkyn, PhD, Boston College; MDiv, Gordon-Conwell Theological Seminary; BA, Messiah College. Lecturer, Education.

Daniel Pennebacker, MS, Gwynedd Mercy University; BS, Temple University. Lecturer, Education.

Kathleen Pickard, PsyD.

Lucia Pollino, EdD, Wilmington University; MBA, Rowan University, BA, Glassboro State College.

Lecturer, Education.

Cheryl Potteiger, EdD, Widener University; MEd, Temple University; BS, Bloomsburg University.

Lecturer, Education.

James Quinn, Ed.D., Walden University; M.A. Georgian Court University; B.S. Lock Haven University

Gabrehiwot Radi, MBA, DeSales University; BS, Gwynedd Mercy University. Lecturer, Business.

Eric Reed, MBA, LaSalle University; BS, LaSalle University. Lecturer, Business.

Duncan Reed, MBA, DeSales University; BS, Gwynedd Mercy University. Lecturer

Maryjane Richmond, EdD, Immaculata University; MEd, Arcadia University; BA, Holy Family University.

Lecturer, Education.

Gilbert Ridgely, MBA, University of Detroit; BA, St. Joseph's University. Lecturer, Business.

Tracy Riley, PhD, University of Pittsburgh; MSN, Case Western University; BSN, Walsh College. Lecturer, Nursing.

Lois Robinson, EdD, Immaculata University; MA, Villanova University, BS, Gwynedd Mercy University.

Lecturer, Education.

Lysa Shocket, MS, OTR/L, CHT, Boston University; Lecturer, Occupational Therapy.

Rachel Shoener, BS, OTR/L, University of Mississippi Medical Center. Lecturer, Occupational Therapy.

Thomas Shugar, EdD, University of Pennsylvania; MEd, Lehigh University; MEd, Millersville University;

BS, Kutztown University. Lecturer, Education.

Michelle Simms, EdD, Nova Southeastern University; MS, Temple University; BS, Hampton University.

Lecturer, Education.

Mark Slider, EdD, Immaculata University; MS, BS, West Chester University. Lecturer, Education.

Lauren Spigelmyer, MS, Gwynedd Mercy University; BS, Kutztown University. Lecturer, Education

Kelsey Swope, MOT, OTR/L, BCG, University of Pittsburgh; BS, University of Pittsburgh. Lecturer, Occupational Therapy.

Marcellus Taylor, EdD, Indiana University of Pennsylvania; MEd, BS, The Pennsylvania State University.

Lecturer, Education.

Van Buren, Kathleen, DNP, Thomas Jefferson University; MSN, Thomas Jefferson University; BSN, University of Rochester. Lecturer, Nursing.

Rebecca Walker, PhD, Medical University of South Carolina; JD, Widener University. Lecturer.

Matthew Walsh, MEd, Arcadia University; BS, University of Central Florida. Lecturer, Education.

Karl David Weidner, PhD, Pennsylvania State University; MS, University of Dayton, VA, Wittenberg University. Lecturer, Education.

Joseph Welsh, JD, Temple University; MBA, Philadelphia University; BS, Philadelphia University; AAS, Community College of Philadelphia. Lecturer, Education.

Deborah Wheeler, EdD, University of Hartford; MS, Central Connecticut State University; BS, Edinboro University of Pennsylvania. Lecturer, Education.

Pamela Woodland, MS, Gwynedd Mercy University; BS, Gwynedd Mercy University, AS, Gwynedd Mercy University. Lecturer, Business.

Joanne Zeas, EdD, Temple University; MBA, Temple University; BA, University of Maryland. Lecturer, Business.

Laurie Zickler, EdD, Seton Hall University; MA, Monmouth University; MA, State University of New York; BA, East Stroudsburg University. Lecturer

INDEX

- ACADEMIC CALENDAR, 7
- Academic Integrity, 11
- Academic Probation and Dismissal, 14
- ACADEMIC PROGRAMS OF STUDY, 45
- Academic Progress, 14
- Academic Progress Appeals, 36
- Accessibility Services, 23
- ACCREDITATION, 8
- ADMINISTRATION, 112
- ADMISSIONS, 25
- Alternative Loans, 38
- Application for Graduation, 39
- ASSESSMENT, 26
- Attendance, 14
- Business Program Certificates, 58
- Change of Major, 15
- COMPLAINTS,, 27
- Computer Labs, 41
- Computer Use Policy, 41
- Concurrent Enrollment Policy for Non-Term Programs, 16
- Consortium, 17
- Counseling, 48
- Course Changes, 15
- COVID 19 Statement, 4
- DACA status, 26
- DEFINITIONS, 9
- Doctor of Nursing Practice, 110
- EdD in Educational Leadership, 83
- EdD in Teaching and Learning in Higher Education, 88, 92
- Educational Administration:, 64
- FACULTY, 116
- Federal Consumer Regulations, 30
- Federal Exit Counseling, 37
- FERPA Rights and Policy Notice, 30
- FINANCIAL AID, 34
- Financial Aid Application Procedures, 34
- FRANCES M. MAGUIRE SCHOOL of NURSING and HEALTH PROFESSIONS, 98
- Grade Appeals, 17
- Graduate Student Transfer Credits, 18
- Incomplete Grade, 18
- International Students, 25
- Keiss Library, 21
- Master of Public Health, 54
- Master of Science in Educational Administration:, 68, 71
- Master of Science in Nursing, 106
- Master of Science in Special Education, 74
- Master Teacher, 77
- MBA, 61
- MBA 4+1), 62
- Measurement of Academic Progress Requirements, 35
- Mission, 7
- Non-Discrimination Policy and Statement, 32
- Non-Matriculated Students, 39
- Occupational Therapy, 99
- Payment Policy, 44
- PHILOSOPHY of GRADUATE STUDIES, 7
- Post-Graduate APRN Certificates, 108
- Pregnancy Non- Discrimination Policy, 32
- Professional Licensure Disclosure Statements, 33
- Program Leave of Absence (LOA), 39
- PUBLIC SAFETY, 38
- Regaining Financial Aid Eligibility, 37
- Religious Holidays, 19
- Repeated Courses, 19
- Request for Transcripts, 40
- Return of Title IV Funds, 37
- Satisfactory Academic Progress (SAP), 35
- SCHOOL of ARTS and SCIENCES, 47
- SCHOOL OF BUSINESS AND EDUCATION, 58
- Second Degree Program, 19
- Student Eligibility, 40
- Student Success Center, 22
- Superintendent Letter of Eligibility— Certification Only, 79
- Supervisor of Special Education—Certification Only, 81
- TUITION and FEES, 43
- Veterans Benefits, 38
- Withdrawal Policies, 19

COURSE DESCRIPTIONS

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
CNS-501	Counseling Skills	3	This course is designed to help students become more proficient in using the basic psychological counseling techniques used in the helping relationship. Through active out of class and residency experiences and trainings students will develop basic counseling skills. Mock counseling practice and video demonstration of learned counseling skills is a key component of this course. This course has a residency requirement.	
CNS-502	Counseling Agencies	3	This course provides an overview of service delivery systems in the community mental health agency. Topics include; community mental health agency funding sources, prevention, outreach, referral, client empowerment, traditional agency duties, roles and activities and social policy.	
CNS-503	DSM/Psychopathology	3	Students will be introduced and learn to apply the mental health diagnostic system found in the DSM. Topics include; diagnostic interviewing skills, appropriate classification of a group of symptoms into a differential diagnosis, understanding of the etiology of the disorders discussed and appropriate interventions for each disorder (including information on psychopharmacology). The effects of socio-environmental factors on the etiology, diagnosis and treatment will also be discussed.	
CNS-504	Human Development	3	This course explores the research and theory of human growth and development across the life span. Topics will include theories of development in the areas of social, cognitive, emotional and physical development as well as strategies for facilitating optimum development.	
CNS-505	Foundations of Counseling	3	This course acquaints school, clinical mental health and college counseling/student affairs counselor trainees with their profession's historical and philosophical foundations, current counselor roles, and functions, their professional counselor organizations, professional accreditation regulations, license, certification and professional preparation standards and guidelines, self-care strategies, advocacy, and counselor professional expectations. Students will demonstrate a competence in applying the ethical and legal codes in their field of concentration.	
CNS-506	Marriage and Family Counseling	3	Students will gain an in-depth knowledge and experience of the family counseling perspective, its theories, seminal ideas and techniques in this class. Historically significant theories in the field, as well as those of modern relevant practitioners, will be presented. Techniques will be demonstrated through video role play activities and case studies.	Take CNS-520. (Required, Previous). Take CNS-501. (Required, Previous).
CNS-507	Disabilities School Counseling Setting	3	This course exposes students to the learning, mental health and intellectual disabilities found in the K-12 school counseling setting. The etiology, characteristics and contributing factors of specific disabilities will be presented. Students will demonstrate a knowledge of the DSM diagnostic system and PDE special education regulations and process and will be able to identify and apply appropriate counseling/instructional interventions and school based consultation practices for the disorders covered.	
CNS-508	Needs Eng Language Learner Schl Counsel	3	Addresses the competencies and skills to enable counselors to meet the needs of English language learners. Topics include language, second language acquisition, culture, assessment, and professionalism.	
CNS-509	College Student Development	3	Theories of student development in the higher education settings are explored across a variety of developmental domains (intellectual, academic, personality, social, emotional, career, and moral) in this course. Emphasis is placed on an in-depth examination and analysis of the characteristics, attitudes, values, beliefs, risks, and expectations of undergraduate traditional and non-traditional higher education students including the developmental needs of these students. Campus environments (social, educational, on-campus, online etc.) effects on student learning and development will also be addressed.	Take CNS-505. (Required, Previous).
CNS-510	Research Methods	3	This course provides an introduction to research designs and methodologies common to the field of counseling. Upon completing the course, students will become better consumers and critics of research, examine the role that research plays to inform practice, and possess the skills to independently conduct evaluations of their work and programs to inform practice.	Take CNS-STATS. (Required, Previous).
CNS-511	Current Practices Student Affairs Admin	3	Students in this course will examine, investigate, assess and analyze the current issues, trends and challenges administrators in higher education face. "Best practices" utilizing organization, management and leadership theories and practice relevant to higher education that address these issues, trends and challenges will be introduced. Students will apply appropriate models developed in response to these changes and challenges, as well as, develop and implement their own intervention programs for the challenges facing higher education administrators in the 21st Century.	
CNS-512	Individual Psychology	3	An introduction to the counseling approach and theory espoused by Alfred Adler. This course will give the student a solid foundation in the theory of Individual Psychology, its research and application. Topics include but are not limited to: basic fictions, family constellation, birth order, lifestyle, social interest, purposefulness of behavior, striving for superiority, inferiority feelings and safeguarding tendencies	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
CNS-513	Practicum	3	This course is the student's entry level fifteen week supervised field experience. This field experience requires a minimum of 100 hours on site with 40% of these hours being in face to face contact with clients. This field experience provides students the opportunity to integrate professional knowledge and apply their counseling skills in real life situations. Professional issues, legal issues and ethical behavior related to the counseling profession will be addressed. Emphasis is placed on applying counseling skills on the individual and group levels. Ninety minutes per week of synchronous group supervision is required in this course. For a full description of expectations please see the Practicum Handbook.	Take CNS-501; Minimum grade B. (Required, Previous). Take CNS-504; Minimum grade B. (Required, Previous). Take CNS-505; Minimum grade B. (Required, Previous). Take CNS-520; Minimum grade B. (Required, Previous). Take CNS-527; Minimum grade B. (Required, Previous).
CNS-514	Technology in School Counseling Settings	3	This course will assist students in enhancing their implementation of the Comprehensive School Counseling Program through the use of technology. Course focus will be on a variety of hand on technology based projects that focuses on information management and processing, program management, communication, website development, presentation skills and data collection, management and analysis skills.	
CNS-515	Violence in the K-12 School	3	The problem of violence in K-12 schools will be explored from a variety of perspectives (i.e. public health, criminology, ecology, developmental psychology, etc.). Research based explanations of youth violence including the role of families, peer groups, schools, and neighborhoods, as well as school counselor strategies for the prevention and remediation of violence in the school will be discussed.	
CNS-516	Cognitive Behavioral Therapy (CBT)	3	Students will gain an advanced knowledge and practice with Cognitive Behavioral Therapy (CBT) theory and practice. This course focused on the use of CBT theory to understand clients and practice of appropriate CBT theory based interventions with clients. Students will design a treatment plan, employ various CBT techniques based on that treatment plan and evaluate their effectiveness. Mock counseling practice and video demonstration is a key component of this course.	Take CNS-520. (Required, Previous). Take CNS-501. (Required, Previous).
CNS-517	Psychopharmacology	3	An introduction to psychopharmacology for counseling professionals. Understanding drug mechanisms and actions, their efficacy, their risks and the roles of counselors in working with clients taking medication will be discussed. Awareness of the current positions in the use of psychopharmacology in the treatment of mental disorders is also addressed.	
CNS-518	College Planning	3	This course exposes the student to the college planning, application and admission process including admission criteria for various levels of college, counseling and admission activities for normal and special student populations, the financial aid process/application and an understanding of the current issues confronting school counselors in the college selection, application and admission process. Students will be exposed to resources available in the college admissions process; electronic and print material, software, web-sites, and organizations.	
CNS-519	Seminar in Student Affairs	3	This course, through real life experiences and classroom academic activities, allows students to gain a solid understand and application of appropriate interventions for four main areas of student affairs; residence life, student life programming, higher education assessment and disability policies and services.	Take CNS-513 CNS-604 or CNS-605. (Recommended, Concurrent).
CNS-520	Theories in Counseling	3	This course is designed to survey major theoretical orientations to counseling and the philosophical assumptions underlying these theories. Students will utilize various theories to understand and predict their client's behavior, perceptions and feelings. Special focus is given to theory and practical application of the various approaches.	
CNS-521	Assessment Techniques in Counseling	3	This course provides students with an understanding of assessment, evaluation and measurement in counseling practice on both the cognitive and social-emotional levels. Emphasis will be placed on the concepts underlying psychological testing and interpretation. Students will develop skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning. The overall goal is the development of critical thinking in the informed use of assessment methods.	
CNS-523	Intervention Techniques Schl Counseling	3	This course exposes students to the coordination, collaboration, knowledge and skills required in school based interventions used by school counselors. Students will learn evidence-based prevention and intervention techniques in the school setting aimed at providing comprehensive programming to all students, including those with disabilities, those who are English Language Learners (ELL), and those who are gifted. Topics include Student Assistance Program (SAP), Response to Intervention (Rti), Positive Behavioral Interventions and Supports (PBIS), crisis planning/response, substance abuse prevention and intervention, and peer intervention programming.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
CNS-525	Organization of School Counseling	3	This course will focus on the foundation, management, delivery, and accountability of comprehensive school counseling programs. Students will learn the components of the American School Counselor National Model: A Framework for School Counseling Programs. They will also explore the essential competencies, services, tools, and strategies that promote achievement, equity, and access for all students. Students will develop an understanding of the importance of school counselor leadership in promoting and providing comprehensive school counseling programming.	Take CNS-504. (Required, Previous). Take CNS-505. (Required, Previous).
CNS-527	Scl Jstc Mltctrl & Dvrsty Iss in Cnslng	3	This course focuses on developing an awareness and skill foundation for counselor multicultural and diversity competency and advocacy skills. This course exposed the student to the diversity of American culture and it makes the student aware of the trends, issues and communications when living in a multicultural society. Topics in this course include changing family and society systems, gender and racial equality, socioeconomic and cultural differences, sexual orientation, physical, and psychological ability, religion, and age.	
CNS-528	Advanced Intervent Children/Adolescents	3	This course provides advanced skills in working with children and adolescents. Students will engage in counseling techniques specifically designed for children. Awareness of the ethical issues involved in working with children will also be discussed. Mock counseling practice and video demonstration is a key component of this course. Prerequisites: CNS 520 and CNS 501.	
CNS-529	Facilitating Parent Education Classes	3	A model for parent education programming that counselors develop and implement will be the focus of this course. This course exposes the student to the steps in building and maintaining good relationships with children, encouraging intrinsic worth and self-esteem, understanding the purposes and goals of behavior, developing alternatives to rewards and punishment, and methods for communicating effectively with families and children. This course does require mock video facilitation of a parent education group.	
CNS-531	Career Development	3	This course provides an overview of the theories of career development and includes sources of occupational information, career assessment and methods of career counseling. Students will develop the knowledge, skills, and resources for facilitating career development and occupational choice throughout the lifespan	
CNS-533	Substance Use/Abuse	3	Provides a general introduction to the topic of addictions, including pharmacology of major substances of abuse, psychological factors, models of chemical addition, substance abuse in special populations, and an overview of treatment modalities.	
CNS-535	Group Counseling K-12 School Setting	3	This course will expose students to the process and implementation of school based counseling groups. Students will learn to become effective group leaders, cognizant of the process, functions and purpose of school based groups as a component of the ASCA National Model. Through active out of class and residency experiences and trainings students will develop basic group counseling skills. Mock counseling practice and video demonstration of learned counseling skills is a key component of this course. This course has a residency requirement.	Take CNS-501. (Required, Previous). Take CNS-513. (Required, Concurrent).
CNS-536	Group Counseling & Facilitation Skills	3	This course provides an overview of group development theories, basic principles of group dynamics, member roles and functions and group leadership skills. Topics include: the process of forming a group, planning and leading groups; the selection, evaluation, and use of group counseling methods and materials. Mock counseling practice and video demonstration of learned counseling skills is a key component of this course. This course has a residency requirement.	Take CNS-501. (Required, Previous). Take CNS-513. (Required, Concurrent).
CNS-581	Found Special Educ Inclusive Classroom	3	This course provides educators and counselors with an overview of the philosophical, historical, and legal foundations of special education, including current identification criteria such as child find, Response to Instruction and Intervention, and the development of the IEP. Students will be able to identify current definitions, etiology, and incidence and prevalence figures related to special education and counseling, as well as the cognitive, behavioral, and physical characteristics of the special learner. The course will require students to demonstrate knowledge of and competence in applying the fundamental concepts of modifying, adapting, and accommodating for the special learner in the general education classroom and counseling context. Students also develop skills to support parents.	
CNS-582	Effective Communication for Educators	3	This course provides education professionals with the skills and techniques to effectively communicate with students, colleagues, administrators, parents, and the community. Effective communication impacts every area of human interaction and determines the quality of personal and professional success for all individuals. For this reason, the study of communication requires an examination of a wide range of human skills, which includes: speaking, listening, writing, reading, verbal and nonverbal behavior, and the effective use of communication tools available through the media and the internet.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
CNS-591	Curriculum Development & Peer Coaching	3	This course examines curriculum development, theoretical approaches to curriculum design and implementation, PDE's Standards Aligned System (SAS), and the multiple and complex external factors which influence curricular decisions. Students develop strategies for working with colleagues in integrating their learning from this course and curriculum issues in their teaching situations	
CNS-600	Internship I (CMH)	3	This course is the first in a series of three internship experiences in the clinical mental health counseling concentration. Over the course of these three internship experiences clinical mental health counselor trainees will progressively perform all the tasks and duties ascribed to clinical mental health counselors as prescribed by the American Counselor Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional clinical mental health counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	Take CNS-513. (Required, Previous).
CNS-601	Internship II (CMH)	3	This course is the second in a series of three internship experiences in the clinical mental health counseling concentration. Over the course of these three internship experiences clinical mental health counselor trainees will progressively perform all the tasks and duties ascribed to clinical mental health counselors as prescribed by the American Counselor Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional clinical mental health counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	Take CNS-600. (Required, Previous).
CNS-602	Internship III (CMH)	3	This course is the third in a series of three internship experiences in the clinical mental health counseling concentration. Over the course of these three internship experiences clinical mental health counselor trainees will progressively perform all the tasks and duties ascribed to clinical mental health counselors as prescribed by the American Counselor Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional clinical mental health counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	Take CNS-601. (Required, Previous).
CNS-604	Internship I (CCSA)	3	This course is the first in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	Take CNS-513. (Required, Previous).
CNS-605	Internship II (CCSA)	3	This course is the second in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	Take CNS-604. (Required, Previous).

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
CNS-606	Internship III (CCSA)	3	This course is the third in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	Take CNS-605. (Required, Previous).
CNS-608	Internship I (SC)	3	This course is the first in a series of three internship experiences in the school counseling concentration. Over the course of these three internship experiences school counselor trainees will progressively perform all the tasks and duties ascribed to school counselors as determined by the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional school counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	Take CNS-513. (Required, Previous).
CNS-609	Internship II (SC)	3	This course is the second in a series of three internship experiences in the school counseling concentration. Over the course of these three internship experiences school counselor trainees will progressively perform all tasks and duties ascribed to school counselors as determined by the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional school counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	Take CNS-608. (Required, Previous).
CNS-610	Internship III (SC)	3	This course is the third in a series of three internship experiences in the school counseling concentration. Over the course of these three internship experiences school counselor trainees will progressively perform all tasks and duties ascribed to school counselors as determined by the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional school counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook. Prerequisites: CNS 609. Only open to degree students or with permission of the Program Director.	Take CNS-609. (Required, Previous).
EDU-502	The Learning and Teaching Process	3	Overview of learning theories and their relationship to the facilitation of optimal learning environments. This course examines, through research, human learning over the life span as well as developmental and cognitive learning theories. Students will have the opportunity to apply learning theories to issues of typical and diverse learners. The applied practices of school life such as classroom management, curriculum development, learning standards, intelligence and testing, outcomes assessment and technologies in education will be analyzed and critiqued.	
EDU-503	Social, Political, & Econ Found of Educ	3	This course is an inquiry into the fundamental purposes of education in the United States. Students will examine contemporary issues as well as the philosophical, political and cultural of American education.	
EDU-504	Human Development	3	This course explores human growth and development across the life span from infancy to old age and in multicultural contexts. The course focuses on the physical, cognitive, social, personality and emotional development. Topics will include theories of individual and family development across the life span, the family life cycle, theories of learning and personality development, human behavior, community resilience, theories of additions, and strategies for facilitating optimum development over the lifespan. A grade of a "B" or better must be earned in this class for the student to begin EDU 513 School Counseling Practicum, Supervision & Seminar.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
EDU-506	Methods, Materials & Curriculum I	3	Students engage the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards in the area of science and technology, social sciences, and citizenship education for typical and diverse learners. Field experience is required.	
EDU-507	Methods, Materials & Curriculum II	3	This course is a continuation of the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology uses and assessment will be highlighted as well as professional and state standards for the areas of children's literature, art, and humanities, music, and health, safety, and physical education for typical and diverse learners. Field experience is required.	
EDU-508	Secondary Schl Methods and Materials	3	This course includes the study of various methods and materials utilized in secondary education. The rationales for various methods as well as the implementation of these methods in the classroom are examined. Through this course student also study motivational practices, current trends in secondary education, the use of technology to enhance learning, classroom management strategies and assessment practices. Field experience is required.	
EDU-510	Action Research for Teachers I	3	In this course, students will accomplish three goals. The first is to develop an awareness for the role that research plays in their professional lives as reflective practitioners. The second is to examine the various research methodologies commonly employed in research in education and social sciences as well as the writing skills needed to report results in a scholarly manner. The third is to help students become better consumers and critics of the research as reported in the literature	
EDU-511	Methods & Theories for Teaching Math	3	The "Pennsylvania Academic Standards for Mathematics" and the "National Council of Teachers of Mathematics" have delineated the critical nature and the skills necessary for effective mathematics instruction. Students will learn the pedagogical methods and the essential mathematical theory and research. The class is comprised of demonstrations, collaborative learning, modeling and discussion. Field experience is required.	
EDU-512	Methods for Teaching Read & Assessment	3	This course provides information regarding the relationship between the reading process and the informal and formal assessment of those skills (behaviors) that experts see as crucial to reading success with a particular focus upon the State of Pennsylvania Literacy Standards for elementary school students. Reading instruction that is evident in a balanced literacy program is analyzed and practiced, including reading instruction that is designed to remediate reading difficulties or skills deficits. Field experience is required.	
EDU-515	Methods for Teaching English Learner	3	This course provides an examination of effective instructional methods, strategies and instructional techniques for addressing the learning needs of for English Learners (EL) with and without special needs in the inclusive classroom.	
EDU-522	Inter-Group Theory and Research	3	This course provides an examination of group theories and research about interpersonal communication; exploration of the functioning of groups and the consequence of group interaction in the development of the individual. In this course the student will study a combination of theoretical studies with a practical understanding of human dynamics, as these occur in work and life.	
EDU-551	Computer Applications for Educators	3	This course examines the function, impact, and role of integrated classroom technologies on 21st-Century teaching and learning. Students will explore definitions of technology as both tool and process, and facilitate the development and assessment of technology-based learning activities. Students will learn how to engage students using technology-based teaching tools that support learning theories and conceptual frameworks of teaching.	
EDU-565	Student Teach & Professional Seminar	3	This is a student teaching experience for those seeking their first certification in Pre-K, Grades 4-8, or secondary education. This full-time program experience lasts 14-weeks, Monday through Friday and includes intensive supervision by University personnel as well as participation in an online seminar class. Advisor's permission is required.	Take 1 group (Take EDU-502 EDU-506 EDU-507 EDU-511 EDU-512 EDU-581 /Take EDU-502 EDU-508 EDU-581 EDU-591). (Required, Previous).
EDU-570	Research Skills for School Leadership	3	It is important that the principal be able to comprehend and analyze the statistics used in assessment and research design and also utilize statistics as a tool in his/her own educational practice. This course will focus on concepts rather than computation, although computation will be included. This course also includes a study of fundamental principles of educational research. It provides opportunities for the student to become familiar with various research designs, data collection techniques, systems of analysis, and report writing. A critical reading of current research literature will be an important component of the course. The student will be introduced to the writing of a research proposal, especially, the statement of the problem and literature review.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
EDU-571	The Principalship	3	This course will focus on the evolving and growing role of the school principal. An emphasis will be placed on acquiring knowledge, skills, and dispositions in leadership. A theoretical and philosophical base for the principal as a change agent will be established.	
EDU-572	Sas & Curriculum & Instrctnl Supervision	3	Instructional leadership is critical to school success. It includes curriculum development and implementation, staff development, and instructional supervision. The course will deal with curriculum trends, new approaches to organizing schools, professional learning communities, instructional methodologies, and research on improving student performance.	
EDU-573	School-Community Relations	3	This course is designed to guide the prospective school principal in developing the skills, knowledge, and dispositions found to be vital to communicating effectively with all school constituent individuals and groups, and fundamental to initiating, implementing, managing, and evaluating effective communication strategies and practices with and between all parties in the schooling process.	
EDU-574	School Law & Policy Issues	3	As schools have evolved, so have state and federal regulations to guide and direct them. In this course, student will acquire knowledge of the laws and regulations that govern schools and apply this knowledge to identify legal issues, foresee potential liability, and act to reduce risks. Policies reflect the laws, regulations, and guidelines that define the purposes, parameters, and specific actions that establish the responsibilities of the individual and the institution. This course will examine policy-making and policy implementation in relation to schools.	
EDU-576	Human Resources & Staff Development	3	This course will focus on the selection, employment, orientation, supervision, development, and evaluation of both professional and non-professional personnel. The course will emphasize the role of the principal and curriculum supervisor in professional development. It will also address the role of school administrators in collective bargaining and contract administration.	
EDU-577	School Resources Management	3	This course will deal with both the fiscal and facilities resources of a school and their proper management. Site-based management will be a part of the course. The principal's role in school finances and the budgeting process will be emphasized. Assessment of need, establishing priorities, providing justification, and the accounting for expenditures of the budget will be considered. Assessing facilities, making assignments, overseeing housekeeping and maintenance, and maintaining an environment conducive to teaching and learning will be a part of the knowledge and skills presented in this course.	
EDU-578	Educational Leadership	3	Education leaders both formally and informally set direction for schools, programs, and services. They may hold such positions as classroom teachers, principals, supervisors, coordinators, and directors. Leaders advance a vision, a purpose, and an agenda. This course will focus on the critical elements and skills needed in effective educational leaders and change agents.	
EDU-579	Current Issues in Education	3	This course will review topics that are currently critical educational issues within the general public and within professional educational circles. Educational reform in the state, US, and internationally will be compared and analyzed. Attention will be given to accountability systems, the federal role, teacher and principal evaluation systems, and special interest groups.	
EDU-580	Multi & Diversity Issues in Education	3	Designed for educators who recognize the significance that issues of multiculturalism and diversity play in impacting the educational experience of an increasingly diverse population. In this course, students will examine how issues of class, culture, ethnicity, language, gender, etc. are represented in educational settings.	
EDU-581	Found Special Educ Inclusive Classroom	3	This course will require students to demonstrate knowledge of and competence in applying the fundamental concepts of teaching students ages 3-21 with cognitive, behavioral and/or physical health disabilities. This will include philosophical, historical and legal foundations of education for students with disabilities, current identification criteria, legal and educational definitions, etiology, incidence and prevalence figures as well as cognitive, behavioral and physical characteristics. Field experience is required.	
EDU-582	Effective Communication for Educators	3	This course provides education professionals with the skills and techniques to effectively communicate with students, colleagues, administrators, parents, and the community. The study of communication requires an examination of a wide range of human skills, which includes: speaking, listening, writing, reading, verbal and nonverbal behavior, and the effective use of communication tools available through the media and the internet.	
EDU-583	Action Research Seminar	3	Students engage the processes of action research, i.e. reflection, inquiry and action in their own professional context. Through this seminar the student performs research of the literature, plan and develop an action research strategy review.	
EDU-590	Stats, Rsrch, Assess for Reflect Prac	3	It is important that the educator be able to comprehend, analyze, and critique educational research. This course includes the study of: fundamental principles of educational research; statistical concepts; the utility of various research designs; data collection techniques; and report writing.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
EDU-591	Curriculum Development & Peer Coaching	3	This course examines how curriculum is developed; various theoretical approaches to the curriculum design and implementation; the multiple external factors that influence curriculum decisions, etc. Students then develop strategies for working with colleagues in integrating their learning from this course and curriculum issues in their teaching situation.	
EDU-592	Professional Development & Leadership	3	This course will provide students with the knowledge of: develop meaningful professional development, training, and structure; strategies to align assessments with the curriculum and standards; and build a collaborative environment to encourage high quality instructional delivery for all students.	
EDU-595	Prctcm I: Leadrshp & Schl Administration	3	Practicum I for Administrative Certification (Principal & Curriculum & Instruction Supervisor). This Practicum requires students to secure 180 hours of experience in a school setting. Practicum Activities will include projects on visionary leadership, supervision & evaluation of teachers, promoting change, school improvement, and strategic planning,	
EDU-596	Practicum II: K-12 Principalship	3	Practicum II for Administrative Certification (Principal). This Practicum requires students to secure 180 hours of experience in a school setting. Practicum Activities will include: fostering good teaching, creating a positive, equitable, safe atmosphere, Universal design for learning, fiscal, resource, and facility responsibilities, LEA Responsibilities, student transition planning, and communicating within and out of the school setting.	Take EDU-595. (Required, Previous).
EDU-602	Professional Portfolio Project	3	This project is the final activity undertaken to fulfill the requirements of the Master of Science in Reading Program in the Professional Portfolio Option. The project is done in collaboration with the student's advisor. Results will be presented to a faculty committee.	
EDU-603	Action Research for Teachers, Par	3	The action research thesis is the capstone course. It is meant to insure the integration of the programmatic content and the special research interest of the student. This course is a unique professional experience designed in collaboration with the student and his or her area of professional practice. Through this course, the student will display the ability to develop action research, select journal and conference sites for manuscript submission, and highlight coursework through a self-published website.	Take EDU-510. (Required, Previous).
EDU-608	School Counseling Intern I & Supervision	3	This course is the second in a series of three field experiences. School counselor-trainees will perform all tasks and duties ascribed to school counselors as determined by the ASCA National Model under the supervision of an experienced Professional School Counselor and a University supervisor. Students seeking certification in school counseling must complete a minimum of 210 clock hours. In addition, students are enrolled in a group supervision seminar. Students needing more than 15 weeks to complete the practicum experience should contact the School Counseling Program Director. Please review the Internship Handbook for further details on application requirements, site and internship student expectations.	Take EDU-513. (Required, Previous).
EDU-609	School Counsel Int II/Group Suprv Sem	3	This course is the third in a series of three field experiences. School counselor-trainees will perform all tasks and duties ascribed to school counselors as determined by the ASCA National Model under the supervision of an experienced Professional School Counselor and a University supervisor. Students seeking certification in school counseling must complete a minimum of 210 clock hours. In addition, students are enrolled in a group supervision seminary. Students needing more than 15 weeks to complete the practicum experience should contact the School Counseling Program Director. Please review the Internship Handbook for further details on application requirements, site and internship student expectations.	Take EDU-513. (Required, Previous). Take EDU-608. (Required, Previous).
EDU-613	Classroom Management	3	This course provides a study of effective classroom management techniques. Content will focus on classroom organizational systems, classroom procedures and instructional strategies to promote positive student behavior and prevent disruptive behavior. Emphasis will be placed on motivation, communications, planning and preparation of materials as well as the establishment of a positive learning environment. Existing models of effective classroom management will be examined.	
EDU-614	Innovation in Teaching & Learning	3		
EDU-619	Instructional Leadership & Technology	3	This course will provide an overview of effective strategies for leadership of instructional practices and assessment for all learners. A thorough understanding of Universal Design, Culturally Responsive Instructional Practices will also be reviewed. This course will also examine the role of classroom technologies for student engagement, enhancing instruction, remediation, and reinforcing skills to support teaching and foster student achievement.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
EDU-620	Research, Analysis, Assessment & Outcome	3	This course is designed to provide a comprehensive overview of action research. Its purpose, process, and steps will be reviewed. Students will learn how action research can be used to address challenges that impact student achievement and increase the development of teacher skills. This course will prepare instructional leaders to use research to identify solutions to curriculum, instruction, and teacher support and to use data to drive decisions. This course will also provide a framework of how instructional leaders can develop and share action research summary reports as a means to support change.	
EDU-622	Prctcm II: Sprvisr Curr & Instrctn	3	Practicum II for students seeking Curriculum & Instruction Supervisor Certification. This Practicum requires students to secure 180 hours of experience in a school setting. This Practicum focuses on; Data-Driven Instruction & School Improvement, Program Implementation, Teacher Supervision & Professional Development, Supporting students with learning & cultural differences, virtual instruction, and engaging parents	Take EDU-595. (Required, Previous).
EDU-650	Special Topics Course	3	Investigation of a selected topic or topics designed to integrate and enhance the student's comprehension and application of educational theory and practice.	
EDU-801	Ed Policy Research & Practice in Us	3	This course provides an analysis of educational policy and research as it relates to the organization, governance, and delivery of educational services in the U.S. Major issues explored and analyzed in this course include school finance and equitable school funding, trends in PK-12 and higher education policy and practice, and the changing role of large and small school districts, private schools, charter schools, colleges and universities, and educational providers of all sorts. This course shall be conducted in a blended format, both online and on-campus. 20 hours of embedded field experience is required for those seeking the superintendent of school's letter of eligibility.	
EDU-802	Organiz Research & Theory Develop	3	This course provides an in-depth examination of the research relating to organizational behavior, the development of theories of administration, and the applications of theory in educational institutions. Students will have the opportunity to evaluate their own leadership style by analyzing the major frames for assessing organizational development. Through the lens of these frames and the concept of change theory, students will develop a personal philosophy of leadership.	
EDU-803	Stat Analysis, Methods, & Research	3	An introduction to quantitative research methods, non-experimental designs, and the analysis of large-scale longitudinal datasets. The logic of inferential statistics and the application of basic analytic techniques are explored as the basis for research related to education policy. Prior knowledge of statistics or quantitative methods is not required.	
EDU-804	Cross-Cultural Persp & Educ Leadership	3	Educational leadership is a socially bounded process that is subject to the cultural traditions and values of the society in which it is exercised. This course highlights the cultural and contextual basis of leadership. Instead of focusing on the universalistic nature of leadership, students will identify the particularity and diversity of cultural and contextual conditions in which leadership takes place.	
EDU-805	Ethics of Ed Leadership & Policy	3	This course is a critical and pragmatic examination of ethical leadership and administration within organizations. Social, moral, and ethical philosophies will be explored as they relate to decisions impacting leadership in education. Students will compare and contrast theories of ethical decision making. Students will relate these theoretical perspectives to their own purpose, values, and commitments as leaders	
EDU-806	Equity, Equality & Equal Opportunity	3	This course offers students an opportunity to analyze access to educational opportunities through the lens of justice and ethics. The balance and contradictions of equity, equality, and equal opportunity will be explored with a focus on personal, inter-personal and organizational influences that prohibit or promote educational opportunities for all individuals. Students will also have the opportunity to forecast future trends in educational policy, structures, and practices.	
EDU-807	Adv Stat Analysis, Quant & Qual Research	3	An in-depth examination of research and measurement, analysis of experimental data, and qualitative designs. Implications of mixed method research are considered	
EDU-808	Technology,data & Program Evaluation	3	Future-focused exploration of learning technology, gathering and using data to drive instructional improvement, and evaluation of educational programs.	
EDU-809	Global Educational Policy & Practice	3	A review of global issues in education policy and practice with a focus on how schools are organized, what is taught, how achievement is measured, and the role of cultural context, with an emphasis on global competition. This course shall be conducted in a blended format, both online and at an international location.	
EDU-811	Dissertation Advisement I	3	This course offers an introduction to the dissertation: defining the dissertation, research goals, research guiding questions, and literature reviews. Published dissertations will be explored to reflect on theories and gaps in theories to frame a possible dissertation topic. Students will practice how to construct effective research guiding questions for those topics to begin the literature review process. The dissertation committee for each student will also be formed during this cours	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
EDU-812	Dissertation Advisement II	3	This course is designed to guide you in preparing a draft of Chapter 1 of your dissertation and an application for submission to the Institutional Review Board. You will gain deeper knowledge of how to ensure the ethical treatment of human subjects.	Take EDU-811. (Required, Previous).
EDU-813	Dissertation Advisement III	3	Developing a comprehensive description of the research approach used for the study, including research- guiding questions, null hypothesis, research design, and selection of subjects for study, data collection, and data analysis.	Take EDU-812. (Required, Previous).
EDU-814	Dissertation Advisement IV	3	Compiling and analyzing data, review of participants or materials used, answering research guiding questions, reflecting on the results, constructing findings and conclusions, and noting implications for research and practice.	Take EDU-813. (Required, Previous).
EDU-815	Dissertation Advisement V: Continuation	1	This one credit hour semester-long course is required for doctoral candidates in educational leadership who have completed all coursework requirements for the degree, but have yet to meet one or more related requirements, including the following: Comprehensive assessment accepted by Faculty Committee Written dissertation accepted by full Dissertation Committee Oral defense of dissertation accepted by full Dissertation Committee Journal article based on dissertation research suitable for publication accepted by Dissertation Advisor Abstract of dissertation research and key words accepted by Dissertation Advisor The doctoral candidate who has not met one or more of these requirements shall enroll continuously in this course each semester in order to have access to university facilities, resources, and faculty until all requirements are satisfied, whereupon the doctoral candidate shall be eligible for graduation at the next date. The course shall consist of independent work to complete the above-cited requirements under the direction of the Dissertation Advisor. The course shall be graded on a pass/fail basis.	Take EDU-814. (Required, Previous).
EDU-821	The Superintendency	3	This course is an analysis of the role and responsibilities of the superintendent of schools, including preparation for the superintendency. An emphasis is placed on equity, equality, and raising achievement for all students. Twenty hours (20) of embedded field experience are required for those seeking the superintendent of school's letter of eligibility.	
EDU-822	Sch Boards & Sch District Governance	3	Considerations of school boardsmanship, internal and external governance, and structures in K-12 education. The course explores analysis the politics of school district governance and the leadership practices necessary to effectively lead in complex relationships. The characteristics of effective boardsmanship are defined through research and best practice. Twenty (20) hours of embedded field experience are required for those seeking the superintendent of school's letter of eligibility.	
EDU-824	Transformational Leadership & Supervisio	3	The application of theory and experience to school and school district improvement, including effectively supervising instruction, managing internal and external influences, and changing the culture of schools.	
EDU-825	Labor Relations & Fiscal Management	3	Personnel administration, contract administration, collective bargaining, and fiscal management, including	
EDU-828	Superintendency Practicum I	3	School District Practicum I provides students with first-hand experience in a broad array of responsibilities that are inherent to the position of superintendent of Schools. Field-based learning in EDU 828 School District Practicum I and EDU 829 School District Practicum II shall be organized through leadership projects that address each of the Pennsylvania Leadership Standards. Each of the two practicum courses requires 120 hours of embedded field experience.	
EDU-829	Superintendency Practicum II	3	School District Practicum II provides students with first-hand experience in a broad array of responsibilities that are inherent to the position of superintendent of schools. Field-based learning in EDU 828 School District Practicum I and in EDU 829 School District Practicum II shall be organized through leadership projects that address each of the Pennsylvania Leadership Standards. Each of the two practicum courses require 120 hours of embedded field experience.	
EDU-831	Leadership & Adm of Higher Education	3	This course examines current issues, challenges, and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of shifting demographics, and possible challenges for the future.	
EDU-832	Legal Issues in Higher Education	3	This course examines the basic legal concepts common to college student affairs administrators. Topics include the history of higher education law, basic legal theories and their applications in higher education, the student-institutional amendments and federal regulations in the context of student affairs, and legal considerations in student academic issues.	
EDU-833	Finance & Fiscal Policy in Higher Ed	3	Accounting principles and policy, record-keeping, financial reporting, budgeting and planning models, and fiscal management.	
EDU-834	Enrollment Management Higher Ed	3	An analysis of current practices and future trends in the recruitment and retention of students, with consideration of financial aid requirements and regulations.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
EDU-835	Future-Focused Trends Innov in Higher Ed	3	An exploration of research models for continuous improvement, transforming higher education, leadership for strategic change, and models for delivering academic programs and services.	
EDU-838	Leadership in Higher Education Practicum	3	Field experience in post-secondary administrative services, including support services such as enrollment management, student affairs, financial aid, human resources, communications and public relations, information technology, plant management, institutional advancement, and fiscal management. The practicum will be individualized to meet the needs and interests of each student. EdD students only.	
EDU-841	Designing Interv & Assessing Outcomes	3	Through a review of research and local practices, this course offers an in-depth study, analysis, and discussion of intervention programs and outcomes for students with special needs. Students will examine the organization and administration of special education programs with emphasis on the role of the special education leader within the local agency. A review of the development, implementation, and evaluation of effective program designs will prepare students to make recommendations for future practice	
EDU-842	School Law & Policy in Special Ed	3	Special education law, policy, and regulation are studied as the framework for providing services for all students, with particular consideration of current and predicted trends in law affecting children with disabilities (for both the PK-12 School/School District concentration and the Special Education concentration).	
EDU-843	Found Special Education Administration	3	The purpose of this course is to provide the student an opportunity for in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education. This course provides the Special Education Supervisor candidate with a specified professional knowledge base included in the following aspects of leadership: decision making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, and supervision/assessment practices.	
EDU-844	Neuroscience of Learning	3	A re-examination of programs and services for diverse learners from the viewpoint of cognitive neuroscience of learning. Viewing learning as essentially a process of neurological change, neurological research about learning offers practitioners and policy-makers insights and perspectives to change educational practice	
EDU-845	Supervision/Administration Special Educ	3	The purpose of this course is to provide the student an opportunity for a more in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education at a deeper level. This course follows EDU 843, The Foundation of Special Education Administration. This course provides the Special Education Supervisor candidate with a specified professional knowledge base included in the following aspects of leadership: decision-making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, supervision/assessment practices.	
EDU-848	Special Ed Supervisor Prctm I	3	This course provides field experience in a school setting to perform the functions required of a special education supervisor in local educational agencies (LEAs), including charter schools, private schools, and intermediate units. The student enrolled in this course will be supervised by faculty or by an approved mentor. The student will be provided with experience in self-evaluation and reflection, administrative shadowing, departmental and school improvement plans, student evaluation and placement processes in special education, staff observation and supervision, clinical supervision of a peer and development, and planning for staff professional development.	
EDU-849	Special Ed Supervisor Prctm II	3	This course provides field experience in a school setting to perform the functions required of a special education supervisor in LEAs, including Charter Schools, private schools and intermediate units. The student enrolled in this course will be supervised by faculty or an approved mentor. The student will be provided with experience in: Leading Change, Discipline and manifestation determination, 504 Service Agreements, Related Service Providers, School Finance and budgeting, Resources within the District, Inter-Agency Coordination, Community Partners and the Mental Health System, School Board, Child Find and the Referral Process, Mediation and Due Process, and working with Parents.	
EDU-860	Foundations Teaching/Learning Higher Ed	3	This weekend residency course will introduce and explore the theoretical and practical perspectives about knowledge and learning and the contexts that influence teaching and learning.	
EDU-861	College Student Development Theory	3	This course focuses on students in higher education as an area of practice and research. Course content examines theory and college as a theoretical construct, student development and identity formation within and beyond higher education institutions and links to theory with professional practice.	
EDU-862	Critic Perspects Underserved Student Pop	3	This weeklong summer residency will introduce students to some of the current critical issues for underserved student populations. Topics include: structural inequality, immigration, poverty, segregation, the impact of race, class, ethnicity, gender, ability, and language. In this course, these topics and other issues will be examined from critical, historical, socio-cultural, and political perspectives.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
EDU-863	Learning Models/Instructional Design	3	Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. Students will apply instructional design principles in the development of a course and explore application of various learning methods.	
EDU-864	Curr Develop/Academic Prog Des Higher Ed	3	This course will explore the global, national, discipline-specific, and institutional contexts that guide program design and curriculum development. This course will examine the needs analysis and educational philosophy for developing programs.	
EDU-865	Teaching Adults & Adult Learning Theory	3	This course provides a critical analysis of selected theories and concepts of learning are applied to the adult learning experience, learning styles, motivation in adult education programs, and workplace learning.	
EDU-866	Innov Prct Online Instr/E-Learning Techn	3	This course focuses on building students' knowledge and skills using web-based tools to effectively create an online teaching environment. This course will assist educators in developing online and blended courses to enhance the learning experience for students, colleges and universities exploring strategies to implement new learning tools. In addition, massive open online courses (MOOC), stackable certificates, and badges will be examined.	
EDU-867	Crisis in the Classroom	3	This course will introduce the policies and legislation that impact reporting, referrals and supporting students in crisis such as Title IX. In addition, students will learn strategies for holding individuals accountable, communicating expectations, and facilitating learning through challenging situations. This course will also cover managing issues involving academic integrity.	
EDU-DEFEN	EdD Dissertation Oral Defense		Pseudo course used to track completion of Oral Defense of EdD Dissertation.	
MBA-500	Fundamentals of Financial Accounting	1	This course develops the skills needed to analyze financial statements and disclosures for use in financial analysis. Topics covered include debit and credit processing, how accounting standards and managerial incentives affect the financial reporting process and the impact of regulatory changes which impact accounting.	
MBA-510	Fundamentals of Economics	1	This course surveys topics in macroeconomics and microeconomics. Topics explored are scarcity, inflation, unemployment, interest rates, monetary policy, fiscal policy, market structures, the world economy, and current economic problems.	
MBA-520	Fundamentals of Marketing	1	This course provides the basics fundamentals of marketing management and strategy. Emphasis is placed on a strategic marketing plan, effective marketing Decisions and how consumer behavior drives market research and effectively communicating value.	
MBA-530	Fundamentals of Finance	1	This course provides the basics fundamentals of corporate finance. Emphasis is placed on firm valuation using time value of money and financial structure through capital budgeting. Corporate decisions to increase stock value with an understanding of risk verses reward. The course also evaluates the impact of liquidity, solvency and profitability in creating shareholder value.	
MBA-540	Mathematics and Statistics	1	An overview of the quantitative fundamentals needed to successfully begin the MBA program. Course topics include: basic math, algebra, probability, analysis of variance, and basic statistical procedures.	
MBA-550	Fundamentals of Management	1	This course describes the general nature of management in terms of management levels, functions, roles, and skills.	
MBA-600	Ethical Decision Making/Corp Social Resp	3	This course involves the study of ethical theory, values formation, ethical decision-making and corporate social responsibility policy formation within the context of management and leadership.	
MBA-610	Strategic Management	3	This course will examine strategic management and its importance to the business organization. The student will examine the relationship of strategy and organizational objectives. The course material included the creation and use of the SWOT analysis and the formulation of corporate, competitive and functional strategies. The student will utilize their assigned companies to complete related assignments.	Take MBA-510. (Required, Previous). Take MBA-550. (Required, Previous).
MBA-620	Accounting for Decision Makers	3	An examination of contemporary accounting issues for managers. Issues related to the principles, techniques, and uses of accounting in the planning and decision making in organizations are studied. The use of information technology plays a key role in this course. Areas of emphasis include the budgetary process, performance evaluation techniques, product costing methods, constraint management, and ethics.	Take MBA-500. (Required, Previous).
MBA-630	Marketing Planning	3	This course presents marketing from a strategic management perspective. Emphasis is placed on strategic evaluation of internal (marketing mix) and external (competitive, economic, social) forces. The course will lead students through the marketing management process to the creation of a strategic marketing plan.	Take MBA-520. (Required, Previous).
MBA-640	Managing Business Operations	3	The course examines problems faced by the operations manager in the planning operating and controlling of the production of goods and services. The major topics covered in the course include planning and analyzing operations, forecasting, inventory management, quality control and improvement, facility layouts, and supply chain management.	Take MBA-540. (Required, Previous).

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
MBA-650	Managerial Finance	3	This course focuses on the management of economic resources and financing sources to enhance returns to the business entity. Skills developed include: cash flow management, profitability analysis, debt management, control of receivables, capital and operational budgeting and other asset/liability management tactics. This course will be a survey of advanced accounting and finance for managers stressing the analysis of principles and practices of the finance function. Emphasis is on financing methods for internal and external ventures and innovations, capital budgeting, and research and development (R&D) portfolio analyses.	Take MBA-530. (Required, Previous).
MBA-660	Capstone Business Plan	3	This course is the culminating course in the MBA program. The capstone course experience requires students to develop a comprehensive, implementable business plan for a company within a specified industry. Drawing on the knowledge obtained in previous classes, students will incorporate marketing, operational, and financial plans into the comprehensive business plan. At the conclusion of the course, students present detailed reports of their findings and recommendations.	
MBA-670	Emergency Mgt Support Organizat Effici	3	This course offers an examination of contemporary case studies allowing students to analysis elements of successful business leadership of crisis situations. Students will apply theories to practical exercise in a manner that demonstrates a comprehension of the elements of crisis management theory.	
MBA-680	Transportation Leadership and Management	3	This course will provide students the opportunity to analysis select leadership styles important for success within the transportation industry. The course requires students to develop improvement oriented leadership skills for topics specific to the transportation industry, including new revenue growth and political economy- public policy.	
MBA-690	Public/Private Transportation Finance	3	This course offers an examination of passenger and freight transportation management structures and operations for transportations systems impact on an organization's financials. Students will also explore financial challenges and practices which are integrated into unionized and non-unionized environments	
MBA-700	Organizational Leadership	3	Drawn from behavioral and social services, this course examines leadership theories, research and models. It includes a 360-degree inventory of leadership behaviors and relationships, an assessment of emotional intelligence, and the continuation of the individual development plan. The role of the leader is studied with emphasis on the leader's role in communication, team formation and team dynamics.	
MBA-710	Global Management	3	This course reviews the basic operations of international business and addresses the planning and operational processes used to implement an effective international strategic plan. Emphasis will be placed on managerial policies and practices that can be utilized to effectively and efficiently manage, operate and control a business operating in a global environment.	
MBA-711	Global Marketing and Planning	3	This course focuses on marketing, including planning, sales, research and support functions to assess customer needs; evaluate opportunities and threats on a global scale; and meet corporate needs within environmental constraints and corporate goals.	
MBA-712	Supply Chain Management	3	This course focuses on the evaluation of all supply chain options which results in the best overall solutions to support the international business plan while complying all rules, regulations, and security issues from sourcing to final distribution.	
MBA-713	Trade Finance & Risk	3	This course focuses on evaluating financial risks and method, selection and implementation of the most favorable methods of payment to support global activities and ensure that all related costs are included at the time of quotation. Evaluate quantity and source of finance necessary to implement global activities.	
MBA-720	Managing Human Capital	3	This course will emphasize the role of strategic planning in the setting of human resource goals and objectives. The student will study various strategic approaches to the human resource planning process. The course will review the integration of traditional human resource functions and the strategies of the organization.	
MBA-730	Healthcare Budgeting, Planning, Finance	3	Students will learn the financial aspects of managing a healthcare organization including operating and capital budgeting, issues relating to third-party payers and planning. The course includes discussion of the financial implications of the Affordable Care Act.	
MBA-740	Managing Healthcare Delivery Systems	3	This course will provide students an overview of the structure and current issues in the healthcare system. It will examine the relationship between patients, physicians, hospitals, insurers, employers and the government. The course expands on three broad segments of the healthcare industry: the users, payers and providers. This course will also provide an overview of healthcare delivery systems in other countries.	
MBA-750	Healthcare Information Systems	3	This course is designed to provide students with an overview of the issues and implications of technology systems in health care organizations. Included will be discussion of the electronic medical record, the health information exchange and its effect on the healthcare environment	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
MBA-760	Ecopreneurship	3	The student will study the principles of environmental entrepreneurship. The course will provide a background in small business practices. The course will discuss the environmental opportunities presented to the small business segment and how these opportunities can be used to create a sustainable, "green" organization.	
MBA-770	Sustainability Marketing	3	This course integrates strategic marketing practices with the core environmental, social, and economic principles of sustainability. The potential and challenges of sustainability marketing will be explored as students analyze current sustainability trends that influence marketing and develop a strategic marketing plan.	
MBA-780	Sustainability & Supply Chain Management	3	This course identifies and analyzes best-practices in creating, managing, and evaluating sustainability in supply chains. Students will learn how to embed sustainability concepts into supplier selection and management, inventory management, production processes and the distribution function, including customer returns and the reverse supply chain	
NUR-500	Adv Pharmacotherapeutics for Adv Nursing R	3	This course will cover selected topics in pharmacology and clinical therapeutics that are important in advanced nursing roles. Lectures cover the basics of pharmacologic mechanisms, dose-response relationships, pharmacokinetics (in children, adolescents, adults, elderly and pregnant women) and factors that alter a drug's bioavailability. Pharmacological agents include: autonomic, analgesics, anti-infective drugs and agents affecting the central nervous, endocrine, cardiovascular, respiratory and GI systems. In addition, this course will discuss safe prescribing of controlled substances including opioids. The implications of age, pregnancy and lactation on drug action will be considered. Pharmacogenomics, human drug testing, drug laws, herbal medicines, OTC drugs and nutritional agents will be discussed.	Take NUR-510. (Required, Previous).
NUR-510	Pathophysiology for Adv Pract Nurs Roles	3	This course focuses on the physiological principles that underlie the altered states leading to pathogenesis at the molecular, histologic and systemic levels. Special emphasis is given to the pathophysiological processes in the pediatric, adolescent, adult, geriatric and pregnant patient. Included are the genetic, environmental, behavioral and organismal contributions to the dysfunctional conditions. This course contributes to the student's formation of clinical competence and diagnostic skills.	
NUR-530	Theoretical Foundations of Nursing	3	This course examines knowledge development in nursing. The relationships among nursing knowledge, borrowed knowledge, research education, and current practice are emphasized. Students develop a personal philosophy and theoretical foundation for their practice.	
NUR-535	Leadership & Health Policy	3	This course focuses on the knowledge and skills necessary to provide exemplary leadership of groups and inter-professional teams with an emphasis on relationship and team building. Emphasis is to further enhance leadership skill development in order to resolve complex clinical situations, improve practice environments, and lead integrated health care delivery teams. In addition, the role of the nurse advancing nursing practice through developing health policy and advocacy systems will be examined. Approaches to health issues for shaping policy on a local, state and federal level are analyzed in accordance with policy making processes, politics in health care and government, healthcare economics, and ethical frameworks.	
NUR-550	Advanced Gerontological Nursing I	4	Study of the aging process, current theories of aging, and effects of political, social and economic issues on the lifestyles of the aging population. Exploration of the roles of the Clinical Nurse Specialist in promoting the wellness model for adults. Examination of the federal, state and local laws that support and/or discourage promotion, restoration and maintenance of health for the aging population. The synergistic effects of heredity, environment, lifestyle, and access to adequate health care on clients' risks for morbidity, loss of independent living, and mortality are discussed. Review of current research on normative aging, health belief models, and health promotion strategies.	Take NUR-552. (Required, Concurrent).
NUR-551	Advanced Gerontological Nursing II	4	Further study of the aging process focusing on the roles of the Clinical Nurse Specialist in the provision and management of complex care required by older adults in a variety of settings. Emphasis is placed on the development of strategies to delay, limit, and/or prevent the debilitating effects of chronic illness. Continued investigation of origins and effects of public laws on the social and economic forces that govern health and provision of holistic, restorative care in collaboration with clients, their families, and other health care providers. Discussion of ethical issues frequently encountered in the provision of long-term care. Analysis of current nursing research related to health problems of older adults and the delivery of care in long-term settings.	Take NUR-550 NUR-552. (Required, Previous). Take NUR-553. (Required, Concurrent).

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
NUR-552	Practicum - Adv Gerontological Nurs I	2	Focuses on application of the roles of the Clinical Nurse Specialist in community-based settings where adults live, work, recreate, and receive health care services. Under preceptor supervision, students utilize the nursing process to promote wellness and reduce the older adult client's risk for morbidity and loss of independence. Students apply theoretical models in analyzing individual, familial, cultural, political, and socioeconomic forces that enhance or impede the older adult's health and wellness. Opportunities for collaboration with federal, state and local agencies providing services to older adults and their families are provided.	Take NUR-550. (Required, Concurrent).
NUR-553	Practicum - Adv Gerontological Nurs II	2	Focuses on synthesis of the Clinical Nurse Specialist's roles as clinical expert, educator, manager, researcher, and consultant in caring for older adults requiring long-term care at home or in a variety of institutional settings. Under preceptor supervision, students apply current nursing research to manage nursing diagnoses frequently occurring in clients in long-term care environments. Students also explore legal and ethical issues affecting quality of life and end-of-life decision making such as guardianship, ombudsman programs, residents' rights, and advanced directives. Issues related to financing/reimbursement, staffing, facility accreditation, certification, licensure, and quality improvement strategies are explored.	Take NUR-550 NUR-552. (Required, Previous). Take NUR-551. (Required, Concurrent).
NUR-570	Advanced Assessment and Lab for Advan	3	This course builds upon the basic skills of physical assessment. Students will practice health assessment and physical examination skills in the classroom and laboratory settings. Emphasis is on clinical decision- making and differentiation of normal versus abnormal findings and the integration of the history and physical examination across the lifespan including pregnant women.	Take NUR-510 NUR-500 NUR-572. (Required, Previous).
NUR-572	Role Transition Seminar I	3	This course will examine the principles, concepts and frameworks for advanced practice nursing in primary health care settings. The focus is on population health and caring for diverse populations. This course will synthesize principles of evidence-based practice quality and safety of health care practice, leadership, ethics, and role development.	Take NUR-510 NUR-500. (Required, Previous).
NUR-573	Role Transition II	3	NEW - This course will examine the principles, concepts and frameworks for advanced practice nursing in primary health care settings. The focus is on population health and caring for diverse populations. This course will synthesize principles of evidence-based practice quality and safety of health care practice, leadership, ethics, and role development. INCORRECT-DELET THIS BELOW This course introduces the role of the nurse practitioner in general primary health care management of individuals and families across the lifespan. Focus is directed toward the application of advanced health assessment skills, preventive health care practices and the promotion of health. Course content includes family systems, developmental theories, cultural considerations, environmental factors, spiritual concerns, and genetic influences. Experiences are provided in clinical decision-making and in the implementation of evidence-based practice in a variety of primary care settings.	
NUR-602	Organizational Behavior for Adv Prac Nur	3	Examination of human behavior within the context of health care delivery systems. Emphasis is on the impact of rapidly accelerating change and effective management of change. Theories of organizational behavior are presented in light of specific organizational problems that impact advanced practice nursing.	Take NUR-500 NUR-510 NUR-530 NUR-535 NUR-550 NUR-551 NUR-552 NUR-553 NUR-570 NUR-610. (Required, Previous).
NUR-603	Clinical Practicum - Management Role	6	Examination of management processes as they relate to advanced practice nursing and the health care delivery system. Fiscal responsibility including budget preparation and implementation will be incorporated.	
NUR-604	Learning Theories	3	Concepts of learning and selected learning theories are explored, compared and contrasted, and applied within nursing education. Students are guided in evaluating the learning process from both research and experiential perspectives. The interface between instructional technology and learning is explored within the context of learning styles and expectations of millennial learners.	-
NUR-605	Curriculum Design	3	A study of the components and processes of curriculum design in relation to associate and baccalaureate nursing education. Historical, philosophical, and current educational issues impacting the curriculum are analyzed.	Take NUR-530 NUR-604 NUR-610. (Required, Previous).
NUR-606	Clinical Practicum - Teaching Role	6	Application of theoretical content to the selected functional area of the teaching role. Provides opportunities for students to translate content related to the specialty area, curriculum design, learning theories and teaching strategies into practice in a nursing education setting. Emphasis is placed on teaching and faculty role components which are address within the framework of higher education.	Take NUR-500 NUR-510 NUR-530 NUR-604 NUR-605 NUR-609 NUR-610 NUR-614 NUR-650. (Required, Previous).
NUR-609	Topics in American Higher Education	3	Explores the history, structure and governance of American high education. Consideration of the influence of social, political and financial environments on University/university functions and academic life.	
NUR-610	Nursing Research Methodology & Ebp	3	This course focuses on the systematic study of the research process and research methodologies appropriate for advanced nursing roles. Students are introduced to concepts and terminology relevant to the theoretical context of research, research design and methodology, data collection, data analysis, and reporting of results. Critical examination of published studies with emphasis on research critique, interpretation of statistical results and evidenced-based practice is addressed.	Take NUR-530. (Required, Previous).

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
NUR-614	Teaching Strategies	3	Explores the teaching roles and responsibilities of the nurse educator in the classroom, laboratory and clinical setting. The theoretical content of teaching/learning and curriculum development will be applied to teaching techniques, strategies and challenges. The emphasis will be on techniques to facilitate student learning.	
NUR-630	Primary Care I-Introduction	3	This course introduces the role of the nurse practitioner in general primary health care management of individuals and families across the lifespan. Focus is directed toward the application of advanced health assessment skills, preventive health care practices and the promotion of health. Course content includes family systems, developmental theories, cultural considerations, environmental factors, spiritual concerns, and genetic influences. Experiences are provided in clinical decision-making and in the implementation of evidence-based practice in a variety of primary care settings.	
NUR-631	Primary Care II-Newborn (0-5year Old)	3	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the newborn to 5-year-old population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in diverse newborn to 5-year-old populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of newborns to 5-year old in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	
NUR-632	Primary Care III-Young Child (6-11 Yo)	3	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the young child (age 6-11) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse young child (age 6-11) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the young child (age 6-11) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	
NUR-633	Primary Care IV-Adolescent (12-18yo)	3	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the adolescent (12-18-year-old) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse adolescent (12-18-year-old) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the adolescent (12-18-year-old) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	
NUR-634	Primary Care V-Young Adult (19-29 Yo)	3	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the young adult (age 19-29) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse young adult (age 19-29) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the young adult (age 19-29) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	
NUR-635	Primary Care VI-Middle Adult (30-55 Yo)	3	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the middle adult (age 30-55) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse middle adult (age 30-55) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the middle adult (age 30-55) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
NUR-636	Primary Care VII-Older Adult (56 Yo+)	3	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the older adult (age 56+) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse older adult (age 56+). Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the older adult (age 56+) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	
NUR-637	Primary Care C VIII-Women Hlth & Pregnancy	3	This course provides students with the theoretical base to assess, diagnose and manage the primary care of women and pregnancy. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse pregnant and female population. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the pregnant and non-pregnant female patient in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	
NUR-638	Primary Care Practicum I	1	This course is the clinical practice component that provides a transition from didactic and laboratory practice of assessment, diagnosis, differential diagnosis and management to actual pediatric, adolescent, adult, geriatric and pregnant patients to practicum. Clinical experiences are provided in a variety of primary care settings	
NUR-650	Clinical Seminar	4	Designed to assist the nurse educator student to enhance her or his knowledge base in a selected area of nursing practice. In seminar, students analyze epidemiologic, technological, socioeconomic, cultural and ethical influences on client care. The practicum component includes precepted learning experiences in a student selected clinical environment. Selected settings include but are not limited to hospitals, long-term care facilities, assisted living facilities, rehabilitation facilities, nurse managed health centers, specialty clinics and office practices. Emphasis is placed on identifying and responding to health related concerns through the use of evidence based practice.	Take NUR-510 NUR-530 NUR-570 NUR-604 NUR-605 NUR-620 NUR-614. (Required, Previous).
NUR-700	Healthcare Ethics for the APN	3	This course examines ethical concepts foundational to advanced nursing practice. Application of a variety of decision making frameworks to address ethical dilemmas arising from complex care, use of technology, health care resources, health care policy, national and international health issues.	
NUR-701	Statistical Analysis for EBP	3	Develop the statistical skills necessary to critically evaluate advanced practice nursing research using qualitative and quantitative methods to identify appropriate techniques for interpretation of results of independent research, and for presentation of results to improve clinical practice. Develop beginning proficiency for performing the analysis of clinical datasets using software programs such as SPSS, Excel and SAS/STAT.	
NUR-720	Organizational Behavior/Social Policy	3	This course explores the advanced practice nursing role in health care delivery systems and outcomes in the delivery of health care. Health care delivery models and reimbursement mechanisms from policy and economic perspectives are examined. The advanced practice nursing role in applied research and formation of health care policy is emphasized.	
NUR-721	Leadership as APN	3	This course explores leadership of the advanced practice nurse as it relates to clinical practice, improving health outcomes, and ensuring patient safety. Leadership and communication strategies will be examined in the role of the advanced practice nurse.	
NUR-722	Technology for APN	3	Designed for the advanced practice nurse, this course examines computer applications within nursing administration, research, clinical practice, education, and health care. Critical thinking concerning the social, legal and ethical aspects of computer technology is emphasized.	
NUR-730	Research Utilization	3	This course builds on prior knowledge of the nursing research process to support practice-based problems, interpretation and analysis of current evidence and literature. The analysis and interpretation of data from qualitative and quantitative research designs will be emphasized. The interrelationship of theory, research and practice will be analyzed	
NUR-731	Evidence Based Practice	3	This course focuses on the review, analysis, synthesis and application of scientific evidence for advanced practice nursing and health care. The ethical, legal, cultural, and financial implication of evidence based advanced nursing practice is examined. Tools to develop an evidenced based practice project are explored.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
NUR-800	DNP Scholarly Project 1	3	This is the first course of three courses developing an evidenced based scholarly project for advanced practice nursing. The student will conceptualize a scholarly research project in an area of advanced practice nursing. Synthesize knowledge and skills learned in previous courses to develop an evidenced based research project that makes a contribution to advanced practice nursing.	
NUR-801	DNP Scholarly Internship 1	3	This course is the clinical practice component complementing the didactic of APN Scholarly Project 1 that requires 135 clinical hours. This course integrates previous knowledge and skills as an advanced practice nurse and focuses on the development of the scholarly project question. The experience provides additional opportunities for clinical practice and expertise development.	
NUR-810	DNP Scholarly Project 2	3	This is the second course of three courses in the development of an evidenced based scholarly project for advanced practice nursing. In this course the student will continue with the evidenced based nursing project. The focus is the completion of data collection, analysis and preparation of all components of the project. The student will work closely with an advanced practice nursing faculty in the preparation of the evidenced based research.	
NUR-811	DNP Scholarly Internship 2	3	This course is the clinical practice component complementing the didactic of APN Scholarly Project 2 that requires 135 clinical hours. Students will continue to refine advanced practice nursing skills and integrate the data collection component of their scholarly project.	
NUR-820	DNP Scholarly Project 3	3	This is the final course of the three courses for the development of the evidence based scholarly project in advanced practice nursing. The focus is the completion, defense and dissemination of the evidence based project.	
NUR-821	DNP Scholarly Internship 3	3	This course is the clinical practice component complementing the didactic of APN Scholarly Project 3 that requires 135 clinical hours. Students will continue to engage in clinical practice and expertise development. The course will offer the student a venue to complete, evaluate and disseminate the evidence based project	
NUR-830	DNP Scholarly Advisement	3	This course provides ongoing faculty advisement until completion and defense of the capstone project.	
OSC-501	Foundations of Occupational Science	3	Introduces the academic discipline of Occupational Science and its relationship to occupational therapy. The complex nature of occupation is explored from an interdisciplinary perspective. Emphasis on how occupational injustices can limit occupational performance and occupational participation, and how the therapeutic use of occupation can influence the development and/or recovery of persons with disabling conditions.	
OSC-502	Neuroscience of Occupational Behavior	2	Covers body functions and structures of the nervous system, including the impact of nervous system impairment on occupational behavior.	
OSC-503	Functional Anatomy Occupational Therapy	3	In-depth study of the body functions and structures of the human body with major emphasis on functional anatomy within the domain of concern for occupational therapy. Includes a practice lab.	
OSC-503L	Functional Anatomy Occupational Therapy		In-depth study of the body functions and structures of the human body with major emphasis on functional anatomy within the domain of concern for occupational therapy. Includes a practice lab.	
OSC-505	Foundations of Occupational Therapy	3	Introduction to the foundations of the occupational therapy profession including its history, philosophical base, professional terminology, theory development, frames of reference, and the varied scope and roles of the occupational therapy practitioner.	Take OSC-501 OSC-502 OSC-503. (Required, Previous).
OSC-506	Creativity and Activity Analysis	2	Exploration of the historical and contemporary use of creativity in the promotion of health through client- centered activities to promote health and recovery. Emphasis on the analysis, grading, and managing of complexity of therapeutic activities. Includes a practice lab.	Take OSC-501 OSC-502 OSC-503. (Required, Previous).
OSC-506L	Creativity and Activity Analysis		Exploration of the historical and contemporary use of creativity in the promotion of health through client- centered activities to promote health and recovery. Emphasis on the analysis, grading, and managing of complexity of therapeutic activities. Includes a practice lab.	Take OSC-501 OSC-502 OSC-503. (Required, Previous).
OSC-507	Kinesiology for Occupational Therapy	3	Focus on the understanding and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.	Take OSC-501 OSC-502 OSC-503. (Required, Previous).
OSC-507L	Kinesiology for Occupational Therapy		Focus on the understanding and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.	Take OSC-501 OSC-502 OSC-503. (Required, Previous).
OSC-508	Prof Skills I: Therapeutic Use of Self	2	Exploration of human behavioral theories and practice of therapeutic use of self within individual and group therapeutic contexts. Focus on understanding the occupational needs of individuals and groups, teaching- learning process, appraisal of effective communication, empathy, mindfulness, and building of rapport to foster effective therapeutic relationships.	Take OSC-501 OSC-502 OSC-503. (Required, Previous).

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
OSC-510	Professional Dev I: Ethics/Values/Resp	2	Examines the ethics and values of the profession of occupational therapy including the ethical standards of occupational therapy practice and review of scenarios to solve ethical dilemmas. Includes professional development regarding the acquisition of professional membership, knowledge, and skills expected of students in a professional program while beginning to develop a plan for lifelong learning.	Take OSC-501 OSC-502 OSC-503. (Required, Previous).
OSC-511	Hlth/Medical Conditions: Children/Youth	2	Examines development and the prevailing health and welfare needs of children and adolescents with or at risk for mental and/or physical disabilities and chronic health conditions. Focus on varying medical conditions that can impact occupational performance and participation of children and youth.	Take OSC-505 OSC-506 OSC-507 OSC-508 OSC-510 OSC-514. (Required, Previous).
OSC-512	OT Process: Child/Youth	5	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. Includes a practice lab.	Take OSC-505 OSC-506 OSC-507 OSC-508 OSC-510 OSC-514. (Required, Previous).
OSC-512L	OT Process: Child/Youth		Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. Includes a practice lab.	
OSC-513	OT Fieldwork I: Child/Youth	1	Immersion experience into a therapeutic service delivery context with children or youth.	Take OSC-505 OSC-506 OSC-507 OSC-508 OSC-510 OSC-514. (Required, Previous).
OSC-514	Research Meth I: Evidence-Based Practice	3	Review of quantitative and qualitative research methodologies, appraisal of professional literature and levels of evidence, and the influence of clinical expertise and client values in supporting best therapeutic practices.	Take OSC-501 OSC-502 OSC-503. (Required, Previous).
OSC-515	Prof Skill II: Mobility, Adl, Iadl, Wk	3	Review and practice of a wide array of healthcare and practice skills that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Includes a practice lab.	Take OSC-505 OSC-506 OSC-507 OSC-508 OSC-510 OSC-514. (Required, Previous).
OSC-515L	Prof Skill II: Mobility, Adl, Iadl, Wk		Review and practice of a wide array of healthcare and practice skills that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Includes a practice lab.	
OSC-516	Prof Dev II: Healthcare/Policy/Advocacy	3	Focuses on understanding healthcare, policy, and reimbursement that influence access to occupational therapy practice across multiple practice areas. Review of intra-professional and inter-professional roles, and the laws and regulations that influence occupational therapy practice. Promotion of occupational therapy to other professionals, service providers, consumers, third-party payers, regulatory bodies, and to the public.	Take OSC-505 OSC-506 OSC-507 OSC-508 OSC-510 OSC-514. (Required, Previous).
OSC-518	Wellness & Health Promo Through Occup	2	Exploration of occupation, health literacy, and diversity factors that influence health and wellness. Review of community-based and institutional-based practice areas in the promotion of health and wellness in individual, group, and population-based contexts.	Take OSC-505 OSC-506 OSC-507 OSC-508 OSC-510 OSC-514. (Required, Previous).
OSC-601	Hlth/Medical Conditions: Adults	2	Examines development and the prevailing health and welfare needs of adults with or at risk for mental and/or physical disabilities and chronic health conditions. Focus on varying medical conditions that can impact occupational performance and participation of adults.	Take OSC-415 or OSC-515. (Required, Previous).
OSC-602	OT Process: Adults	5	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults. Includes a practice lab.	Take OSC-415 or OSC-515. (Required, Previous).
OSC-602L	OT Process: Adults		Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults. Includes a practice lab.	Take OSC-415 or OSC-515. (Required, Previous).
OSC-603	OT Fieldwork I: Adults	1	Immersion experience into a therapeutic service delivery context with adults.	Take OSC-415 or OSC-515. (Required, Previous).
OSC-604	Hlth/Medical Conditions: Older Adults	2	Examines development and the prevailing health and welfare needs of older adults with or at risk for mental and/or physical disabilities and chronic health conditions. Focus on varying medical conditions that can impact occupational performance and participation of older adults.	Take OSC-601 OSC-602 OSC-603. (Required, Previous).
OSC-605	Hlth/Medical Condit: Adults/Older Adults	5	Integrate theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with older adults. Includes a practice lab.	Take OSC-601 OSC-602 OSC-603. (Required, Previous).
OSC-605L	Hlth/Medical Condit: Adults/Older Adults		Integrate theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with older adults. Includes a practice lab.	Take OSC-601 OSC-602 OSC-603. (Required, Previous).
OSC-606	OT Fieldwork I: Older Adults	1	Immersion experience into a therapeutic service delivery context with older adults.	Take OSC-601 OSC-602 OSC-603. (Required, Previous).
OSC-607	Emerging Areas of OT Practice	2	Emerging areas of occupational therapy practice and identifying opportunities to work in an emerging practice area on a fulltime or contractual basis.	Take OSC-601 OSC-602 OSC-603. (Required, Previous).
OSC-608	Prof Skls III: Environ Adapt/Assist Te	2	Overview of environmental adaptation, compensatory strategies, and types of common assistive devices and technology to improve occupational performance and participation needs identified by individuals and communities.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
OSC-609	Research Methods II: Applied Research	2	Using scholarly literature to develop a research plan to promote evidence based decisions for an innovative therapeutic program. Make a plan to locate and secure a grant to support program development and implementation.	Take OSC-601 OSC-602 OSC-603. (Required, Previous).
OSC-610	Professional Dev III: Mgt/Leadership	2	Plan, develop, and market the management and delivery of occupational therapy that includes care coordination, case management, transition of services, consultation, management of staffing occupational therapy assistants, referral and collaboration with other inter-professional partners, and provision of fieldwork education.	Take OSC-601 OSC-602 OSC-603. (Required, Previous).
OSC-611	Fieldwork Level IIA	6	Twelve-week immersion into a therapeutic context to perform the occupational therapy process in a selected practice area.	Take OSC-604 OSC-605 OSC-606 OSC-607 OSC-608 OSC-609 OSC-610. (Required, Previous).
OSC-612	Professional Dev IV: Fw Education	1	Professional responsibility for providing fieldwork education and the criteria to become a fieldwork educator. Discussion of practical solutions to student challenges with occupational therapy service delivery across multiple therapeutic contexts.	Take OSC-604 OSC-605 OSC-606 OSC-607 OSC-608 OSC-609 OSC-610. (Required, Previous).
OSC-701	Fieldwork Level IIIB	6	Twelve-week immersion into a therapeutic context to perform the occupational therapy process in a selected practice area.	Take OSC-604 OSC-605 OSC-606 OSC-607 OSC-608 OSC-609 OSC-610. (Required, Previous).
OSC-702	Profession Dev V: Career Succ/Mgful Life	1	Preparation methods to taking the NBCOT® exam, future job interviewing, service to society, and the completion of an e-portfolio with strategies to engage in scholarly activities to become a lifelong learner.	Take OSC-604 OSC-605 OSC-606 OSC-607 OSC-608 OSC-609 OSC-610. (Required, Previous).
PUB-100	Introduction to Public Health	3	This course will provide students will a broad overview of the field of public health in the United States and around the globe. Students will understand the purpose and breadth of public health and explore the impact it has on their own and others' lives. In addition, students will also be introduced to the people and organizations who do the work of public health and the challenges they face.	
PUB-200	Health Behavior and Health Education	3	This course will examine the relationship between behavior and health and explore the many factors that affect health behaviors including the social determinants. Health behavior theories will be explored to understand underlying causes of individual and community behavior. Students will explore strategies for affecting and changing behavior as a strategy for protecting or promoting health.	
PUB-210	Public Health Policy and Advocacy	3	In this course, students will examine the role of policy in health and healthcare, comparing systems of healthcare in the US and other countries. Students will learn strategies to influence health policy and act as advocates for public health.	
PUB-220	Community Needs and Capicity Assessment	3	Students will learn how to identify assets and needs in a community to facilitate the development of health education interventions appropriate for specific communities. Strategies for engaging community stakeholders and developing partnerships will be addressed.	
PUB-230	Environmental Health	3	Students will learn about the relationship between the physical environment and human health, and how environmental exposures impact communities. Strategies for affecting environmental health will be explored.	
PUB-240	Human Disease and Human Prevention	3	In this course, students will examine common diseases affecting human populations around the globe and the biological processes that contribute to those diseases. Students will explore strategies to prevent common diseases. This course introduces concepts that will be explored in more depth in PUB 310 Introduction to Epidemiology.	
PUB-250	Health Communication Strategies	3	This course will provide students with an introduction to health communications. Students will learn how to develop and implement effective, accessible, ethical, and culturally appropriate health communications.	
PUB-300	Managing Public Health Organizations	3	In this course, students will review key public health organizations and compare systems of healthcare in the US and other countries. Public health management and leadership skills will be introduced, including those needed for implementing health interventions.	
PUB-310	Introduction to Epidemiology	3	In this course, students will develop an understanding of the field and methods of epidemiology. Students will examine disease surveillance systems around the world and explore strategies used to understand disease cause and spread and to improve population health.	MTH234 or PSY111 and PUB 240 or BIO111 or BIO 121 (Required, Previous)
PUB-320	Research Methods for Public Health	3	Students in this course will examine quantitative and qualitative research methods commonly used in public health. Students will learn to critique and design public health research. An emphasis will be placed on ethics in research design and implementation.	MTH234 or PSY111 (Required, Previous)
PUB-330	Planning/Eval Pub Hlth Interventions	3	In this course, students will integrate their understanding of human health, determinants of health, health data, research, and strategies to affect health into the development of health education and promotion interventions designed to meet the needs of communities. Students will learn how to how to develop an effective intervention to address the identified need, and how to design and implement an evaluation and use evaluation results to improve health. Limited to Public Health majors.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
PUB-480	Public Health Professional Seminar	3	This course provides students with an opportunity to examine the dimensions of professionalism in public health. Students will learn keys to professional success, including networking, navigating organizational culture, contributing to an effective team, responding to varied leadership styles, setting professional goals, seeking professional development, and preparing for the Certified Health Education Specialist Exam (CHES). During this course, students will identify their internship site for PUB 490, meet with their future internship site supervisor, plan their major internship project(s), prepare their internship learning agreement, and submit their internship proposal, specifying the scope and major projects of the internship. Limited to public health majors.	
PUB-490	Public Health Internship	3	The public health internship is an opportunity for public health majors to apply the skills and knowledge they have learned in their courses, form relationships with public health professionals in the community and polish their professionalism. Each student will spend approximately of 120 hours working in a public health organization in the community (10 hours/week for 12 weeks). Students' time at the internship site should be primarily spent doing the work of a public health professional. Students will be required to submit timesheets and reflection papers throughout the internship. Students must have a signed learning agreement with the internship site that has been approved by their advisor prior to beginning the internship.	PUR480 (Required, Previous) PUB495 (Required, Concurrent)
PUB-495	Public Health Grant-Writing Capstone	3	This course is taken during the same semester as the internship. Course meetings will include time for students to discuss and reflect upon their internship experience. In addition, students will work in teams to apply their communication, planning and evaluation skills to the development and presentation of a grant proposal seeking funding for a health education or promotion intervention at an internship site or other community organization. Students will also review the content of the CHES exam and develop preparation strategies.	
PUB-600	Found of Public Health & Health Equity	3	Public health is influenced by environmental, biological, behavioral, social, political and economic determinants. This course provides an overview of the field of public health, addressing key areas foundational to understanding these determinants and the importance of evidence in improving health in global communities. Students will explore health across the life course within an eco-social framework and an emphasis on health equity.	
PUB-610	Public Health Analytic Methods I	3	Public health practice depends on a thorough understanding of the evidence that guides identification of the underlying causes of disease and health and effective health promoting interventions. This two course series provides a foundation in epidemiology, biostatistics, and research methods. Students will apply epidemiological methods to a range of public health situations. They will learn how to select appropriate quantitative and qualitative research methods to address public health concerns, analyze data, and interpret results for public health practice.	
PUB-620	Health Equity: Policy & Advocacy	3	Implementing policies at the local or national level can be an effective strategy for change at the population level. This course begins with a review of how policies regulate the systems that affect public health domestically and internationally. The structural challenges posed by inequities and racism to achieving health for all will be considered. With this understanding, the policy-making process will be discussed and strategies to build coalitions to improve health outcomes will be proposed. Students will evaluate the impact of policies on public health and advocate for policies that will improve health equity.	
PUB-630	Public Health Analytic Methods II	3	Public health practice depends on a thorough understanding of the evidence that guides identification of the underlying causes of disease and health and effective health promoting interventions. This two course series provides a foundation in epidemiology, biostatistics, and research methods. Students will apply epidemiological methods to a range of public health situations. They will learn how to select appropriate quantitative and qualitative research methods to address public health concerns, analyze data, and interpret results for public health practice.	PUB 610 (Required, Previous).
PUB-640	Plan & Manage Pub Hlth Interventions	3	Developing effective public health interventions requires an understanding of the needs and assets that affect health within the community as well as the cultural values and practices of the community. This course focuses on the skills and knowledge necessary to develop effective health interventions and programs to address behavioral, social and structural factors that influence health. Evaluation and program management, including leadership and negotiation skills, are also addressed.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
PUB-650	Environmental Health Equity	3	Environmental exposure to pollutants and access to 'built environments' and foods that promote health is not equitable across domestic and international populations. This course applies systems thinking tools to identify the structural and political factors that influence these environmental inequities as well as the public health impacts. Building on the skills learned in PUB 620, students analyze an environmental health impact on a specific community and propose strategies to advocate for an evidence-based approach to address the issue.	
PUB-700	Applied Practice Experience	3	During the Applied Practice Experience (APE), public health professionals will act as preceptors and guide students while they apply the public health skills learned in their foundational courses. Students will work with their preceptor to plan and develop products of use to the practice location, whether a community based organization, health department or other public health site. Students are expected to select and demonstrate competency in at least 5 foundational or program competencies. In addition to the practical experience at their site, students will meet regularly online to reflect on their APE and professional development.	
PUB-710	Comm Strategies Health Promo	3	Developing effective health promotion messages requires an understanding of the audience and communication strategies. This course focuses on strengthening competencies related to creating culturally informed health education materials. Students will assess factors to understand the audience, determine communication objectives, construct persuasive messages using communications theories, and select appropriate communication methods and technologies to deliver health promotion messages.	
PUB-720	Structural Barriers to Health Equity	3	Where one lives can have a strong influence on life expectancy. This course focuses on barriers to achieving health equity in all communities, with an emphasis on structural factors that impact health, including the built environment, racism, and poverty. Specific challenges facing populations marginalized due to their identity or location will be explored, as well as strategies to address these challenges through public health interventions and advocacy.	
PUB-730	Collaborative Design Health Educ Program	3	Health promotion programs are most effective when developed with a thorough understanding of community needs, beliefs and priorities. This course addresses the skills needed for health education development, assessment, data analysis, planning and implementation from a community-based, participatory approach.	
PUB-740	Applied Epidemiology	3	Epidemiological methods are foundational to public health work. This course builds on the skills learned in PUB-610 and PUB-630 as students apply epidemiological methods to identify health disparities, identify underlying causes, and establish priorities based on data for a county or state health department. The focus is on using quantitative data to support health equity. Skills addressed will include identifying and using publically available data, identifying data needs and developing strategies to collect and analyze primary data.	PUB610, PUB630 (Required, Previous)
PUB-750	Global Health Equity	3	Countries and regions around the world face distinct challenges in achieving health equity for their populations. As seen through the COVID-19 pandemic, though, health issues do not stay within political boundaries and we find the global community to be increasingly interdependent. This course surveys health around the world, comparing public health systems and priorities. Students will gain an understanding of the United Nations' Sustainable Development Goals and the influence of globalization on health and health equity, and propose effective culturally informed strategies for health promotion within an international setting.	
PUB-760	Qualitative Res Methods for Public Hlth	3	Qualitative research methods can help public health professionals better understand the lived experience of communities before, during and after implementation of health promoting interventions. Focus groups, observation, and semi-structured interviews are examples of qualitative methods used alone or with quantitative methods for research or programmatic evaluations. This course builds on the skills introduced in PUB-610 and PUB-630. Students will have the opportunity to apply what they learn through lecture and readings as they gain experience in collecting and analyzing qualitative data.	PUB610,PUB630 (Required, Previous).
PUB-790	Integrative Learning Experience	3	The integrative learning experience (ILE) is an opportunity for students to demonstrate synthesis of foundational and program competencies through the development of a culminating professional written product. The format of the ILE will be unique to the student's professional and educational objectives, and may include writing documents such as a program evaluation report, training manual, or policy analysis. The course instructor will approve student proposals for the written product before enrollment, and students will present their ILE projects orally at the end of the semester.	

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
SPE-506	Foundations of Behavior Analysis	3	This course examines the concepts and principles of behavior analysis including, history, experimental analysis of behavior, as well as the dimensions of conditioning and reinforcement	
SPE-507	Applied Behavior Analysis	3	This course focuses on all principles of Applied Behavior Analysis as the basis for techniques utilized to improve socially significant behavior to a meaningful degree. Topics will include: basic concepts, selecting, defining and measuring behavior, evaluating and analyzing behavior change, reinforcement, punishment, antecedent variables, developing new behavior, and decreasing behavior with non-punishment procedures. Field Experience is required.	
SPE-508	Applied Behavior Analysis Extended Princ	3	This course is a continuation of the first Applied Behavior Analysis course (SPE 507). Particular consideration will be given to Functional Analysis and Verbal Behavior. Field Experience is required.	
SPE-511	Autism & Applied Behavior Analysis	3	The course will analyze the basic process of behavior in a person on the autism spectrum. The course will present more advanced learning in basic principles of behavior analysis which will be applied to the behavioral assessment, intervention methodologies, and programming for the student on the autism spectrum. Field Experience is required.	
SPE-512	Ethics/Professionalism Behavior Analysts	3	This course will focus on the Behavior Analyst Certification Board's Professional and Ethical Compliance Code. Ethics and professional conduct will be analyzed through readings and scenarios. Students will also study a survey of the applications of Applied Behavior Analysis including behavior consultation and behavior therapy as it applies to common mental health and behavior disorders.	
SPE-520	Methods, Materials and Curriculum	3	Students engage the study of methods, materials and curriculum issues for the instruction of PK-12 Special Education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards in the area of Special Education for diverse learners. Field experience is required.	
SPE-560	Dgn Asmnt Prscrptv & Intrvntn Tch Spc Ed	3	This course is designed to provide students with a theoretical and practical foundation in assessment techniques. It emphasizes the selection and interpretation of assessment measures as well as the integration and communication of test results. Students will be exposed to current issues and research findings in the assessment literature. They will also receive hands-on experience in test administration and report writing. This course is an introduction to the assessment process and is not intended to qualify the student to administer tests of a psychological nature in a school or agency with further supervision and training.	
SPE-561	Research Meth/Materials Special Learner	3	This course focuses on applying fundamental concepts of teaching students with mildly or moderately disabling conditions. Students focus on applied behavioral analysis, problem-solving strategies, and preventive methods for challenging classroom behaviors. Developing and implementing appropriate Individual Education Plans (IEP) and Individual Transition Plans (ITP) with behavioral plans are emphasized. Students also examine how to create safe, supportive psychological and physical environments conducive to student learning. Planning for transitions across the lifespan is explored. Field experience is required.	Take SPE-560. (Required, Previous).
SPE-562	Special Education Law & Ethics	3	This course is designed to provide the student with in depth knowledge of the regulations and laws governing special education as they relate to the classroom and families of exceptional students. Students will study history of special education laws, current court and due process hearing results and their current impact on the delivery of special education programs and services.	
SPE-563	Current Issues in Special Education	3	With constantly changing state and federal regulations regarding students with special needs, educators must understand guidelines that apply to the individualized programming of students with and without disabilities. This course expands on foundational topics, including the implementation of IDEA 2004 and the ADA, and transition to adult life. This graduate-level course incorporates theory and hands-on methods, techniques, and strategies for working with students with special needs. Field experience required.	
SPE-564	Behavior Mgmt Skills for Special Learner	3	This course is designed to provide students with a technical and functional understanding of all facets of behavior, including: behavioral analysis and behavior management in classrooms and other educational settings. Students will explore the basic concepts of behavior, strategies for behavior management, and legal considerations for schools. They will also determine how to conduct functional behavioral assessments and develop individual and schoolwide positive behavior support plans and progress monitoring plans. Field experience is required.	Take SPE-560. (Required, Previous). Take SPE-561. (Required, Previous). Take SPE-563. (Required, Previous).
SPE-565	Professional Seminar Std Teaching Grad	3		

Course Name	Long Title	Min Credits	Description	Requisites (Syntax)
SPE-566	Professional Seminar Std Teaching Grad	1	Students engage the study of methods, materials and curriculum issues for the instruction of PK-12 Special Education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards in the area of Special Education for diverse learners. Field experience is required.	Take EDU-502. (Required, Previous). Take EDU-581. (Required, Previous). Take SPE-520. (Required, Previous). Take SPE-560. (Required, Previous). Take SPE-561. (Required, Previous). Take SPE-564. (Required, Previous).
SPE-580	Foundations of Autism Spectrum Disorder	3	This course examines the characteristics of individuals diagnosed with Autism Spectrum Disorder (ASD). Students will explore the assessment and evaluation process for identifying ASD, current trends in teaching approaches and interventions, and strategies for supporting the families of students with AS	
SPE-581	Assessment & Program Development	3	This course focuses on the design and implementation of assessment and program protocols for learners on the autism spectrum. The connection between on-going assessment and its role in individualized program development will be emphasized. The student will be presented with data-based decision-making models which will guide program development. Field Experience is required.	
SPE-582	Comm, Beh, Social Comp Students Autism	3	This course will address the broad scope of issues relative to effective communication, behavioral and social competence for students on the autism spectrum. The course will analyze the interrelationship between communication and behavior. Language development, pragmatics, augmentative and alternative communication systems will be presented. Field Experience is required.	
SPE-583	Scientifically Res Based Best Instr Pr	3	A decision-making framework based on empirically based interventions that allow for the design of effective instructional systems will be emphasized in this course. Practices and procedures that address the core features of autism allowing for application across diverse instructional settings will be presented. The course will emphasize strategies to enhance collaboration with paraprofessionals as well as the representatives of services received by agencies outside of the school realm. Field Experience is required.	

CURRICULUM SHEETS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in major. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or the field placement handbooks.

Degree Requirement

A student must already hold a baccalaureate degree from an accredited college or university for this degree.

Credit Requirements

A minimum of 60 credits is required for this clinical mental health concentration degree

Up to 6 credits from a related master level degree can be transferred.

Pre-practicum hours are embedded within the course work: CNS 505 and CNS 527

Practicum (100 hours) and internship (600 hours - 200 in each internship experience are required.

Grade Requirements

The minimum major and cumulative GPA of 3.0 (B) average is required to remain in good academic standing. One grade of a C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

MAJOR

Core Requirements - 30 credits					
CNS 501	Counseling Skills	3			
CNS 504	Human Development	3			
CNS 505	Foundations of Counseling	3			
CNS 510	Research Methods	3			
CNS 513	Practicum	3			
CNS 520	Theories in Counseling	3			
CNS 521	Assessment Techniques in Counseling	3			
CNS 527	Social Justice, Multicultural & Diversity Issues in Counseling	3			
CNS 531	Career Development	3			
CNS 533	Substance Use/Abuse	3			

Concentration Requirements - 30 Credits

CNS 502	Counseling Agencies	3			
CNS 503	DSM/Psychopathology	3			
CNS 506	Marriage and Family Counseling	3			
CNS 535	Group Counseling and Facilitation Skills	3			
CNS 600	Internship I (CMH)	3			
CNS 601	Internship II (CMH)	3			
CNS 602	Internship III (CMH)	3			
CNS	Electives	9			

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in major. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or the field placement handbooks.

Degree Requirement

A student must already hold a baccalaureate degree from an accredited college or university for this degree.

Credit Requirement

A minimum of 60 credits is required for this school counseling concentration certificate degree.

Up to 6 credits from a related master-level degree can be transferred.

Pre-Practicum hours are embedded within the course work; CNS 505 and CNS 527.

Practicum (100 hours) and internship (600 hours - 200 each in each internship experience are required).

Grade Requirements

The minimum major and cumulative GPA of 3.0 (B) average is required to remain in good academic standing. One grade of a C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

PA Certification requires 60 credits including practicum/internship field experiences, MS counseling degree, counseling speciality tests and clearances.

MAJOR

Core Requirements - 30 credits					
CNS 501	Counseling Skills	3			
CNS 504	Human Development	3			
CNS 505	Foundations of Counseling	3			
CNS 510	Research Methods	3			
CNS 513	Practicum	3			
CNS 520	Theories in Counseling	3			
CNS 521	Assessment Techniques in Counseling	3			
CNS 527	Social Justice, Multicultural & Diversity Issues in Counseling	3			
CNS 531	Career Development	3			
CNS 533	Substance Use/Abuse	3			

Concentration Requirements - 30 Credits

CNS 507	Disabilities in the School Counseling Setting	3			
CNS 508	Needs of English Language Learners in the School Counseling Setting	3			
CNS 523	Intervention Techniques in School Counseling	3			
CNS 525	Organization of School Counseling	3			
CNS 536	Group Counseling and Facilitation Skills for the School Setting	3			
CNS 608	Internship I (SC)	3			
CNS 609	Internship II (SC)	3			
CNS 610	Internship III (SC)	3			
CNS	Electives	6			

Curriculum sheet for the school counseling program at Gwynedd Mercy University is subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for school counseling education programs at Gwynedd Mercy University.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for this certification program. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or the field placement handbooks.

Degree Requirement

A student must already hold a Master Degree in Counseling, Education or a closely related major from an accredited college or university for this degree.

Credit Requirement

A minimum of 48 credits is required for this school counseling certificate program. A minimum of 24 credits must be completed in residence.

Up to 24 graduate credits of course competencies can be waived. An evaluation of transcripts will be necessary to determine the required coursework for certification.

Practicum (100 hours) and internship (210 hours x2) are required by Pennsylvania for each grade level concentration (PK-8, 7-12)

The minimum major and cumulative GPA of 3.0 (B) average is required to remain in good academic standing. One grade of a C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

PA Certification requires 48 credits including practicum/internship field experiences, counseling speciality tests and clearances.

MAJOR

Core Requirements-27 credits

CNS 501	Counseling Skills	3			
CNS 504	Human Development	3			
CNS 505	Foundations of Counseling	3			
CNS 510	Research Methods	3			
CNS 513	Practicum	3			
CNS 520	Theories in Counseling	3			
CNS 521	Assessment Techniques in Counseling	3			
CNS 527	Social Justice, Multicultural & Diversity Issues in Counseling	3			
CNS 531	Career Development	3			

School Counseling Requirements-21 credits

CNS 507	Disabilities in the School Counseling Setting	3			
CNS 508	Needs of English Language Learners in the School Counseling Setting	3			
CNS 523	Intervention Techniques in School Counseling	3			
CNS 525	Organization of School Counseling	3			
CNS 536	Group Counseling and Facilitation Skills for the School Setting	3			
CNS 608	Internship I (SC)	3			
CNS 609	Internship II (SC)	3			

Curriculum sheet for the PG school counseling certificate program at Gwynedd Mercy University is subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for school counseling education programs at Gwynedd Mercy University.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be complete this certificate program. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Degree Requirement

This program is only available to students who have earned the MS in School Counseling degree from Gwynedd Mercy University.

MAJOR

Certificate Program- 12 credits					
CNS 502	Counseling Agencies	3			
CNS 503	DSM/Psychopathology	3			
CNS 506	Marriage and Family Counseling	3			
CNS 602	Internship III (CMH)	3			

GPA/Grade Requirement

The minimum major and cumulative GPA of 3.0 (B) average is required to remain in good academic standing. One grade of a C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Public Health, Health Equity concentration. Additional policies and procedures may be found in the current Graduate University Catalog and/or the field placement handbook.

Degree Requirement

A student must already hold a baccalaureate degree from an accredited college or university for this degree.

Credit Requirements

A minimum of 42 credits is required for the Master of Public Health degree.

Up to 6 credits from a related master level degree can be transferred.

Public Health Foundational and Program Competency requirements are met within the 600 level public health courses.

Completion of an Applied Practice Experience internship (PUB-700 APE) and an Integrative Learning Experience capstone project (PUB-790 ILE) are required.

Grade Requirements

The minimum major and cumulative grade point average (GPA) of 3.0 is required to remain in good academic standing. Students must earn a grade of "B" or above in any foundational PUB 600 level course, PUB 700 and PUB 795. Students must earn a grade of "C" or better in additional courses taken towards the MPH degree. If a student does not meet these grade requirements, they will have one opportunity to repeat that course to meet the grade requirement.

Foundational Requirements - 18 Credits

PUB-600	Foundations of Public Health and Health Equity	3			
PUB-610	Public Health Analytic Methods I	3			
PUB-620	Health Equity: Policy & Advocacy	3			
PUB-630	Public Health Analytic Methods II	3			
PUB-640	Planning and Managing Public Health Interventions	3			
PUB-650	Environmental Health Equity	3			

Public Health Practice Requirements - 6 Credits

PUB-700	Applied Practical Experience	3			
PUB-790	Integrative Learning Experience	3			

Additional Courses - 18 Credits

PUB 710	Communication Strategies for Health Promotion	3			
PUB-720	Structural Barriers to Health Equity	3			
PUB-730	Collaborative Design of Health Education Programs	3			
PUB-740	Applied Epidemiology	3			
PUB-750	Global Health Equity	3			
PUB-760	Qualitative Research Methods for Public Health	3			

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Business Administration (MBA). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Admission Requirement

Students must have an earned bachelor degree from a regionally accredited institution with a minimum cumulative GPA of 3.0.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

A minimum of 30 credits is required for the MBA.

Foundation Requirements

Financial Accounting
Principles of Economics
Principles of Marketing
Principles of Finance
Statistics
Management

Major**Core Courses - 21 credits**

MBA600	Ethical Decision Making and Corporate Social Responsibility	3
MBA610	Strategic Management	3
MBA620	Accounting for Decision Makers	3
MBA630	Marketing Planning	3
MBA640	Managing Business Operations	3
MBA650	Managerial Finance	3
MBA660	Capstone Business Plan	3

Students select one of these options:

Strategic Management and Leadership Option - 9 credits

BUSAD.SML.MBA

MBA700	Organization Theory & Design	3
MBA710	Global Management	3
MBA720	Managing Human Capital	3

Health Care Administration - 9 credits

BUSAD.HCA.MBA

MBA730	Healthcare Budgeting, Planning & Finance	3
MBA740	Managing Healthcare Delivery Systems	3
MBA750	Healthcare Information Systems	3

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Graduate Business Program Certificate. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Admission Requirement

Students must have an earned bachelor degree from a regionally accredited institution with a minimum major and cumulative GPA of 3.0.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

A minimum and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program. A student is expected to follow the course sequence as listed.

A minimum of 12 credits is required for the Graduate Business Certificates.

Graduate Certificate in Health Care Administration

MBA610	Strategic Management	3			
MBA730	Healthcare Budgeting, Planning & Finance	3			
MBA740	Managing Healthcare Delivery Systems	3			
MBA750	Healthcare Information Systems	3			

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Graduate Business Program Certificate. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Admission Requirement

Students must have an earned bachelor degree from a regionally accredited institution with a minimum major and cumulative GPA of 3.0.

An evaluation of transcripts will be necessary to determine the required coursework.

Graduate Certificate in Leadership - 12 credits

MBA600	Ethical Decision Making and Corporate Social Responsibility	3			
MBA700	Organizational Leadership	3			
MBA710	Global Management	3			
MBA720	Managing Human Capital	3			

Grade Requirements

A minimum and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program. A student is expected to follow the course sequence as listed.

A minimum of 12 credits is required for the Graduate Business Certificates.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Graduate Business Program Certificate. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Admission Requirement

Students must have an earned bachelor degree from a regionally accredited institution with a minimum major and cumulative GPA of 3.0.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

A minimum and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program. A student is expected to follow the course sequence as listed.

A minimum of 12 credits is required for the Graduate Business Certificates.

Graduate Certificate in Strategic Management-12 credits

MBA610	Strategic Management	3			
MBA620	Accounting for Decision Makers	3			
MBA630	Marketing Planning	3			
MBA650	Managerial Finance	3			

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Degree Requirement

A student must already hold a baccalaureate degree in any content area from an accredited college or university

Credit Requirement

A minimum of 30 credits is required for this degree.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

Meets PDE requirements for Level II (Permanent) certification (24 credits) including requirements for Standards Aligned Systems and Inclusive Classroom.

MAJOR

Master Degree Requirements - 30 credits				
EDU502	The Learning and Teaching Process	3		
EDU503	Social & Political Foundation of Education	3		
EDU510	Research Skills for Reflective Practitioner	3		
EDU551	Technology Applications for Educators	3		
EDU580	Multicultural & Diversity Issues in Education	3		
EDU581	Foundations of Special Education in an Inclusionary Setting	3		
EDU603	Culminating Project	3		
EDU613	Classroom Management	3		
EDU574	School Law and Policy Issues	3		
EDU614	Innovation in Teaching	3		

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or Student Teaching Handbook.

Degree Requirement

A student must already hold a baccalaureate degree in any content area from an accredited college or university.

Credit Requirement

A minimum of 36 credits is required for this degree.

An evaluation of transcripts will be necessary to determine the required coursework.

150 Pre-student teaching hours are embedded within certification courses.

Student teaching is 14 weeks full-time placement. Student is responsible for all required clearances in their respective state.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

To qualify for Pennsylvania Instructional I certification a student must complete all certification specific coursework (33 credits), pass required qualifying tests (Pearson:PECT), and validate clearances.

MAJOR

Requirements for Certification - 27 credits					
EDU502	The Learning and Teaching Process	3			
EDU503	Social & Political Foundations of Education	3			
EDU506	Methods, Materials & Curriculum I	3			
EDU507	Methods, Materials & Curriculum II	3			
EDU511	Methods & Theories of Teaching Mathematics	3			
EDU512	Methods for Teaching Reading & Assessment	3			
EDU580	Multicultural & Diversity Issues in Education	3			
EDU581	Foundations of Special Education in an Inclusionary Setting	3			
EDU565	Student Teaching & Professional Seminar	3			

Master Degree Completion - 9 credits

EDU510	Research Skills for Reflective Practitioner	3			
EDU582	Effective Communication for Educators	3			
EDU603	Culminating Project	3			

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Degree Requirement

A student must already hold a baccalaureate degree from an accredited college or university for the relevant content areas Biology, English, Mathematics, or Social Studies.

An evaluation of transcript will be necessary to determine the required coursework. Content specific coursework is undergraduate and can be accepted from prior work. See specific audit sheet of content area.

Credit Requirement

A minimum of 30 credits is required for the Master of Science in Secondary Subject Education program and needed subject/content area verification.

150 Pre-student teaching hours are embedded within certification courses.

Student teaching is 14 weeks full-time placement. Student is responsible for all required clearances in their respective state.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

To qualify for Pennsylvania Instructional I certification a student must complete all certification specific coursework (pedagogy and content area), pass required qualifying tests (Praxis Specialty test for subject), and validate clearances. Institutions can only certify in subjects where they have prior subject approval status at the undergraduate level. Gwynedd Mercy University has approval for Biology, English, Mathematics and Social Studies (History).

MAJOR

Requirements for Certification - 21 credits

EDU502	The Learning and Teaching Process	3			
EDU503	Social & Political Foundations of Education	3			
EDU508	Secondary School Methods and Materials	3			
EDU580	Multicultural & Diversity Issues in Education	3			
EDU581	Foundations of Special Education in an Inclusionary Setting	3			
EDU591	Curriculum Development and Peer Coaching	3			
EDU565	Student Teaching & Professional Seminar	3			

Master Degree Completion - 9 credits

EDU510	Research Skills for Reflective Practitioner	3			
EDU582	Effective Communication for Educators	3			
EDU603	Culminating Project	3			

Curriculum sheets for all education program at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Education with Social, Emotional, and Behavioral Wellness PK-12 Endorsement. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Degree Requirement

A student must already hold a baccalaureate degree in any content area from an accredited college or university.

Credit Requirement

A minimum of 42 credits is required for this degree.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Endorsement

Meets PDE requirements for Social, Emotional, and Behavioral Wellness PK-12 Endorsement.

Master Degree Requirements - 30 credits

EDU502	The Learning and Teaching Process	3
EDU503	Social & Political Foundation of Education	3
EDU510	Action Research for Teachers I	3
EDU581	Foundations of Special Education in an Inclusionary Setting	3
EDU603	Action Research for Teachers II	3
EDU613	Classroom Management	3
EDU574	School Law and Policy Issues	3
EDU614	Innovation in Teaching	3

Endorsement Requirements - 12 credits

EDU560	Youth Development	3
EDU561	Childhood Experiences, Trauma, and Mental	3
EDU563	Emotional, and Behavioral Wellness across PK-12 Educational Environments	3
EDU562	Behavior and Mental Health Literacy	3

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Special Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook. Additionally, the student needs to be approved on an individual basis by the program director.

Admissions Requirement

A student must already hold a baccalaureate degree from an accredited college or university for this degree.

An evaluation of transcripts will be necessary to determine the required coursework.

Credit Requirement

A minimum of 33 credits are required for this MS in Special Education program.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

MAJOR

Degree Requirements - 33 Credits

EDU502	The Learning and Teaching Process	3
SPE520	Methods, Materials, and Curriculum	3
SPE562	Special Education Law and Ethics	3
SPE563	Current Issues in Special Education	3
EDU581	Foundations of Special Education in an Inclusionary Setting	3
SPE560	Diagnostic, Assessment, Prescriptive & Intervention Techniques for Special Education	3
SPE561	Researched Based Learning Methods & Materials for the Special Learner	3
SPE564	Behavior Management Skills for the Special Learner	3
EDU510	Action Research for Teachers, Part 1	3
EDU582	Effective Communication for Educators	3
EDU603	Action Research for Teachers, Part 2	3

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Special Education with Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Degree Requirement

A student must already hold a baccalaureate degree from an accredited college or university for this degree.

An evaluation of transcripts will be necessary to determine the required coursework.

Credit Requirement

A minimum of 30 credits are required for this M.S. in Special Education Program.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

Special Education is not a standalone certification in Pennsylvania. A prior initial subject/content area certification is required in the matching concentration/grade level. PA certification requires a subject certification, Special Education coursework, Special Education specialty tests, and field experience.

MAJOR

Core Requirements - 15 credits

EDU510	Educational Skills in Reflective Practitioners	3			
EDU582	Effective Communication for Educators	3			
EDU502	The Learning and Teaching Process	3			
EDU581	Foundations of Special Education in an Inclusionary Setting	3			
EDU603	Culminating Project	3			

Concentration Courses - 15 credits

SPE560	Diagnostic, Assessment, Prescriptive & Intervention Techniques for Special Education	3			
SPE561	Researched Based Learning Methods & Materials for the Special Learner	3			
SPE562	Special Education Law and Ethics	3			
SPE563	Current Issues in Special Education	3			
SPE564	Behavior Management Skills for the Special Learner	3			

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Certification in Special Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Degree Requirement

A student must already hold a baccalaureate degree from an accredited college or university for this certification.

An evaluation of transcripts will be necessary to determine the required coursework.

Credit Requirement

A minimum of 18 credits is required for the **Special Education PreK-8 Certification with prior Instruction I content certification**. At least half of the required coursework must be completed in residence.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

Special Education is not a standalone certification in Pennsylvania. A prior initial subject/content area certification is required in the matching concentration/grade level. PA certification requires a subject certification, Special Education coursework, Special Education specialty tests, and field experience.

MAJOR

Concentration Courses - 18 credits

EDU581	Foundations of Special Education in an Inclusionary Setting	3			
SPE 560	Diagnosis, Assessment, Prescriptive & Intervention Techniques for the Special Learner	3			
SPE 561	Research Based Learning Methods & Materials for the Special Learner	3			
SPE 562	Special Education Law & Ethics	3			
SPE 563	Standards Aligned System & Seminar on Current Issues in Special Education	3			
SPE564	Behavior Management Skills for the Special Learner	3			

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the PK-12 Special Education Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook. Additionally, the student needs to be approved on an individual basis by the program director.

Degree Requirement

A student must already hold a baccalaureate degree from an accredited college or university for this degree.

An evaluation of transcripts will be necessary to

Credit Requirement

A minimum of 25 credits are required for this MS in Special Education program.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and

PA Certification

Special Education is a standalone certification in Pennsylvania. PA certification requires special education coursework, special education specialty tests, and field experience.

MAJOR		
Requirements for Certification- 25 Credits		
EDU502	The Learning and Teaching Process	3
SPE520	Methods, Materials, and Curriculum	3
SPE562	Special Education Law and Ethics	3
SPE563	Current Issues in Special Education	3
EDU581	Foundations of Special Education in an Inclusionary Setting	3
SPE560	Diagnostic, Assessment, Prescriptive & Intervention Techniques for Special Education	3
SPE561	Researched Based Learning Methods & Materials for the Special Learner	3
SPE564	Behavior Management Skills for the Special Learner	3
SPE566	Student Teaching Practicum	1

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science Educational Administration Supervisor of Curriculum & Instruction Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Credit Requirement

A minimum of 33 credits is required for this degree.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

In addition to this 33 credit program of study with practicum hours, PA requires 5 years of prior professional experience in an educational setting related to the instructional process and evidence of satisfactory achievement on the required test of administrative certification.

MAJOR

Educational Administration - 21 credits

EDU572	Curriculum & Instructional Supervision	3			
EDU570	Research Skills for School Leadership	3			
EDU574	School Law and Policy Issues	3			
EDU576	Human Resources and Staff Development	3			
EDU578	Educational Leadership & Equity	3			
EDU579	Current Issues in Education	3			
EDU595	Practicum I: Leadership in School Administration	3			

Concentration Courses - 12 credits

EDU 619	Instructional Leadership and Technology	3			
EDU 592	Professional Development and Leadership	3			
EDU620	Research, Analysis & Assessment of Outcomes	3			
EDU622	Instruction	3			

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for each education program at Gwynedd Mercy University.

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Educational Administration K-12 Principal Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Credit Requirement

A minimum of 33 credits is required for this degree.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

In addition to this 33 credit program of study with practicum hours, PA requires. Provides verification of three years of relevant professional experience. For the purpose of this section, relevant professional experience is "professional experience in an educational setting that is related to the instructional process.

An evaluation of transcripts will be necessary to determine the required coursework.

MAJOR

Educational Administration - 21 credits

EDU570	Research Skills for School Leadership	3			
EDU572	Curriculum & Instructional Supervision	3			
EDU574	School Law and Policy Issues	3			
EDU576	Human Resources and Staff Development	3			
EDU578	Educational Leadership and Ethics	3			
EDU579	Current Issues in Education	3			
EDU595	Practicum I: Leadership in Supervision & School Administration	3			

Concentration in Educational Administration - 12 credits

EDU571	The Principalship	3			
EDU573	School -Community Relations	3			
EDU577	School Resources Management	3			
EDU596	Practicum II: K-12 Principalship	3			

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science Educational Administration Supervisor of Curriculum & Instruction Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Credit Requirement

A minimum of 33 credits is required for this degree.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

In addition to this 33 credit program of study with practicum hours, PA requires 5 years of prior professional experience in an educational setting related to the instructional process and evidence of satisfactory achievement on the required test of administrative certification.

MAJOR

Educational Administration - 21 credits				
EDU572	Curriculum & Instructional Supervision	3		
EDU570	Research Skills for School Leadership	3		
EDU574	School Law and Policy Issues	3		
EDU576	Human Resources and Staff Development	3		
EDU578	Educational Leadership & Equity	3		
EDU579	Current Issues in Education	3		
EDU595	Practicum I: Leadership in School Administration	3		

Concentration Courses - 12 credits

EDU 619	Instructional Leadership and Technology	3		
EDU 592	Professional Development and Leadership	3		
EDU620	Research, Analysis & Assessment of Outcomes	3		
EDU622	Practicum II: Supervisor of Curriculum & Instruction	3		

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for each education program at Gwynedd Mercy University.

An evaluation of transcripts will be necessary to determine the required coursework.

Mary H. Van Bunt

School of Business and Education

EDACI

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science Educational Administration Supervisor of Curriculum & Instruction Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Credit Requirement

A minimum of 33 credits is required for this degree.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

In addition to this 33 credit program of study with practicum hours, PA requires 5 years of prior professional experience in an educational setting related to the instructional process and evidence of satisfactory achievement on the required test of administrative certification.

MAJOR

Educational Administration - 21 credits

EDU572	Curriculum & Instructional Supervision	3			
EDU570	Research Skills for School Leadership	3			
EDU574	School Law and Policy Issues	3			
EDU576	Human Resources and Staff Development	3			
EDU578	Educational Leadership & Ethics	3			
EDU579	Current Issues in Education	3			
EDU595	Practicum I: Leadership in School Administration	3			

Concentration Courses - 12 credits

EDU 619	Instructional Leadership and Technology	3			
EDU 592	Professional Development and Leadership	3			
EDU620	Research, Analysis & Assessment of Outcomes	3			
EDU622	Instruction	3			

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for each education program at Gwynedd Mercy University.

Mary H. Van Bunt

candidate for the Social, Emotional, and Behavioral Wellness PK-12 Endorsement. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Degree Requirement

A student must already hold a baccalaureate degree in any content area from an accredited college or university

Credit Requirement

A minimum of 12 credits is required for this endorsement.

Endorsement Requirements - 12 credits

EDU 560	Social and Emotional Wellness Learning in Youth Development	3
EDU 561	Childhood Experiences, Trauma, and Mental	3
EDU 563	Emotional, and Behavioral Wellness across	3
EDU 562	Behavior and Mental Health Literacy	3

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

University are subject to change pending program specific competency changes in certification by the PA Department of

PA Endorsement

Meets PDE requirements for Social, Emotional, and Behavioral Wellness PK-12 Endorsement.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Post Master's Educational Administration Supervisor of Curriculum & Instruction Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Credit Requirement

A minimum of 30 credits is required for this certification program. Students choosing this district-wide supervisor of curriculum and instruction certification only must already hold a Master's degree in a relevant educational field from an accredited college or university.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

In addition to this 33 credit program of study with practicum hours, Pennsylvania Department of Education regulations requires a candidate cannot be certified until he/she provides verification of five years of professional school service. The service performed, comparable to Pennsylvania's Type 01 or 04 emergency permit or Intern, Level I or Level II certificate.

MAJOR

Educational Administration - 18 credits

EDU572	Curriculum & Instruction Supervision	3			
EDU574	School Law and Policy Issues	3			
EDU576	Human Resources and Staff Development	3			
EDU578	Educational Leadership & Ethics	3			
EDU579	Current Issues in Education	3			
EDU595	Practicum I: Leadership in Supervision & School Administration	3			

Concentration Courses - 12 credits

EDU 592	Professional Development and Leadership	3			
EDU 619	Instructional Delivery & Technology in Education	3			
EDU620	Research, Analysis & Assessment of Outcomes	3			
EDU622	Practicum II: Supervisor of Curric & Instr	3			

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for each education program at Gwynedd Mercy University.

Mary H. Van Bunt

Admissions Requirement

Students must possess a Master's Degree in a relevant educational field from an accredited college or university, and a Level I or II Certification Plus 5 years teaching experience.

Credit Requirement

A minimum of 39 credits is required for this degree and the Principal and Supervisor of Curriculum and Instruction

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program. hours,

Certification Requirements

PA requires 5 years of prior professional experience in an educational setting related to the instructional process and evidence of satisfactory achievement on the required test of administrative certification. Additionally a level I or II Certificate is required.

An evaluation of transcripts will be necessary to determine the required coursework.

Core Courses - 21 credits

EDU 570	Research Skills for School Leadership	3
EDU 572	Curriculum & Instructional Supervision	3
EDU 574	School Law and Policy Issues	3
EDU 576	Human Resources and Staff Development	3
EDU 578	Educational Leadership & Equity	3
EDU 579	Current Issues in Education	3
EDU 595	Practicum I: Leadership in School Administration	3

Concentration Courses - 18 Credits

EDU 571	The Principalship	3
EDU 573	School -Community Relations	3
EDU 577	School Resources Management	3
EDU 596	Practicum II: K-12 Principalship	3
EDU 619	Instructional Leadership & Technology	3
EDU 622	Practicum II: Supervision of Curriculum & Instruction	3

Mary H. Van Bunt

Admission Requirement

Students must possess a Master's Degree in a relevant educational field from an accredited college or university, and a Level I or II Certification Plus 5 years teaching experience.

Credit Requirement

A minimum of 33 credits is required for both Principal and Supervisor of Curriculum and Instruction.

Certification Requirements

PA requires 5 years of prior professional experience in an educational setting related to the instructional process and evidence of satisfactory achievement on the required test of administrative certification. Additionally a level I or II is also required.

Grade Requirements

The minimum major and cumulative GPA of 3.0 , (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain the program.

An evaluation of transcripts will be necessary to determine the required coursework

Core Courses - 18 credits

EDU 572	Curriculum & Instructional Supervision	3
EDU 574	School Law and Policy Issues	3
EDU 576	Human Resources and Staff Development	3
EDU 578	Educational Leadership & Equity	3
EDU 579	Current Issues in Education	3
EDU 595	Practicum I: Leadership in School Administration	3

Concentration Courses - 15 Credits

EDU 573	School -Community Relations	3
EDU 577	School Resources Management	3
EDU 596	Practicum II: K-12 Principalship	3
EDU 619	Instructional Leadership & Technology	3
EDU 622	Practicum II: Supervision of Curriculum & Instruction	3

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to qualify for the Letter of Eligibility for the Superintendent of Schools. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Admission Requirements:

A master's degree in a field related to the student's preferred area of concentration from a regionally accredited institution with a GPA of 3.0 or higher.

Credit Requirements:

A minimum of 12 credits must be completed at Gwynedd Mercy University

A maximum of 6 credits can be transferred in prior to acceptance.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Letter of Eligibility

PDE requires 360 hours, 2 semesters, of central office practicum hours for Letter of Eligibility for Superintendent. PA requires 3 years of prior professional experience in an educational setting relating to the instructional process and evidence of satisfactory achievement on the required test for Letter of Eligibility.

Courses for the Letter of Eligibility: 24 credits

EDU 571	The Principalship	3			
EDU 574	School Law and Policy Issues	3			
EDU 576	Human Resources and Staff Development	3			
EDU 801	Educational Policy in Research and Practice in the US*	3			
EDU 821	The Superintendency	3			
EDU 822	School Boards & School District Governance	3			
EDU 828	School District Practicum I	3			
EDU 829	School District Practicum II	3			

*Residency Course

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

Mary H. Van Bunt

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Doctorate of Education (EdD). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Admission Requirements:

A master's degree in a field related to the student's preferred area of concentration from a regionally accredited institution with a GPA of 3.0 or higher. A graduate GPA less than 3.5 also requires a GRE score of 155 or higher or a MAT percentile of 65 or higher.

Credit Requirements:

A minimum of 54 credits is required for this degree.

A maximum of 6 credits earned in a doctoral program can be transferred in prior to acceptance.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Letter of Eligibility

There are three (3) prerequisite Educational Administration courses: EDU571 - The Principalship, EDU574 - School Law and Policy Decisions, and EDU576 - Human Resources and Staff Development, as part of the Letter of Eligibility. Three (3) courses (**) and two (2) practicum experiences (***) are identified in this doctoral program for the Letter of Eligibility. PDE requires 360 hours, 2 semesters, of central office practicum hours for Letter of Eligibility for Superintendent. PA requires 3 years of prior professional experience in an educational setting relating to the instructional process and evidence of satisfactory achievement on the required test for Letter of Eligibility.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

MAJOR

Foundation Courses for Educational Leadership - 27 credits

EDU801	Educational Policy in Research & Practice in the US* **	3			
EDU802	Organizational Research & Theory Development	3			
EDU803	Foundations of Educational Research Methods	3			
EDU804	Cross-Cultural Perspectives & Educational Leadership	3			
EDU805	Ethics of Educational Leadership & Policy*	3			
EDU806	Equity, Equality & Equal Opportunity	3			
		3			
EDU807	Quantitative Educational Research Methods				
EDU808	Qualitative Educational Research Methods	3			
EDU809	Global Educational Policy & Practice*	3			

Concentration Courses for Educational Administration - 15 credits

EDU821	The Superintendency	3			
EDU822	School Boards & School District Governance	3			
EDU824	Transformational Leadership, Supervision, & School Turn-Around	3			
EDU825	Labor Relations & Fiscal Management	3			
EDU842	School Law & Policy in Special Education	3			

Dissertation Advisement Courses - 12 credits

EDU811	Dissertation Advisement I: Hypotheses & Research Guiding Questions	3			
EDU812	Dissertation Advisement II: Research, Theory & Procedures	3			
EDU813	Dissertation Advisement III: Design, Methodology & Procedures	3			
EDU814	Dissertation Advisement IV: Findings and Conclusions	3			

Practicum Experience - Letter of Eligibility Certification Only - 6 credits

EDU828	School District Practicum I	3			
EDU829	School District Practicum II	3			

*Residency Courses

Students admitted under the ABD option shall have an individualized plan to insure that they meet all program and course objectives. They shall complete a minimum of 27 credit hours which may include a practicum.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Doctorate of Education (EdD). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Admission Requirements:

A master's degree in a field related to the student's preferred area of concentration from a regionally accredited institution, with a GPA of 3.0 or higher. A graduate GPA less than 3.5 also requires a GRE score of 155 or higher or a MAT percentile of 65 or higher.

Credit Requirements:

A minimum of 54 credits is required for this degree. All courses are 3 credit hours each except EDU838, which may be 3 or 6 credits.

A maximum of 6 credits earned in a doctoral program can be transferred in prior to acceptance.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

Students admitted under the ABD option shall have an individualized plan to insure that they meet all program and course objectives. They shall complete a minimum of 27 credit hours which may include a practicum.

Foundation Courses for Educational Leadership - 27 credits

EDU801	Educational Policy in Research & Practice in the US*	3			
EDU802	Organizational Research & Theory Development	3			
EDU803	Foundations of Educational Research Methods	3			
EDU804	Cross-Cultural Perspectives & Educational Leadership	3			
EDU805	Ethics of Educational Leadership & Policy*	3			
EDU806	Equity, Equality & Equal Opportunity	3			
EDU807	Quantitative Educational Research Methods	3			
EDU808	Qualitative Educational Research Methods	3			
EDU809	Global Educational Policy & Practice*	3			

Concentration Courses for Educational Administration - 15 credits

EDU831	Leadership and Administration of Higher Education	3			
EDU832	Legal Issues in Higher Education	3			
EDU833	Finance and Fiscal Policy in Higher Education	3			
EDU834	Enrollment Management in Higher Education	3			
EDU835	Future-Focused Trends & Innovations in Higher Education	3			

Dissertation Advisement Courses - 12 credits

EDU811	Dissertation Advisement I: Hypotheses & Research Guiding Questions	3			
EDU812	Dissertation Advisement II: Research, Theory & Procedures	3			
EDU813	Dissertation Advisement III: Design, Methodology & Procedures	3			
EDU814	Dissertation Advisement IV: Findings and Conclusions	3			

Practicum: for ABD Option Only - 3 to 6 credits

EDU838	Practicum for Leadership in Higher Education	3 to 6			
--------	--	--------	--	--	--

*Residency courses

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Doctorate of Education (EdD). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Admission Requirements

A master's degree in a field related to the student's preferred area of concentration from a regionally accredited institution, with a GPA of 3.0 or higher. A Graduate GPA less than 3.5 also requires a GRE score of 155 or higher or a MAT percentile of 65 or higher.

Credit Requirements:

A minimum of 54 credits is required for this degree.

A maximum of 6 credits earned in a doctoral program can be transferred in prior to acceptance.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

You must possess an Initial Special Education certification with a Subject certification in order to meet the minimum requirements for Supervisor of Special Education (Single Supervisory certificate). Three (3) courses (**) and two (2) Special Education practicum experiences (***) are identified in this doctoral program for Supervisor of Special Education. PDE requires 360 hours, 2 semesters, of special education supervisor practicum hours.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education program at Gwynedd Mercy University.

Students admitted under the ABD option shall have an individualized plan to insure that they meet all program and course objectives. They shall complete a minimum of 27 credit hours which may include a practicum.

MAJOR

Foundation Courses for Educational Leadership - 27 credits

EDU801	Educational Policy in Research & Practice in the US*	3			
EDU802	Organizational Research & Theory Development	3			
EDU803	Foundations of Educational Research Methods	3			
EDU804	Cross-Cultural Perspectives & Educational Leadership	3			
EDU805	Ethics of Educational Leadership & Policy*	3			
EDU806	Equity, Equality & Equal Opportunity	3			
EDU807	Quantitative Educational Research Methods	3			
EDU808	Qualitative Educational Research Methods	3			
EDU809	Global Educational Policy & Practice*	3			

Concentration Courses for Educational Administration - 15 credits

EDU841	Design Interventions and Assessing Outcomes	3			
EDU842	School Law and Policy in Special Education**	3			
EDU843	Foundations of Special Education Administration	3			
EDU844	Neuroscience of Learning	3			
EDU845	Supervision and Administration of Special Education	3			

Dissertation Advisement Courses - 12 credits

EDU811	Dissertation Advisement I: Hypotheses & Research Guiding Questions	3			
EDU812	Dissertation Advisement II: Research, Theory & Procedures	3			
EDU813	Dissertation Advisement III: Design, Methodology & Procedures	3			
EDU814	Dissertation Advisement IV: Finding and Conclusions	3			

Practicum - Supervisor of Special Education Certificate Only

EDU848	Supervision & Admin of Special Education Practicum I	3			
EDU849	Supervision & Admin of Special Education Practicum II	3			

*Residency Courses

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to qualify for Supervisor of Special Education certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Admission Requirements

A master's degree in a field related to the student's preferred area of concentration from a regionally accredited institution, with a GPA of 3.0 or higher.

Credit Requirements:

A minimum of 15 credits is required for this certification.

A maximum of 6 credits may be transferred in prior to acceptance.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

PA Certification

You must possess an Initial Special Education certification with a Subject certification in order to meet the minimum requirements for Supervisor of Special Education (Single Supervisory certificate). Three (3) courses and two (2) Special Education practicum experiences are required for Supervisor of Special Education certification. PDE requires 360 hours, 2 semesters, of special education supervisor practicum hours.

Courses for Supervisor of Special Education: 15 credits

EDU842	School Law and Policy in Special Education	3			
EDU843	Foundations of Special Education Administration	3			
EDU845	Supervision and Administration of Special Education				
		3			
EDU848	Supervision & Admin of Special Education Practicum I	3			
EDU849	Supervision & Admin of Special Education Practicum II	3			

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education program at Gwynedd Mercy University.

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Doctorate of Education (EdD). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Admission Requirements:

A master's degree in a field related to the student's preferred area of concentration from a regionally accredited institution, with a GPA of 3.0 or higher. A graduate GPA less than 3.5 also requires a GRE score of 155 or higher or a MAT percentile of 65 or higher.

Credit Requirements:

A minimum of 54 credits is required for this degree. All courses are 3 credit hours each.

A maximum of 6 credits earned in a doctoral program can be transferred in prior to acceptance.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade Requirements

The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted but a 3.0 grade point average must be maintained throughout the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

Students admitted under the ABD option shall have an individualized plan to insure that they meet all program and course objectives. They shall complete a minimum of 27 credit hours which may include a practicum.

Courses for Teaching and Learning- 42 credits

EDU803	Foundations of Educational Research Methods	3
EDU804	Cross-Cultural Perspectives & Educational Leadership	3
EDU806	Equity, Equality & Equal Opportunity	3
EDU807	Quantitative Educational Research Methods	3
EDU808	Qualitative Educational Research Methods	3
EDU809 *	Global Educational Policy & Practice	3

EDU860 *	Foundations in Teaching and Learning	3
EDU861	College Student Development Theory	3
EDU862 *	Critical Perspectives in Underserved Student Populations	3
EDU863	Learning Models and Instructional Design	3
EDU864	Curriculum Development and Academic Program Design	3
EDU865	Teaching Adults and Adult Learning Theory	3
EDU866	Innovative Practices in Online Learning and E-Learning	3
EDU867	Crisis in the Classroom	3

***Residency courses**

Dissertation Advisement Courses - 12 credits

EDU811	Dissertation Advisement I: Hypotheses & Research Guiding Questions	3
EDU812	Dissertation Advisement II: Research, Theory & Procedures	3
EDU813	Dissertation Advisement III: Design, Methodology & Procedures	3
EDU814	Dissertation Advisement IV: Findings and Conclusions	3

ABD Option Only - 3-6 credits

EDU 838	Higher Education Practicum	3-6
---------	----------------------------	-----

Mary H. Van Bunt

A student must complete this course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Nursing. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Credit Requirements

Minimum total credits required for MSN: Nurse Practitioner Adult & Pediatric is 43; Nurse Practitioner Family is 48, A maximum of 6 credits may be transferred into this program.

An evaluation of transcripts will be necessary to determine the required coursework.

Grade/GPA Requirements

Students must earn at least a "B" in each course to graduate. The minimum major GPA is 3.0 and minimum cumulative GPA is 3.0.

MASTERS CORE COURSES - 18 Credits		
NUR 500	Pharmacology for Advanced Nursing Roles	3
NUR 510	Pathophysiology for Advanced Nursing Roles	3
NUR 530	Theoretical Foundations of Nursing	3
NUR 535	Leadership & Health Policy	3
NUR 570	Adv Physical Assessment for Advanced Nursing Roles	3
NUR 610	Research Methodology & EBP	3

ALL NURSE PRACTITIONER PROGRAMS - 18 credits		
NUR 572	Role Transition I	3
NUR 573	Role Transition II	3
NUR 630	Primary Care Introduction	3
NUR 633	Primary Care - Adolescent	3
NUR 634	Primary Care Young Adult	3
NUR 637	Primary Care - Womens Health &	3

PRIMARY CARE NURSE PRACTITIONER PROGRAM

Adult-Geriatric Primary Care Nurse Practitioner - 7 Credits NP.AGEPC.MSN		
NUR 635	Primary Care - Middle Adult	3
NUR 636	Primary Care - Older Adult	3
NUR 638	Primary Care Practicum	1

Pediatric Primary Care Nurse Practitioner - 7 Credits NP.PEDPC.MSN		
NUR 631	Primary Care - Newborn	3
NUR 632	Primary Care Young Child	3
NUR 638	Primary Care Practicum	1

Family Nurse Practitioner -12 credits NP.FAM.MSN		
NUR 631	Primary Care - Newborn	3
NUR 632	Primary Care Young Child	3
NUR 635	Primary Care - Middle Adult	3
NUR 636	Primary Care - Older Adult	3

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Post Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse practitioner or Pediatric Primary Care Nurse Practitioner. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

PROGRAM PURPOSE

This program is designed for professional nurses who have earned a Master of Science in Nursing and seek further education to qualify for national certification examination and state certificate as a nurse practitioner in Adult-Gerontology Primary Care, Family, or Pediatric Primary Care.

Prerequisites

Graduate core from previous Master of Science In Nursing Program.

Academic Progress

Students must earn at least a "B" in each course in the area of specialization and maintain a "B" average in order to progress in the program.

Credit Requirements

An evaluation of transcripts will be necessary to determine the required coursework. Based on the gap analysis, the University will inform the student of which courses the student needs to take to complete the certificate.

Grade/GPA Requirements

Students must earn at least a "B" in each course to graduate. The minimum major GPA is 3.0 and minimum cumulative GPA is 3.0.

Core-up to 15 credits (based on gap analysis)

NUR 500	Pharmacology for Advanced Nursing Roles	3			
NUR 510	Pathophysiology for Advanced Nursing Roles	3			
NUR 570	Advanced Assessment for Advanced Nursing F	3			
NUR 572	Role Transition I	3			
NUR 573	Role Transition II	3			

Nurse Practitioner Program-up to 25 credits (based on gap analysis)

NUR 630	Primary Care I - Introduction	3			
NUR 631	Primary Care II - Newborn	3			
NUR 632	Primary Care III - Young Child	3			
NUR 633	Primary Care IV - Adolescent	3			
NUR 634	Primary Care V - Young Adult	3			
NUR 635	Primary Care VI - Middle Adult	3			
NUR 636	Primary Care VII - Older adult	3			
NUR 637	Primary Care VIII - Women's Health	3			
NUR 638	Primary Care Practicum	1			

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Doctor of Nursing Practice. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Credit Requirements:

Minimum total requirements for the DNP Degree is 39 credits. Up to 600 clinical hours will be credited based on your transcript evaluation towards the minimum 1000 clinical hours to graduate from the DNP Degree Program. If the DNP scholarly project is not completed in the DNP Scholarly project 3 course, then the student will continue each semester with DNP scholarly advisement until satisfactory completion of the DNP Scholarly project. Transfer credit will be reviewed on an individual basis.

Grade/GPA Requirements

Students must earn at least a "B" in each course to graduate. The minimum major GPA is 3.0 and minimum cumulative GPA is 3.0.

An evaluation of transcripts will be necessary to determine the required coursework.

Doctor of Nursing Practice - 39 credits

NUR700	Health Care Ethics for the APN	3			
NUR701	Statistical Analysis for EBP	3			
NUR720	Organizational Behavior & Social Policy	3			
NUR721	Leadership as APN	3			
NUR722	Technology for APNs	3			
NUR730	Research Utilization	3			
NUR731	Evidenced Based Practice	3			

NUR800	DNP Scholarly Project 1	3			
NUR801	DNP Scholarly Internship 1	3			
NUR810	DNP Scholarly Project 2	3			
NUR811	DNP Scholarly Internship 2	3			
NUR820	DNP Scholarly Project 3	3			
NUR821	DNP Scholarly Internship 3	3			

Mary H. Van Bunt

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Occupational Therapy. Additional policies and procedures may be found in the current University Catalog.

MAJOR

Occupational Therapy-77 credits

OSC 501	Foundations of Occupational Science	3			
OSC 502	Neuroscience of Occupational Behavior	2			
OSC 503	Functional Anatomy for Occupational Therapy	3			
OSC 505	Foundations of Occupational Therapy	3			
OSC 506	Creativity and Activity Analysis	2			
OSC 507	Kinesiology for Occupational Therapy	3			
OSC 514	Research Methods I: Evidence-based Practice	3			
OSC 508	Professional Skills I: Therapeutic Use of Self	2			
OSC 510	Professional Development I: Ethics, Values, and Responsibilities	2			
OSC 511	Health and Medical Conditions: Children and Youth	2			
OSC 512	Occupational Therapy Process: Children and Youth	5			
OSC 513	Occupational Therapy Fieldwork I: Children and Youth	1			
OSC 515	Professional Skills II: Mobility, ADL, IADL, and Work	3			
OSC 516	Professional Development II: Healthcare, Policy, and Advocacy	3			
OSC 518	Wellness and Health Promotion through Occupation	2			

MAJOR-continued

OSC 601	Health and Medical Conditions: Adults	2		
OSC 602	Occupational Therapy Process: Adults	5		
OSC 603	Occupational Therapy Fieldwork I: Adults	1		
OSC 604	Health and Medical Conditions: Older Adults	2		
OSC 605	Occupational Therapy Process: Older Adults	5		
OSC 606	Occupational Therapy Fieldwork I: Older Adults	1		
OSC 607	Emerging Areas of Occupational Therapy Practice	2		
OSC 608	Professional Skills III: Environmental Adaptations and Assistive Technology	2		
OSC 609	Research Methods II: Applied Research	2		
OSC 610	Professional Development III: Management and Leadership	2		
OSC 611	Fieldwork Level IIA	6		
OSC 612	Professional Development IV: Fieldwork Education	1		
OSC 701	Fieldwork Level IIB	6		
OSC 702	Professional Development V: Career Success and Meaningful Life	1		

Grade/GPA Requirements

The minimum passing grade of an OSC course is a "C" or better (a grade of C- is not acceptable).
Earning less than a "C" will require the course to be retaken with a "B" or better earned on the retake.
Students must maintain a GPA of 3.0 or greater during each academic term to remain in good standing.

Deceleration/Dismissal

Students earning less than a GPA of 3.0 during an academic term will be placed on probation.
Students will have two terms to raise their GPA to 3.0 or greater.
If less than two terms remain while on probation, an overall GPA of 3.0 must be attained by the completion of the Program.
A GPA of less than 3.0 after two terms on probation, earning less than a "C" in two courses, or failure to earn a "B" or better on a course retake, may result in dismissal from the Program.

Transfer of Credits- No more than six graduate credits taken at another accredited occupational therapy program prior to matriculation.

Credits must have been taken within five years with a grade of B or better. Official transcript review and approval must occur prior to transfer of credits.

Technical Standards for OT Practice: All students must meet these standards with or without reasonable accommodation.

Health and Clearance Requirements

All students must be in timely compliance with all health and clearance requirements as outlined in the graduate course catalog.

Credit/Graduation Requirements

Successful completion of all 77 OT graduate credits (including all Level II fieldwork) is required to earn a Master of Science in Occupational Therapy.
All students must complete Level II fieldwork within 24 months following completion of academic preparation.

Processed by: _____ Date: _____

Mary H. Van Bunt



Frances M. Maguire School of Nursing
and Health Professions



Occupational Therapy
Master of Science
2021-2022 Curriculum
OCT.MS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Occupational Therapy. Additional policies and procedures may be found in the current University Catalog.

MAJOR

Occupational Therapy-38 credits

OSC 601	Health and Medical Conditions: Adults	2			
OSC 602	Occupational Therapy Process: Adults	5			
OSC 603	Occupational Therapy Fieldwork I: Adults	1			
OSC 604	Health and Medical Conditions: Older Adults	2			
OSC 605	Occupational Therapy Process: Older Adults	5			
OSC 606	Occupational Therapy Fieldwork I: Older Adults	1			
OSC 607	Emerging Areas of Occupational Therapy Practice	2			
OSC 608	Professional Skills III: Environmental Adaptations and Assistive Technology	2			
OSC 609	Research Methods II: Applied Research	2			
OSC 610	Professional Development III: Management and Leadership	2			
OSC 611	Fieldwork Level IIA	6			
OSC 612	Professional Development IV: Fieldwork Education	1			
OSC 701	Fieldwork Level IIB	6			
OSC 702	Professional Development V: Career Success and Meaningful Life	1			

Degree Requirement for Taking OSC 600 and 700 Level Courses Under OCTD Track

A BHS degree in Occupational Science.

Grade/GPA Requirements

The minimum passing grade of an OSC course is a "C" or better (a grade of C- is not acceptable).

Earning less than a "C" will require the course to be retaken with a "B" or better earned on the retake.

Students must maintain a GPA of 3.0 or greater during each academic term to remain in good standing.

Deceleration/Dismissal

Students earning less than a GPA of 3.0 during an academic term will be placed on academic probation.

Students will have two consecutive terms to raise their GPA to 3.0 or greater.

If less than two terms remain while on academic probation, an overall GPA of 3.0 must be attained by the completion of the Program.

A GPA of less than 3.0 after two terms on academic probation, earning less than a "C" in two courses, or failure to earn a "B" or better on a course retake, may result in dismissal from the Program.

Health and Clearance Requirements

All students must be in timely compliance with all health and clearance requirements as outlined in the graduate course catalog.

Technical Standards for OT Practice: All students must meet these standards with or without reasonable accommodation.

Credit/Graduation Requirements

Successful completion of all 38 OT graduate credits (including all Level II fieldwork) is required to earn a Master of Science in Occupational Therapy.

All students must complete Level II fieldwork within 24 months following completion of academic preparation.

Processed by: _____ Date: _____

Mary H. Van Bunt