



Gwynedd Mercy  
University

# Graduate Catalog 2019-2020



Gwynedd Mercy University  
Gwynedd Hall, Pottsville, Pennsylvania

# GWYNEDD MERCY UNIVERSITY

1325 Sumneytown Pike, P.O. Box 901  
Gwynedd Valley, PA 19437-0901  
Telephone: (215) 646-7300

[www.gmercyu.edu](http://www.gmercyu.edu)

Admissions Office: 1-800-DIAL-GMERCYU

## Sponsored by

The Sisters of Mercy of the Americas

## Chartered by

The Commonwealth of Pennsylvania as a non-profit organization

## Accredited by

The Middle States Association of Colleges and Schools Commission on Higher  
Education

Middle States Association of Colleges and Schools  
3624 Market Street  
Philadelphia, PA 19104-2680  
(215) 662-5600

Commission on Collegiate Nursing Education (CCNE)  
One Dupont Circle, NW, Suite 530  
Washington, DC. 20036

Approved for Operation and Degree Granting by the  
Commonwealth of Pennsylvania  
Department of Education

International Assembly for Collegiate Business Education (IACBE)  
11374 Strang Line Road  
Lenexa, KS 66215  
**4+1 MBA program**

## Table of Contents

Academic Calendar	6,7
General Information	8
University Learning Outcomes	9
Student Learning Outcomes	10
Expenses	14
Code of Conduct	19
Academic Information	23
Academic Complaints	24
Grade Appeal	24
Academic Integrity	31
FERPA	33
Attendance	33
LOA	35
Keiss Library	35
Academic Progress	36
Technology	42
School of Business – MBA –	44
School of Graduate & Professional Studies MBA	47
Master of Science in Education: Master Teacher Program	51
Master of Science in Educational Administration: K-12 Principal Certification	55
Master of Science in Educational Adm. Supervisor of Curriculum and Instruction Certification	57
Master of Science in Counseling	59
Master of Science in Special Education	67
Doctor of EdD	69
Doctor of EdD Option for ABD	74
Master of Science in Nursing	77
Post Master’s Certification	79
Master of Science in Occupational Therapy	80
Doctor of Nursing Practice	87
Course Descriptions	88
Administration	120
Faculty	123

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.

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.*

### **Non Discrimination Statement**

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"), 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 Ext. 21140 or by e-mail at wood.r@gmercyu.edu. He may also be visited in person at his office, which is located at Connelly Faculty Center, Room #114.

# Graduate Programs

## School of Business

Master of Business Administration

## School of Graduate & Professional Studies

Doctor of Education in Educational Leadership  
Leadership in Higher Education  
Leadership in Special Education  
PK-12 Schools and School District Administration

Master of Business Administration  
Healthcare Administration  
International Business  
Strategic Management and Leadership  
Transportation Leadership

Graduate Business Program Certificates  
Certificate in Healthcare Administration  
Certificate in International Business  
Certificate in Leadership  
Certificate in Strategic Management  
Certificate in Transportation Leadership

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

Master of Science in Counseling  
Clinical Mental Health Concentration  
College Counseling and Student Affairs Concentration  
School Counseling Concentration (K-12 Certification in PA)  
Post Master's Certification Program in School Counseling  
Counseling- Clinical Mental Health Post Master's Certificate  
Counseling- College Counseling and Student Affairs Post Master's Certificate

Master of Science in Special Education  
PreK-8 Certification  
PreK-8 Certification with Autism Endorsement

Post Master's Certification  
K-12 Principal  
PK-12 School Counseling

Supervisor of Curriculum and Instruction  
Superintendent Letter of Eligibility  
Supervisor of Special Education

Post Bachelor's Certification:

PreK-8 Special Education Certification  
PreK-8 Special Education Certification with Autism Endorsement

## Frances M. Maguire School of Nursing and Health Professions

Doctor of Nursing Practice

Post Master's 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

# Academic Year 2019-2020

## (On ground programs only)

### Fall 2019

Accelerated X1 Begins (8/19-10/9)	August 19
University Assembly	August 21
Saturday Classes Begin	August 24
Regular Classes Begin	August 26
Labor Day (University Closed)	September 2
Last Day to Drop/Add Regular Classes	September 3
Deadline for January 2020 Graduation Application	September 3
Fall Break ( No Classes)	October 14, 15
Accelerated X2 Begins (10/16 – 12/10)	October 16
Spring 2020 Registration	November 4
Last Day to Withdraw from Regular Classes	November 11
Thanksgiving Holiday (University Closed)	November 27, 28, 29
Last Day of Regular Classes	December 9
Final Exams	December 10-14
Deadline for May 2020 Graduation Applications	December 16

### Spring 2020

Accelerated X3 Begins (1/6 -2/25)	January 6
University Assembly	January 7
Regular Classes Begin	January 9
Graduation- No Ceremony	January 15
Last Day to Drop/Add Regular Classes	January 15
Spring Break (No regular classes)	March 2-6
Accelerated X4 Begins (3/19-4/30)	March 9
Summer and Fall 2020 Registrations	March 30
Last Day to Withdraw from Regular Courses	April 3
Easter Holiday (University Closed)	April 9-13
Last Day of Regular Classes	April 27
Final Examinations	April 28- May 2
Commencement	May 9

### Summer 2020

<b>SUMMER SESSION</b>	May 4- August 14
Memorial Day (University Closed)	May 25
Independence Day (University Closed)	July 4
<b>SUMMER SESSION I</b>	May 11- June 22
Memorial Day (University Closed)	May 25
<b>SUMMER SESSION II</b>	June 27- August 7
Independence Day (University Closed)	July 4
Graduation- No Ceremony	August 15

Course add/drop/withdrawal/registration deadlines and University closures will differ for students enrolled in the School of Graduate and Professional Studies)

# Academic Year 2020-2021

## (On ground programs only)

### Fall 2020

Accelerated X1 Begins (8/24-10/14)	August 24
University Assembly	August 26
Saturday Classes Begin	August 29
Regular Classes Begin	August 31
Deadline for January 2021 Graduation Application	September 1
Labor Day (University Closed)	September 7
Last Day to Drop/Add Regular Classes	September 8
Fall Break ( No Classes)	October 19,20
Accelerated X2 Begins (10/21–12/15)	October 21
Spring 2021 Registration	November 9
Last Day to Withdraw from Regular Classes	November 23
Thanksgiving Holiday (University Closed)	November 25,26,27
Last Day of Regular Classes	December 14
Final Exams	December 15-19
Deadline for May 2021 Graduation Applications	December 18

### Spring 2021

Accelerated X3 Begins (1/4 -2/23)	January 4
University Assembly	January 6
Regular Classes Begin	January 7
Last Day to Drop/Add Regular Classes	January 13
Graduation- No Ceremony	January 15
Accelerated X4 Begins (3/1-4/29)	March 1
Spring Break (No regular classes)	March 8-12
Summer and Fall 2021 Registrations	March 22
Last Day to Withdraw from Regular Courses	March 31
Easter Holiday (University Closed)	April 1- 5
Last Day of Regular Classes	April 26
Final Examinations	April 27- May 1
Commencement	May 8

### Summer 2021

<b>SUMMER SESSION</b>	May 3- August 13
Memorial Day (University Closed)	May 31
Independence Day (University Closed)	July 5
<b>SUMMER SESSION I</b>	May 10- June 21
Memorial Day (University Closed)	May 31
<b>SUMMER SESSION II</b>	June 28- August 16
Independence Day (University Closed)	July 5
Graduation- No Ceremony	August 16

Course add/drop/withdrawal/registration deadlines and University closures will differ for students enrolled in the School of Graduate and Professional Studies)

## GENERAL INFORMATION

### 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, Racism, Non-Violence, Women*

### 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.

### Member of the SouthEastern 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.

## UNIVERSITY LEARNING OUTCOMES

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

### 1. 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*

### 2. 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*

### 3. 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*

### 4. 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*

### 5. 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
- Racism – Urging a dismantling of institutional racism.
- Immigration – Supporting persons who have been displaced.
- Non-violence – Promoting peaceful discourse/discernment/decision-making.

## Student Learning Outcomes

### Students will:

#### **MBA**

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

#### **MS in Education (Master Teacher)**

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

#### **MS in Education**

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

#### **MS in Educational Administration**

1. Think and plan strategically to create an organizational vision focused on student success and communicate the vision to all relevant stakeholders.
2. Create an organizational culture of teaching and learning in which student learning is paramount.
3. Manage resources effectively to bring about desired results.
4. Collaborate, communicate and empower others inside and outside the organization to pursue excellence in learning.
5. Operate fairly and equitably exhibiting personal and professional integrity.

#### **MS in Counseling**

1. Establish a counseling identity.
2. Exhibit a strong consistent counseling disposition.
3. Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016
4. CACREP Standards as applicable to each student concentration area.
5. Demonstrate a multicultural sensitivity, knowledge and competency.

6. Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice.
7. Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice.
8. Use evidence-based intervention and assessment techniques.
9. Articulate the necessity of counseling advocacy and engage in advocacy activities with
10. regard to the Mercy tradition.
11. Engage in lifelong learning.

### **MS in Special Education**

1. Apply theoretical and practical knowledge in support of your professional practice.
2. Utilize educational research and develop your own research interests and ideas.
3. Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States.
4. Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures.
5. Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners.

### **EdD in Educational Leadership**

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

### **MS in Nursing**

1. Contributes to advanced nursing knowledge through scientific inquiry for a foundation for evidence-based practice in advanced nursing roles.
2. Demonstrates expertise in providing population based holistic care in advanced nursing roles in accordance with the standards of practice and codes of ethics.
3. Demonstrates professional and social responsibility for self, individuals, family and community grounded in the Mercy tradition and within the context of a multicultural society.
4. Improves health care by demonstrating interdisciplinary collaboration.
5. Applies leadership skills in the provision of culturally responsive, high quality nursing care in advanced practice roles.

### MS in Occupational Therapy

1. 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.
2. Design and implement client-centered practice that is inclusive of client cultural values, beliefs, needs, and abilities.
3. Demonstrate effective use of the occupational therapy process to design and implement occupation-based practices across multiple contexts of service delivery.
4. Demonstrate reflective, ethical reasoning and action to support the occupational needs of individuals, groups, communities, and populations.
5. Employ the use of evidence-based practice to inform clinical reasoning during intervention planning and implementation across multiple contexts of service delivery.
6. Make a plan for lifelong learning and professional development to support professional advocacy, leadership, and continued practice competency.
7. Promote occupational justice to the occupational needs of disadvantaged individuals, communities, and populations.

### DNP - Doctor of Nursing Practice

1. Practice as an advance practice nurse at the doctoral level within the context of the Mercy tradition of social justice.
2. Advance the practice of nursing, as a clinical scholar, through the development, implementation, and dissemination of evidence-based practice to improve population health
3. Demonstrates organizational leadership through interprofessional collaboration for quality improvement and systems thinking.
4. Evaluate critical nursing care delivery models using concepts related to social determinants of health.
5. Evaluate ethical and legal issues within health care systems relating to the use of consumer healthcare information, information technology, and patient care technology.

### Alternative Instructional Equivalencies (AIE)

While Gwynedd Mercy University is committed to an outcome-based approach to curriculum and assessment in accordance with its accreditation by the Middle States Association of Colleges and Schools and other discipline based national 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.

### **Traditional Semester Format**

Ordinarily, courses offered within a traditional semester 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, four additional hours of appropriate “out of classroom” instructional activity would be required to meet the semester standard as determined equivalent by the faculty. Wherever possible, this contingency should be explained in the syllabus and documented accordingly.

### **Accelerated and Online Formats**

There are a number of outcome based formats at the university in which “face-to-face” 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 face-to-face 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. 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.

## **EXPENSES – 2019-2020**

### **School of Business**

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

Tuition (per credit)	\$640
Graduation Fee	\$165
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100

### **School of Graduate and Professional Studies**

#### **Master of Business Administration (MBA)**

Tuition (per credit)	\$640
Graduation Fee	\$165
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100

#### **Master Teacher Program**

Tuition (per credit)	\$600
Graduation Fee	\$165
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100

#### **Master of Science in Educational Administration**

Tuition (per credit)	\$600
Graduation Fee	\$165
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100

#### **Master of Science in Counseling**

Tuition (per credit)	\$600
Graduation Fee	\$165
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100

#### **Master of Science in Special Education**

Tuition (per credit)	\$600
Graduation Fee	\$165
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100

#### **Post Master's Certification Program**

Tuition (per credit)	\$600
Graduation Fee	\$165
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100

#### **Superintendent Letter of Eligibility Certification**

Tuition (per credit)	\$980
Graduation Fee	\$165
Education Resource Fee per credit	\$ 17
Late Fee	\$100

**Supervisor of Special Education Certification**

Tuition (per credit)	\$980
Graduation fee	\$165
Education Resource Fee per credit	\$ 17
Late Fee	\$100

**Doctor of Education**

Tuition (per credit)	\$980
Graduation Fee	\$165
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100
Acceptance Deposit (non-refundable)	\$500

**Frances M. Maguire School of Nursing and Health Professions****Master of Science in Nursing**

Tuition (per credit)	\$850
Malpractice Insurance, Nurse Practitioner Track*	\$170
Physical Assessment Exam Equipment & Lab Fee	\$120
Graduation Fee	\$165
Comprehensive Fee (per credit)	\$ 17
Late Fee	\$100
Assessment Tests (Pharmacology, Pathophysiology, Advanced Assessment and Exit Tests)	\$275

**Master of Science in Nursing Family Practitioner Program**

Tuition (per credit)	\$850
Comprehensive Fee (per credit)	\$ 17
Late Fee	\$100

**Master of Science in Occupational Therapy**

Tuition Non-Refundable Deposit	\$500
Tuition (per credit)	\$850
Program Fee (per semester)	\$150
Graduation Fee	\$165
Comprehensive Fee (per credit)	\$ 17
Late Fee	\$100

**Doctor of Nursing Practice**

Tuition Deposit- (non-refundable)	\$500
Tuition (per credit)	\$930
Graduation Fee	\$165
Comprehensive Fee (per credit)	\$ 17
Late Fee	\$100

**Additional Fees/Acceptance Deposits**

Doctor of ED, Doctor of Nursing Practice and Masters of OT of Nursing Program	\$500 Non- Refundable Maters \$100 Non Refundable Deposit
--	--

- **Nurse Practitioner Students are expected to purchase equipment for physical assessment. Details and fees will be provided prior to the start of the course.**

- **Occupational Therapy Students** are expected to maintain professional student memberships to the American Occupational Therapy Association and the Pennsylvania Occupational Therapy Association for the entire duration of the Occupational Therapy Program. Students are responsible for all graduate school costs associated with the fieldwork experiences in terms 3, 4, 5, and 6, including but not limited to: background checks, physicals, current CPR certification, PPD testing, and transportation, etc. Note that fieldwork experiences may be out of state. Students are required to maintain health insurance throughout the duration of the Program. Entry-level Master's Occupational Therapy applicants will pay application fees to the Occupational Therapy Centralized Application System (OTCAS) <https://otcas.liaisoncas.com> when applying to the Program.

### **Payment Policy**

Payment of tuition, fees, and other charges is due on the published due dates. For the Gwynedd Valley campus, tuition is due in August for the fall semester and January for the spring semester. At all other campuses, 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 US 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 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 with a \$20 minimum per transaction in person. You may use your credit card online through the student's self-service account.

### **By payment plan:**

The Gwynedd Mercy University Installment Plan administered by Cashnet is a convenient way for parents and students to finance education expenses. The installment plan applies to Gwynedd Valley students only. The Graduate and Professional Studies students are not eligible due to the dynamic nature of their programs. The installment plan allows you to spread university expenses over 4 months for each semester. Fall semester- August, September, October, and November. Spring semester- January, February, March, and April. Additional information can be found on the Bursar's web page. Students can sign up through their self-service account.

**Employer reimbursement:**

Students who are reimbursed by an employer may be eligible to receive an extension for payment of a portion of the amount due. Prior to registration a copy of the employer's policy and a statement from the employer stating the student's eligibility is required. Documentation is required at the beginning of each academic year. Ten percent (10%) of the tuition is then required at registration and the balance is due prior to the end of classes.

**Payment Receipt:**

You may obtain a copy of your statement on your self-service account under the Finances tab. If your employer requires a more detailed receipt: Gwynedd Valley students can email [studentbilling@gmercyu.edu](mailto:studentbilling@gmercyu.edu) and GPS students can email [GPSBursar@gmercyu.edu](mailto:GPSBursar@gmercyu.edu). Your email should include what is required on the statement.

In view of rising costs, Gwynedd Mercy University reserves the right to increase charges at any time and to make such changes applicable to students presently enrolled as well as to new students.

**Student Financial Assistance**

Graduate students who are matriculated in a degree program and enrolled on at least a half-time basis (6 or more credits per semester) may be eligible for the following types of financial aid:

- Assistantships
- Federal Nurse Traineeship Grants
- Federal Direct Loans
- Federal Graduate PLUS Loans
- Federal Work Study

Assistantship and Traineeship Grants are administered directly through the Schools. Applicable information and application procedures should be obtained from the responsible individual in the appropriate Graduate Program.

The Federal Direct Loan and Work-Study Programs are administered through the Student Financial Aid Office. Program descriptions, application procedures, forms and further information are available through the Financial Aid Office, 215-646-7300, extensions 466

**Student Services and Campus Life**- refer to the Student Handbook.**Affirmative Action 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.

## Sexual Harassment

Gwynedd Mercy University reaffirms the principles that its students, faculty and staff have a right to be free from sex discrimination including sexual harassment by any member of the academic community.

No member of the educational community shall engage in sexual harassment. For the purpose of this policy, sexual harassment is defined as unwelcome or unwanted advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to or toleration of such conduct is made explicitly or implicitly a term of condition of an individual's employment promotion, performance evaluation, or status in a course, program or activity; or
- Submission to or toleration of such conduct is used as a basis for an employment or educational decision affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive environment for work or learning.

Sexual harassment included an interpersonal attention of a sexual nature that is unwanted and unwelcome.

When a minor incident involving sexual harassment occurs, the victim may be inclined to ignore it or offer minimal protest in the hope that the offensive behavior will cease and not be repeated. In general, this is an ineffective method of resolving such problems. Even if the behavior should cease in this particular relationship, there remains the probability that it represents a pattern of behavior on the part of the accused and that it has been or will be repeated in other relationships. At the very least, the accused may retain the belief that such behavior is acceptable. For this reason, if for no other, the victim should take steps to resolve the matter conclusively and finally. Prompt reporting of a complaint of harassment is strongly encouraged, as it facilitates a faster resolution.

### A. Informal Resolution

There are a variety of forms of informal resolution that include, but are not limited to:

1. the direct approach – confronting the alleged respondent directly; or
2. third-party intervention – having a liaison address your concerns with the respondent.

For information about how to address third party intervention, please contact the Title IX Coordinator, Robert Wood, at wood.r@gmercy.edu

Where a student is unable to resolve a problem of sexual harassment informally, the following procedure may be involved for the formal examination of the allegation.

### B. Formal Resolution

A student may choose the formal complaint resolution for a complaint of harassment. This option may result in sanctions against the respondent. A signed, written complaint must be submitted to the Title IX Coordinator. The complaint should include the following:

1. Description of behavior
2. Name of respondent
3. When the harassing behavior occurred
4. What effect the behavior had on the complainant
5. Any witnesses
6. Whom the complainant spoke to about the behavior

The Title IX Coordinator will work as expeditiously as possible to conduct a full investigation. The Title IX Coordinator will give the respondent a reasonable opportunity to be heard, orally and/or in writing.

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.

A written report regarding findings will be provided by the Title IX Coordinator to both the complainant and the respondent.

Sanctions (if warranted) will be determined on a case-by-case basis, and the Vice President for Student Services and Dean of Students will take reasonable steps to foster consistency for similar violations and circumstances within the University. Possible sanctions and remedial actions include but are not limited to:

- Participation in education sessions on harassment;
- A warning placed in the respondent’s file; or
- Separation from the University.

## **ACADEMIC POLICIES**

### **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.

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.

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.

### **Academic Complaints**

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. Student life-related complaints are handled through the University’s Student Complaints procedure, located in Volume VI, Section 6.7 of the *Gwynedd Mercy University Policy Manual*.

An academic related action or decision is eligible to be addressed through the 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

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;
3. State how the decision or action was unfair and/or harmful to the complainant;
4. State how the respondents are responsible for the action or decision; and
5. 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 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 Vice President for Academic Affairs within five (5) business days of receipt of the original decision. The 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 Vice

President for Academic Affairs will issue a final decision within fifteen (15) business days of receiving the request for reconsideration. The 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 Vice President for Academic Affairs will forward his or her decision to the complainant, respondent and the Dean. The Vice President for Academic Affairs' decision is final and cannot be appealed.

## Distance Education Student Academic Complaints

In compliance with Federal Regulations for Title 34 Education § 668.43 (b) Institutional Information, Gwynedd Mercy University is required to provide current and prospective students 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.

The Student Complaint Information by State and Agency list provides contact information for state education agencies. The State Contact Information in the linked list has been collected by the State Higher Education Executive Officers (SHEEO), and it will be updated as additional information becomes available.

<http://www.sheeo.org/projects/state-authorization-postsecondary-education>.

Gwynedd Mercy University is accredited by the Middle States Commission on Higher Education (MSCHE). Contact the Commission at 3624 Market Street, Philadelphia, PA 19104-2680 or call

[267- 284-5000](tel:267-284-5000) for questions about the accreditation of Gwynedd Mercy University. Information regarding MSCHE's complaint process can be found on their website ([www.msche.org](http://www.msche.org)) under Complaint Procedures:

<http://www.msche.org/documents/ComplaintsInvolvingMemberCandidate.pdf>.

## Grade Appeal

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.

### Complaint 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 twenty (20) 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 should be reviewed, and may be electronically sent. The instructor must contact the student within fourteen (14) calendar days to discuss the complaint.
3. If the student is not granted a meeting with the instructor within the allotted time period, or is dissatisfied with the explanation that has been provided by the instructor, the student may appeal, in writing, to the Dean within 14 calendar days.

4. The Dean/chair will request the student and faculty member to submit relevant materials within 14 calendar days after the written complaint has been received. The administrator's decision will be provided in writing, to the student within 14 calendar days after receiving the requested materials.
5. 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 to the Vice President for Academic Affairs.
6. The appeal must be a formal, written request to the Vice President for Academic Affairs. 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.
  - a. Within 14 calendar days of the written appeal, the Vice President for Academic Affairs may exercise the option to select a panel of three independent faculty members who will work with the Vice President for Academic Affairs to hear the student's case and assist the Vice President for Academic Affairs in development of resolution.
  - b. The faculty member who is accused of bias or caprice will have an opportunity to present to the Vice President for Academic Affairs a verbal analysis of the facts of the case accompanied by relevant documentation.
  - c. The burden of proof in the process shall be upon the student complainant.
7. Decision reached by the appeals procedure:
  - a. If it is found that the final grade given was neither biased nor capricious, the case shall be dismissed, and the Vice President for Academic Affairs shall inform the student in writing within 14 calendar days of the decision.
  - b. If it is found that the final grade was the result of bias or caprice, the faculty member and the Vice President for Academic Affairs will meet and reach consensus to resolve the dispute and award an appropriate final grade. The Vice President of Academic Affairs will notify the student within 14 calendar days.
  - c. The decision rendered in the letter from the Vice President for Academic Affairs is final and may not be appealed.

## 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.

**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 confidential information/material (tests, examinations, etc.); cooperative efforts by students and student assistants to gain access to examinations or answers to examinations 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 the Vice President for 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 Vice President for Academic Affairs.

**Sanction Scale:**

1. Written warning from the faculty member;
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 VPAA;
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 Vice President for Academic Affairs' Office 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.

Sanctions 5, 6, or 7 are imposed by the Vice President for Academic Affairs in consultation with the Dean when there are severe instances or repeated instances of violations of the Academic Integrity Policy. Even a first violation, if severe, could move to sanctions 5, 6, or 7. 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 VPAA.

Faculty will refer to the Academic Integrity Policy in their syllabi and will outline the sanctions they will impose for violations. This will remind students of their obligations and will protect faculty in case they need to enforce the policy.

**Appeal Process**

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

1. To appeal a report of a violation of the Academic Integrity Policy:
2. 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 Dean of the School in which the course is offered.
3. Note: If the faculty member reporting the violation is also the Dean of the School offering the course, the student should send the appeal to the Vice President for Academic Affairs who will then assign the appeal to another Dean.
4. The Dean hearing the appeal is responsible for the following actions:
  - a) Review the report of violation and the student appeal;
  - b) At his or her discretion, meet individually with the parties involved.

- c) If the Dean finds the report of violation correct, the records and sanctions stand.
  - d) If the Dean finds that the report of violation is incorrect, the report will be removed from the Vice President for Academic Affairs' files and the sanction removed.
  - e) Written notice of the outcome of the appeal is to be sent to the Vice President for Academic Affairs' office, the student and the faculty member originating the report of violation of the Academic Integrity Policy within ten (10) calendar days of the Dean receiving the student appeal.
5. If the student wishes to appeal further, a written appeal, outlining why the finding is incorrect is to be sent to the Vice President for Academic Affairs within seven (7) calendar days of the notice from the Dean regarding the initial appeal. The Vice President 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 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 Vice President for Academic Affairs is final and may not be appealed.

### **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.

*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 to the program has occurred, a curriculum will be tailored towards 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 course work will be conducted to determine applicability of credits to a second master's.*

*A minimum of 50 percent of the Gwynedd Mercy University Program courses will be required for the University to sponsor a student for certification.*

### **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 Graduate and Professional Studies. In the Graduate Nursing programs, non-matriculated students may only take NUR 530, NUR610 and NUR 510 or electives approved by the MSN Director.

### **Concurrent Enrollment Policy GPS**

Because of the intensive nature of the University's accelerated courses, concurrent enrollment in courses at the University or another institution while enrolled at GPS is highly discouraged. However, under certain circumstances and on a case-by-case basis, students may request approval to

concurrently enroll in more than one 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.

Graduate students must seek permission of their Program Director or Dean in order to enroll in two courses at a time.

### **University Regulations**

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in the University shall at the same time be registered in any other University without the specific authorization of the Dean of one of the Schools.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course. No student may register after the stated period unless he or she obtains written consent of the Dean of the appropriate School.

### **International Students**

To enroll as a graduate-level international student at Gwynedd Mercy University, please contact the Office of International Programs at [isl@gmercyyu.edu](mailto:isl@gmercyyu.edu) before starting your application to get specific instructions on how to apply to GMercyU's graduate programs.

### **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 to the program has occurred, a curriculum will be tailored towards the educational goals of the student. Upon acceptance into the graduate program, all graduate credits must be earned at Gwynedd Mercy University. A minimum of 50 percent of the Gwynedd Mercy University's graduate program will be required to obtain the second master's degree. A minimum of 50 percent of the Gwynedd Mercy University Program courses will be required for the University to sponsor a student for certification.

The same policy as above applies for state certification applicants.

### **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 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. Changes of majors are normally processed immediately and for the term in which the Registrar's Office receives the form.

### **Course Withdrawal**

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 through their School 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 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.

Students in the School of Graduate and Professional Studies must follow the policy listed under **Course Add, Course Drop and Course Withdrawal – The School of Graduate and Professional Studies**.

Refunds as a result of official withdrawal will be made according to the following schedule.

#### **Traditional Graduate Program Course Withdraw Refund Policy**

<b>Fall and Spring Semester</b>	
Withdraw prior to the first day of class	<b>100%</b>
Withdraw through the first week of class	<b>75%</b>
Withdraw through the second week of class	<b>50%</b>
Withdraw through the third week of class	<b>25%</b>
Withdrawal after the third week of class	<b>None</b>
<b>Summer Session</b>	
Withdraw prior to the first day of session	<b>100%</b>
Withdraw by the end of the first week of the session	<b>50%</b>
Withdraw second week of session to end of session	<b>None</b>

There is no refund for unauthorized withdrawal. The date of withdrawal is determined from the time the Office of Academic Affairs receives the withdrawal form.

#### **Course Add, Course Drop and Course Withdrawal – School of Graduate and Professional Studies**

The pace of an accelerated degree program requires students to maximize opportunities to learn. Any breaks in attendance or schedule changes that will cause a break may change the expected graduation date of the student's program and financial processing of student account. The policy is 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 Advisors, the Financial Aid Office (if applicable), and the Bursar to ensure appropriate schedule and fund adjustments.

Adding a Course for the School of Graduate and Professional Studies (online):

- Student must submit a Course Drop & Add form or individual plan to their Academic Advisor.
- A registration deadline for adding a course will be enforced. To make sure the student is prepared for the course, the Course Drop & Add form or individual plan must be received 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 per five-week term unless they meet certain criteria (see *Concurrent Enrollment Policy* for details).
- If student has a HOLD on his/her account, request will be denied, student will be informed via GMERCYU email, and student will not be permitted to attend class.

#### Dropping an Online Course at The School of Graduate and Professional Studies:

- In order to drop a course, students must submit a Course Drop & Add form to their Academic Advisor before the first night of class.
- Online courses open at 6pm on the Monday of the first week of a session. This is considered the course start date. The Monday of the first week of a session, prior to 6pm 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 first class session, it will be treated as a WITHDRAWAL (see *Withdrawing from an Online Course* below).
  - 1 week drop period for *new* students: A new student must communicate to their Academic Advisor via GMERCYU email during the 1<sup>st</sup> week of their 1<sup>st</sup> course (prior to the 2<sup>nd</sup> Monday at 6pm) if they no longer wish to be enrolled in their program.

#### 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 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

#### **The School of Graduate and Professional Studies Course Withdrawal Refund Policy**

Drop prior to the first day of class - 100%

Withdrawal after one (1) 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.

#### **Withdrawal from University**

All students who wish to withdraw from the University must complete a University Withdrawal form /Program Withdrawal form 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 two semesters (Gwynedd Valley campus and ABSN program) or one calendar year (The School of Graduate and Professional Studies). Once the course's term 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 on the approved and fully signed withdrawal form) 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 form/Program Withdrawal form with appropriate documentation that supports their request to their School Dean. The final decision will be made by the Vice President for Academic Affairs in consultation with the School Dean.

## **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:

- 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
- 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

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.

#### Disclosure of Directory Information

Schools do not need consent to disclose "directory" information. Directory information is defined by Gwynedd-Mercy College 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

Schools must, however, tell parents and students about the directory information and give them a reasonable amount of time to request that the directory information not be disclosed (see Registrar's Office web page for the "FERPA no disclosure form" if you would like the University to withhold directory information).

#### 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.

#### Non-compliance

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

If you need additional information about FERPA, call 202-260-3887. Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

#### **Attendance – Gwynedd Valley Campus**

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.

All degree candidates are required to be enrolled continuously until they have completed all of the course requirements for their degrees. All work for the degree must be completed within five calendar years of acceptance.

A graduate student 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.

All degree candidates are required to be enrolled continuously until they have completed all of the course requirements for their degrees. All work for the degree must be completed within five calendar years of acceptance.

1. Students out of attendance for fourteen (14) days but fewer than forty-five (45) days must submit their scheduled reentry date in writing, via the Course Withdrawal Form or University email. This may affect a student's financial aid.
2. 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.
3. All parts to the LOA request must be completed in order for the Academic Advisor to approve the LOA. These include the student's Last Date of Attendance (LDA), Scheduled Reentry Date, Reason, and Signature.
4. LOA requests must be completed and submitted prior to the student's LDA.
5. If submitted after the LDA, the request will be reviewed using unforeseen circumstance criteria, which is indicated on the Leave of Absence Request form. Proof is required.
6. LOA requests approved for unforeseen circumstances will allow the course to be DROPPED and all charges to be removed from the student's account.
7. If the LOA is not completed or approved, the student must complete a program withdraw request and then be readmitted.
  - a. If program withdrawal paperwork is not completed by the student, then the student will be administratively withdrawn from the program.

### **Program Attendance and Course Attendance Policies – The School of Graduate and Professional Studies**

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 Graduate and Professional Studies 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 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 either the departmental policy or the instructor's individual policy.
- Final grades can include “I” and “F” grades. All “I” grades need to be changed to a final grade within 30 days; otherwise, the Registrar’ Office will change the “I” to an “F”.
- If student needs additional courses to complete degree, courses must be scheduled prior to last date of attendance (LDA) in order to avoid the possibility of being administratively withdrawn from program.
- If courses are not scheduled prior to LDA, student has within 7 days of LDA to communicate with Academic Advisor and schedule remaining requirements.
- If student does not communicate with Academic Advisor within 7 days of last date of attendance, student will be administratively withdrawn from program.
- If student communicates with Academic Advisor within 7 days and is able to schedule program re-entry within 45 days of LDA, no further action is required and student will be able to continue towards degree completion.
- If student communicates with Academic Advisor within 7 days but is not able to schedule program re-entry within 45 days of LDA, student must withdraw from program and then readmit. (A Leave of Absence will not be approved since this situation will not be considered an unforeseen circumstance.)
  - When readmitting, student must contact FA directly to reinstate FA funding. This process does not occur automatically.

### **Leave of Absence Policy- The School of Graduate and Professional Studies**

The School of Graduate & Professional Studies requires students 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.

1. Students out of attendance for 14 days but fewer than 45 days must submit their scheduled reentry date in writing.
2. 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.
    - i. Students who do not provide a reentry date within the prescribed time frame will be withdrawn from the program.

- d. 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.
  - e. LOA will be denied if over 180 days.
3. Unplanned LOA
- a. Students must complete LOA request and submit documentation.
  - b. LOA requests approved for unforeseen circumstances will be evaluated to determine if course is dropped or withdrawn. If dropped, the course will be removed from the transcript and all charges to be removed from student's account. If withdrawn, the course will remain on the transcript with a "W" grade and charges will be assessed based on the refund policy.
4. If the LOA is not completed or approved, the student must complete a program withdraw request and then be readmitted.
- a. if a program withdraw paperwork is not completed by student, then student will be administratively withdrawn from program.

### **Keiss Library and Learning Commons**

Keiss Library and Learning Commons 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 ([GMercyU.edu/library](http://GMercyU.edu/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. When the library is closed, reference assistance is available 24/7 via a link to AskHerePA.

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 ext. 21474 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 ext. 21474 for more information about these services.

### **The Academic Resource Center (ARC)**

The Academic Resource Center (ARC), located in the Keiss Library Learning Commons, provides academic support for current Gwynedd Mercy University Gwynedd Valley students, faculty and staff. The ARC offers peer tutorials for individuals and groups, writing assistance, academic coaching, academic workshops, mathematics modules, math refresher sessions, and a small academic computing lab. The ARC also provides testing accommodations for students registered with Student Accessibility Services (SAS). For appointments or more information, call 267-448- 1370 or email [arc@gmercyu.edu](mailto:arc@gmercyu.edu).

### **Smarthinking**

Students enrolled in academic programs through the School of Graduate and Professional Studies have access to academic support through Smarthinking. Smarthinking provides free online tutoring in a variety of subjects, as well as a Writing Center. Tutoring is available in most academic subjects. Students can choose a live drop in session, or may choose to schedule time with a tutor. Tutoring availability varies by subject but all subjects have some evening and weekend availability. The Writing Center offers review and feedback on papers. Students must allow a minimum of 24 hours for paper review. Students access Smarthinking through their course in Bb.

## **Academic Progress**

### ***School of Business and Education: Business***

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.

### ***Frances M. Maguire School of Nursing and Health Professions***

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 MSN program. When students earn a grade below B in an area of specialization

course, permission to progress and conditions of progression will be determined by the Dean of the School in consultation with the Program Director and the student.

### ***Frances M. Maguire School of Nursing and Health Professions: Occupational Therapy***

It is a requirement that each graduate occupational therapy student maintain a minimum cumulative grade point average (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 Occupational Science and Occupational Therapy major dual-degree students, the calculation of the cumulative GPA will begin with the first semester of professional coursework in the summer 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 could 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 may 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 shall result in a recommendation of dismissal from the Program. A student with two or more course failures may be subject to a recommendation of dismissal from 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 may 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 in order to graduate.

### ***School of Graduate and Professional Studies Graduate Students***

**Academic Progress:** 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.

Graduate students are required to earn a "B" or better in all Core Program Courses. A student who earns a grade of "B-" or below in any Core Program Courses must repeat the course at Gwynedd Mercy University. Core Program Courses are identified under the individual programs. Individual programs may have specific requirements regarding academic eligibility for field placement. Please see individual programs for details.

**Academic Warning:** A student who earns a C or C+ in any course will be subject to Academic Warning. If a student earns a C then the course must be repeated at the next available opportunity. If the student earns a C+ the course must only be repeated if the student has a prior final grade of C+ in another course as only 1 grade of C+ is permitted.

**Academic Probation:** A student will be placed on academic probation if his or her cumulative GPA falls below 3.0 at any time during the program. Academic probation will be removed when the student achieves a satisfactory cumulative GPA of 3.0 within a probationary period of two consecutive courses. Students placed on academic probation are contacted in writing by the Dean. Please note that financial aid may be affected by poor grades.

**Academic Dismissal:** If a student on academic probation fails to raise his or her GPA to 3.0 within two consecutive courses, he or she may be academically dismissed. Additionally, a student who earns a C- or less in any course, regardless of GPA may be academically dismissed. Earning a C or lower in a repeated course is grounds for dismissal. 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 adult accelerated degree programs. All students must once again meet admissions standards. In addition, the applicant should explain the reason for his or her academic deficiencies and why he or she should be given favorable consideration for re-admission.

Students who do not pass their program's introductory course may not progress further into the program sequence before retaking the failed course.

## Practicum and Internship Application

### Education Programs

Students must complete applications for practicum experiences one semester prior to the semester in which they wish to enroll. The deadline for the spring semester is October 15 and March 15 for the fall semester. Students registering late are not assured placement, and a late fee of \$35 will be charged. Specific guidelines are available in the office of the Dean.

### Counseling Program

Students seeking to begin their Practicum or Internship experiences must meet the following application deadlines; February 1st for Fall starts and October 1st for Spring starts. The field application process for Counseling is long and detailed and students are recommended to begin the process well ahead of the submission deadline. Students who miss the deadline or fail to submit all application materials and supporting documents by the deadline will have their application considered void. A voided application will be returned to the student and the student must wait till the next time the practicum or internship class is offered to reapply for field experience. For further information regarding the field expectations and process in the Counseling Program please see the program's Field Handbooks (Pre-Practicum, Practicum and Internship) located on the student portal.

## Grading System

Grade reports are distributed at the end of each semester by the Office of the Registrar. See particular Program Handbooks.

<b>A: 4.0</b>	<b>B-: 2.67</b>	<b>D+: 1.33</b>	<b>P: Pass, no quality points</b>
<b>A-: 3.67</b>	<b>C+: 2.33</b>	<b>D: 1.0</b>	<b>I: Incomplete (30 days)</b>
<b>B+: 3.33</b>	<b>C: 2.0</b>	<b>D-: 0.67</b>	<b>W: Withdraw</b>
<b>B: 3.0</b>	<b>C-: 1.67</b>	<b>F: 0.0</b>	<b>WA: Administrative Withdraw</b>
			<b>AU: Audit</b>

The use of plus and minus indicates performance levels between those suggested by these characteristics.

**A: Excellent (4.0 quality points per credit hour)**

The grade A reflects exceptional interest and mastery of subject matter; the student has displayed initiative and creativity as well as superior insight in analyzing problems and synthesizing subject matter; he or she manifests exceptional ability in integrating and applying this knowledge to other disciplines.

**B: Very Good (3.0 quality points per credit hour)**

The grade B evidences intelligent fulfillment of course requirements; the student has demonstrated marked ability to communicate and apply more than merely the basic elements of a course; his or her initiative reveals unusual ability to generalize about course material and displays a marked degree of independence.

**C: Satisfactory (2.0 quality points per credit hour)**

The grade C indicates a satisfactory grasp of course content; the student can apply and express basic concepts intelligibly and has shown no measurable deficiency in meeting requirements of the course work. A grade of C-, or below is not acceptable in a graduate program. (Refer to specific School requirements.)

**D: Passing Grade (1.0 quality point per credit hour)**

The grade D indicates only passable achievement in course work and indicates areas of deficiency in basic course content; the student has fulfilled the minimum requirements of the course (Refer to specific School requirements.)

**D-: Minimum Passing Grade (.67 quality point per credit hour)**

The grade of D- indicates only a minimal passing achievement in course work and indicates areas of deficiency in basic course content; this student has fulfilled the absolute minimum requirements of the course, thus making a failing grade unwarranted (Refer to specific School requirements.)

**F: Failure (0 quality points per credit hour)**

The grade F indicates deficiency in so many areas of a course that the student's understanding of the course content does not meet minimum requirements. The course must be repeated before credit can be obtained.

**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.

**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 at the Gwynedd Valley campus must report to the Campbell Solution Center to resolve administration issues and students at GPS should contact their assigned Academic Advisor. The student will not be able to report back to class until they are officially registered.

**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.

**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 in the Registrar's Office, and online at [www.gmercyu.edu/students/registrar/](http://www.gmercyu.edu/students/registrar/).

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 graduation ceremony or not. Financial indebtedness to the University will result in the withholding of: an official transcript and diploma.

**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 by writing to the Office of the Registrar. Official copies will be sent directly by the University only to a home address, or another University, business firm or a government agency. There is a \$5.00 charge for each request. There is no charge for copies sent between divisional offices at Gwynedd Mercy University. Transcript requests are processed in the order received and require 24-48 hours 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.

## Technology at Gwynedd Mercy University:

### 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.)

### 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
- Smart 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 – 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 managed by Institutional Technology Services with the various software and hardware. All labs have access to the Internet so that students are able to save work to their Microsoft OneDrive for access throughout the campuses.

### Lab Hours

The Student Technology Center located on the main campus is open Monday through Friday from 8:00 am until 6:00 pm. Departmental labs are controlled by their individual departments and can be reserved by instructors; these labs will be unavailable during those reserved times. Labs on satellite campuses are open Monday thru Friday from 9:00 am until 9:00 pm.

## Gwynedd Valley Campus

### Star Schools Learning Center (*Saint Bernard Hall, Room 16*)

The Star Schools Learning Center features twenty workstations running the Windows 10 operating system, Visual Studio.NET, and Microsoft Office. This lab also features projector and a LaserJet network printer.

**Natural Science & Mathematics Computer Lab (*Francis M. Maguire Hall, Room 203*)** The Natural Science & Mathematics lab features twenty workstations running the Windows 10 operating system. These workstations support Microsoft Office, Maple 13, Environmental Science (Computer Lab Simulation), Virtual Chemistry Lab, Geometer's SKETCHPAD, C & S Solutions software, Adult Clinical Simulation, Pediatric Clinical Simulation, Neonatal Clinical Simulation, SE Clinical Simulation, Math-XL, and GAP4. This lab is also equipped with a LaserJet network printer.

### Student Lab (*University Hall, Room W108*)

The Student Lab features thirty workstations running the Windows 10 operating system and Microsoft Office. This lab also features a LaserJet network printer.

### Finance Trading Lab (*University Hall, Room E204*)

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

**Center City Campus Main Lab (*Fourth Floor*)**

The Main Lab features twenty-four workstations running the Windows 7 Professional operating system along with Microsoft Office.

**Bensalem Campus Main Lab (*Room 114*)**

The Main Lab features sixteen workstations running the Windows 10 Professional operating system along with Microsoft Office.

## **School of Business and Education**

### **Master of Business Administration (MBA)**

Dean: Heather Pflieger, EdD

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.

#### **Program Options:**

**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 International Business** is designed for students and working professional who seek to advance their knowledge in global business management, global marketing, supply chain management and trade finance for multinational corporations and organizations. Students will build on a sound foundation of business skills and competencies developed within the MBA core classes with specialization courses in international business to prepare students as global business professionals.

**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.

**The MBA with a specialization in Transportation Leadership** is designed for students and working professionals who seek to advance their knowledge in the transportation industry-current knowledge and skills. Students will build on a sound foundation of business skills and competencies developed within the MBA core classes with specialization courses in transportation leadership to prepare the students to manage the current challenges facing the industry.

#### **Admissions Requirements:**

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.

### Satisfactory Academic Progress – MBA

Each student must maintain a minimum of 3.0 grade point average to remain in the program. A student will be permitted to have a maximum of two “C” grades (2.0) but must still maintain a 3.0 cumulative grade point average. Any student earning below the minimum grade point average or earning three “C’s” (2.0) will be dismissed from 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. 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.

### Graduation Requirements

To graduate from the Master of Business Administration (MBA) program, a student is required 30-36 semester hours of credit. No more than six graduate credits from a regionally accredited master degree program may be applied. Students must complete the program within seven calendar years.

- A minimum GPA of 3.00 in the Master of Business Administration program
- Payment of tuition and all fees.

#### Requirements:

Core Courses	21 credits
MBA Option	<u>9 credits</u>
	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

**Transportation Leadership Option - 9 credits**

MBA 670	Emergency Management to Support Organizational Efficiency
MBA 680	Transportation Leadership and Management
MBA 690	Public and Private Transportation Finance

# School of Graduate and Professional Studies

Dean: Mary Sortino, PsyD

## Master of Business Administration (MBA)

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.

### Program Options:

**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 International Business** is designed for students and working professional who seek to advance their knowledge in global business management, global marketing, supply chain management and trade finance for multinational corporations and organizations. Students will build on a sound foundation of business skills and competencies developed within the MBA core classes with specialization courses in international business to prepare students as global business professionals.

**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.

**The MBA with a specialization in Transportation Leadership** is designed for students and working professionals who seek to advance their knowledge in the transportation industry-current knowledge and skills. Students will build on a sound foundation of business skills and competencies developed within the MBA core classes with specialization courses in transportation leadership to prepare the students to manage the current challenges facing the industry.

### Admissions Requirements:

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.

## Graduation Requirements

To graduate from the Master of Business Administration (MBA) program, a student is required to complete 30 credits. No more than six graduate credits from a regionally accredited master degree program may be applied. Students must complete the program within seven calendar years.

- A minimum GPA of 3.00 in the Master of Business Administration program
- Payment of tuition and all fees.

### Requirements:

Core Courses	21 credits
MBA Option	<u>9 credits</u>
	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

#### Transportation Leadership Option - 9 credits

MBA 670	Emergency Management to Support Organizational Efficiency
MBA 680	Transportation Leadership and Management
MBA 690	Public and Private Transportation Finance

## Graduate Business Program Certificates

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.

### Certificate Options:

**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 International Business** offers a specialized educational experience for professionals seeking a strong understanding of challenges in global commerce.

**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.

**The Certificate in Transportation Leadership** is constructed around crucial developments in the transportation industry and will provide valuable insight into management advancement of public and private transportation organizations.

### Admissions Requirements:

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.

### Completion Requirements

To complete the program, a student is required to complete 12 credits. No more than six graduate credits from a regionally accredited master degree program may be applied. Students must complete the program within seven calendar years.

- A minimum GPA of 3.00 in the certificate program
- Payment of tuition and all fees.

**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 International Business - 12 credits**

MBA710 Global Management  
MBA711 Global Marketing and Planning  
MBA712 Supply Chain Management  
MBA713 Trade Finance and Risk

**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

**Certificate in Transportation Leadership - 12 credits**

MBA 610 Strategic Management  
MBA 670 Emergency Management to Support Organizational Efficiency  
MBA 680 Transportation Leadership and Management  
MBA 690 Public and Private Transportation Finance

## **Master of Science in Education: Master Teacher Program**

### **Master of Science in Education without certification** (30 credits minimum)

The Master of Science in Education, Master Teacher Program is a thirty (30) credit program 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.

#### **Admission Requirements:**

- 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).
- 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.

#### **Master of Science in Education without Certification (30 credits)**

EDU 502	The Learning and Teaching Process
EDU 613	Classroom Management
EDU 580	Multiculturalism and Diversity in Education
EDU 574	School Law and Policy Issues
EDU 515	Methods for Educating English Learners
EDU 581	Foundations of Special Education in an Inclusionary Setting
EDU 503	Social and Political Foundations of Education
EDU 614	Innovation in Teaching
EDU 510	Research Skills for Reflective Practitioner
EDU 603	Culminating Project
	<b>Total Credits for MS in Education w/o certification – 30 credits</b>

### Master of Science in Education - with PreK-4 Education Certification

Candidates must emerge from post-baccalaureate programs with the same mastery of content, pedagogy and human development in their master's degree and certificate area that their peers in pre- baccalaureate teacher preparation programs achieve.

Gwynedd Mercy University offers a unique program in which students work toward certification in PreK-4 education while taking courses at the graduate level. After completing the program for certification, students continue coursework completing a Master of Science degree in Education.

A growing number of persons with a bachelor's degree in a field other than education are seeking a position in the teaching profession. The Pennsylvania Department of Education recognizes the need for well-prepared teachers to enter the field of education and has approved Gwynedd Mercy University as a provider of this post-baccalaureate certification and master's degree program. **Students in the certification programs must complete twenty hours of field experience in each of the core pedagogy courses indicated with an \* and fourteen weeks of full-time student teaching.**

#### Admission Requirements:

- 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).
- 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.

#### PreK-4 Certification (27 credits)

Courses indicated with an \* are considered core pedagogy courses and require a final grade of B or better prior to student teaching.

EDU 502	The Learning and Teaching Process
EDU 503	Social and Political Foundations of Education Methods,
EDU 506*	Materials & Curriculum I
EDU 507*	Methods, Materials & Curriculum II
EDU 511*	Methods and Theories for Teaching Mathematics
EDU 512*	Methods for Teaching Reading and Assessment
EDU 565*	Student Teaching and Professional Seminar
EDU 515*	Methods for Education English Learners
EDU 581*	Foundations of Special Education in an Inclusionary Setting

#### MS Completion (9 credits)

EDU 510	Research Skills for Reflective Practitioners
EDU 582	Effective Communication for Educators
EDU 603	Culminating Project

**Total Credits for MS in Education with PreK-4 Certification- 36 credits**

## Master of Science in Education - With Secondary Education Certification

This course of study is designed for students who have a bachelor's degree in a field other than education and who are seeking certification in a secondary content area. It requires 21 credits in the certification core. Both field experiences and student teaching are required for certification. Additional content area courses may be required. A complete transcript evaluation is required before entering the program. The transcript evaluation will identify the description and number of required content area courses.

### Admission Requirements:

- 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).
- 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.

There are two phases in this program:

Students who complete this program satisfactorily are eligible for Level I certification for teaching in the public schools of Pennsylvania. The recommendation for this certificate is contingent upon passing the Praxis II.

1. **PA Certification Program** – Students complete the certification requirements, successfully take the PRAXIS II Series Battery and apply for Instructional I certification.
2. **Master's completion** – Students then complete the additional 9 graduate credits needed for a 30-credit MS in Education degree.

### Secondary Education Certification Biology, English, Mathematics, Social Studies (21 credits)

Courses indicated with an \* are considered core pedagogy courses and require a final grade of B or better prior to student teaching.

EDU 502	The Learning and Teaching Process
EDU 503	Social & Political Foundations of Education
EDU 508*	Secondary School Methods and Materials
EDU 565*	Student Teaching and Professional Seminar
EDU 515*	Methods for Educating English Learners
EDU 581*	Foundations of Special Education in and Inclusionary Setting
EDU 591	Curriculum Development and Peer Coaching

**MS Completion (9 credits)**

EDU 510	Research Skills for the Reflective Practitioner
EDU 582	Effective Communication for Educators
EDU 603	Culminating Project

**Total Credits for MS in Education with Secondary Certification (30 credits)**

**Content area courses are not offered within the graduate degree program.**

**Course of Study for Master of Science in Education: Intern Certification Program**

Gwynedd Mercy University offers a Pennsylvania Department of Education Intern Certification for the following subjects: Biology; English 7-12; Mathematics 7-12; Social Studies 7-12.

The Pennsylvania Department of Education lists the following criteria necessary for admission into the Intern Program:

1. A candidate must possess a minimum of a baccalaureate degree.
2. A candidate must apply to and complete an approved Gwynedd Mercy University pre-admission screening and be accepted into the program. This includes a rigorous evaluation of curriculum and certification requirements at the same level as pre-baccalaureate candidates.
3. Content specific and specialty tests are required to matriculate into intern student teaching and certification.
4. Certification can be obtained upon completion of the appropriate coursework, meeting all PA certification standards including student teaching.
5. Intern certification is an option within the master teacher program. Intern certification qualifications:
  - a. Is available to candidates that have completed and passed all Praxis tests for their specialty areas.
  - b. The number of courses to complete for certification must be able to be completed within three years while teaching.
  - c. The candidate must be continuously enrolled in the Master Teacher program while on an intern certificate.
  - d. The candidate cannot obtain an intern certificate without first obtaining a firm teaching position offer with a school district that hire intern candidates.

According to the Pennsylvania Department of Education, the intern certificate is: "a valid professional certificate that entitles the holder to fill a full-time professional teaching position."

## **Master of Science in Educational Administration: K-12 Principal Certification**

(33 credits)

The Master of Science in Educational Administration is an accelerated cohort- based program. This fully online program is designed for working professionals in the field of education. Students become members of a cohort and continue through the program with their cohort members. This model has been highly successful in promoting a positive, meaningful learning experience and preparing teachers for leadership roles in school districts. Eligible candidates for this program must hold a bachelor's degree and possess relevant professional experience in an educational setting that is related to the instructional process. Two years teaching experience is recommended to enter the program.

As per Pennsylvania Department of Education regulations, a candidate cannot be certified until he/she has a minimum of three (3) years of full time experience in an educational setting for the K12 Principal Certificate. Students who complete this program satisfactorily are eligible for Administrative I certification for the public schools of Pennsylvania. The recommendation for this certificate is contingent upon passing the School Leaders Licensure Assessment in the School Leadership Test Series.

### **Admission Requirements:**

- 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.

### **Required Courses - (33 credits)**

EDU 570	Statistics/Research for Educational Administration
EDU 571	The Principalship
EDU 572	Curriculum and Instructional Supervision
EDU 573	School-Community Relations
EDU 574	School Law and Policy Issues
EDU 576	Human Resources and Staff Development
EDU 577	School Resources Management
EDU 578	Educational Leadership
EDU 579	Current Issues in Education
EDU 595	Practicum I: Leadership and School Administration
EDU 596	Practicum II: K-12 Principalship

### **Certification Only Program**

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

The candidate must also have earned at least a 3.0 grade point average in that master degree program.

**Thirty (30) credit hours are required for certification-only students.**

**The Program includes 2 Practicums where students are to secure 180 hours of field experience in each Practicum - EDU 595 and EDU 596.**

**Those courses are:**

EDU 571	The Principalship
EDU 572	Curriculum and Instructional Supervision
EDU 573	School-Community Relations
EDU 574	School Law and Policy Issues
EDU 576	Human Resources and Staff Development
EDU 577	School Resources Management
EDU 578	Educational Leadership
EDU 579	Current Issues in Education
EDU 595	Practicum I: Leadership and School Administration
EDU 596	Practicum II: K-12 Principalship

## **Master of Science in Educational Administration with Supervisor of Curriculum and Instruction Certification**

### **On-line**

(33 credits)

The Master of Science in Educational Administration with Supervisory Certification in Curriculum and Instruction is a program to prepare professionals for the curricular and instructional challenges that they will encounter in the evolving educational environment. The performance standards of this program will develop:

- Supervisors as developers of professional educators
- Supervisors as instructional specialists
- Supervisors as change agents
- Supervisors as assessors and evaluators

### **Admission Requirements:**

- 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.

### **Required Courses - (33 credits)**

EDU 502	The Learning and Teaching Process
EDU 570	Statistics/Research for Educational Administration
EDU 572	Curriculum and Instructional Supervision
EDU 574	School Law and Policy Issues
EDU 576	Human Resources and Staff Development
EDU 577	School Resource Management
EDU 578	Educational Leadership
EDU 591	Curriculum Development and Peer Coaching
EDU 595	Practicum I: Leadership in Supervision & School Administration
EDU 620	Research, Analysis and Assessment of Outcomes
EDU 622	Practicum II: Supervisor of Curriculum & Instruction

### **Applicants for certification must meet the following requirements:**

- As per the Pennsylvania Department of Education regulations, a candidate cannot be certified until he/she has a minimum of five years of full-time teaching experience with a relevant professional experience or instructional certification.

### **Post Master's Certification Only Program**

Students seeking Supervisor of Curriculum and Instruction certification must meet the same admissions' requirements as those set forth for the degree program except that EDU 570 is not required. In addition to those requirements, the certification-only candidate must hold a master's degree from an accredited University in some educationally related field. The candidate must also have earned at least a 3.0 grade

point average in that master degree program. An evaluation of transcripts will be necessary to determine the required coursework.

**Those courses are:**

EDU 502	The Learning and Teaching Process
EDU 572	Curriculum and Instructional Supervision
EDU 574	School Law and Policy Issues
EDU 576	Human Resources and Staff Development
EDU 578	Educational Leadership
EDU 579	Current Issues in Education
EDU 591	Curriculum Development and Peer Coaching
EDU 595	Practicum I: Leadership and School Administration
EDU 620	Research, Analysis and Assessment of Outcomes
EDU 622	Practicum II: Supervisor of Curriculum & Instruction

**The Program includes 2 Practicums where students are to secure 180 hours of field experience in each Practicum - EDU 595 and EDU 622.**

## **Master of Science in Counseling**

### **(60 credits)**

The Master of Science Program in Counseling at Gwynedd Mercy University is designed to help students become professional counselors whose areas of expertise lie in community mental health, school, or higher education settings. The program uses a scientist-practitioner model in the training of 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.

The Counseling Program requires 60 credits of coursework. All program courses (except field courses) are accelerated (7 weeks each) and offered in an asynchronous online format. Synchronous class meetings are required for group supervision during all field placements and are held during the weekdays in the evening (EST). The program does require two weekend residencies. The first residency is held during the student’s first term of study (CNS 501 Counseling Skills) and the second residency is held in the spring of the student’s second year (CNS 535 Group Counseling and Facilitation Skills and CNS 536 Group Counseling and Facilitation Skills for the School Setting).

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 interacted with as knowledgeable professionals in the field. The expectations of the program (academic, skills and interpersonal) 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;

- Clinical Mental Health Counseling
- College Counseling and Student Affairs
- School Counseling

The School Counseling concentration is approved by the Pennsylvania Department of Education as a certificate program leading to Pennsylvania certification as a K-12 school counselor.

### **The Mission Statement of the Counseling Program**

The Mission of the Master Program in Counseling at Gwynedd Mercy University is to prepare professional counselors to become practitioner/scholars who are critical thinkers and adhere to the highest levels of professional ethics.

The program utilizes a CACREP and PDE based curriculum to promote in its students the knowledge and skills necessary for certification/license as competent professional entry level counselors through rigorous academic and clinical training.

Graduates of the program will promote a respect for others and demonstrate a strong value for diversity. Graduates will be strong advocates of clients, causes, social justice, and the profession. Graduates will have a life-long commitment to enhance and enrich human development and to work with others to improve the quality of life for all.

### Counseling Program Learning Outcomes

1. Establish a counseling identity.
2. Exhibit a strong consistent counseling disposition.
3. Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student concentration area.
4. Demonstrate a multicultural sensitivity, knowledge and competency.
5. Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice.
6. Use evidence-based intervention and assessment techniques.
7. Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition.
8. Engage in lifelong learning.

### Eligibility for License as a Professional Counselor (LPC) in the State of Pennsylvania

Eligibility for license as a Professional Counselor in the State of Pennsylvania requires sixty semester hours of graduate coursework that meets the Council for the Accreditation of Counseling and Related Education Program (CACREP) curriculum requirements. Gwynedd Mercy University's Counseling Program curriculum meets these requirements for all concentrations of study. Graduates from the program must pass the National Counselor Exam and fulfill the required post degree supervision requirements to earn the LPC credential in the State of Pennsylvania.

### Admission Requirements – Master Degree in Counseling

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

1. A Baccalaureate degree from an accredited institution of Higher Education.
2. Completion of the following undergraduate prerequisites;
  - a. 3 credits in General Psychology, Developmental Psychology, Theory or other foundational courses.
  - b. 3 credits in Research Methods or Statistics.
3. Submission of official transcripts from all academic institutions attended
4. Earned a minimum grade point average (GPA) of a 3.0 on a 4.0 scale.
5. Acceptable scores on the Graduate Record Examination (GRE). **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.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 as well.
6. Completion of the Gwynedd Mercy University Graduate Application with payment of appropriate fee
7. Submission of two letters of recommendation from;
  - 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.
8. A personal statement (3-5 pages maximum) that address the following;
  - a. Who you are and your reasons for choosing a career in counseling
  - b. Why you have chosen GMU'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
  - e. Your expectations of learning in an online program
  - f. Your ability to meet these expectations
  - g. How you plan to complete the field placement demands of the program.
9. A personal interview.

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

## Core Curriculum and Concentration Descriptions

### The Core Curriculum

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 which can be applied in a variety of setting. Because of the Core Curriculum's generic nature it provides an excellent foundation for those students seeking to pursue doctoral studies.

Students must earn a minimum of a grade of "B" in all Core Courses. 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.

### Core Curriculum Requirements - 30 credits

<b>CNS 501</b>	Counseling Skills	3
<b>CNS 504*</b>	Human Development	3
<b>CNS 505*</b>	Foundations of Counseling	3
<b>CNS 510</b>	Research Methods	3
<b>CNS 513</b>	Practicum	3
<b>CNS 520*</b>	Theories on Counseling	3
<b>CNS 521</b>	Assessment Techniques in Counseling	3
<b>CNS 527*</b>	Social Justice, Multicultural & Diversity Issues in Counseling	3
<b>CNS 531</b>	Career Development	3
<b>CNS 533</b>	Substance Use/Abuse	3

### Clinical Mental Health Concentration

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. The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship over three terms and a 100-hour practicum.

<b>CNS 502</b>	Counseling Agencies	3
<b>CNS 503</b>	DSM/Psychopathology	3
<b>CNS 506</b>	Marriage and Family Counseling	3
<b>CNS 536</b>	Group Counseling and Facilitation Skills	3
<b>CNS 600</b>	Internship I (CMH)	3
<b>CNS 601</b>	Internship II (CMH)	3
<b>CNS 602</b>	Internship III (CMH)	3
<b>CNS</b>	Electives	9

### College Counseling and Student Affairs Concentration

The College Counseling and Student Affairs concentration trains students to enhance the development of students in higher education settings and to remediate difficulties these students may experience in a variety of college and university settings; i.e. College/University Counseling Centers, Career Centers, Residence Life, Student Activities, Academic Advising, Special Needs Programs, etc. The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship over three terms and a 100-hour practicum.

#### College Counseling and Student Affairs Concentration Requirements - 30 credits

<b>CNS 503</b>	DSM/Psychopathology	3
<b>CNS 509</b>	College Student Development	3
<b>CNS 511</b>	Current Practices in Student Affairs Administration	3
<b>CNS 536</b>	Group Counseling and Facilitation Skills	3
<b>CNS 604</b>	Internship I (CCSA)	3
<b>CNS 605</b>	Internship II (CCSA)	3
<b>CNS 606</b>	Internship III (CCSA)	3
<b>CNS</b>	Electives	9

### School Counseling Concentration

The School Counseling concentration is a Pennsylvania Department of Education approved 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 as K-12 school counselors in the State of Pennsylvania. The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship over three terms and a 100-hour practicum.

<b>CNS 507</b>	Disabilities in the School Counseling Setting	3
<b>CNS 508</b>	Needs of English Language Learners in the School Counseling Setting	3
<b>CNS 523</b>	Intervention Techniques in School Counseling	3
<b>CNS 525</b>	Organization of School Counseling	3
<b>CNS 535</b>	Group Counseling and Facilitation Skills for the School Setting	3
<b>CNS 608</b>	Internship I (SC)	3
<b>CNS 609</b>	Internship II (SC)	3
<b>CNS 603</b>	Internship III (SC)	
<b>CNS</b>	Electives	6

### Post Master's Certification Program in School Counseling

The postgraduate Master's Certification Program in School Counseling offers students the opportunity to successfully complete a program of studies that would allow the student to apply for a Pennsylvania certificate for school counseling (K-12). The recommendation for this certificate is contingent upon passing the Praxis II Professional School Counselor.

Students in this program must complete a minimum of 24 credits in the Counseling Program. Field experience requirements for this program are;

- For students without a PA school counselor certificate – 100 hours of Practicum, 210 hours of Internship I and 210 hours of Internship II. The student must complete one internship in an elementary setting and one internship in a secondary setting.
- For student with either a PA school counselor certificate in either elementary or secondary school counseling – 100 hours of Practicum and 210 hours of Internship in their second area of certification.

### Admission Requirements - Post Master's Certification Program in School Counseling

1. A master degree in Counseling, Education or a closely related major from an accredited college or university.
2. Two letters of recommendation
3. Current resume
4. Submission of official transcripts from all academic institutions attended
5. Earned a minimum grade point average (GPA) of a 3.0 on a 4.0 scale.
6. Completion of the Gwynedd Mercy University Graduate Application with payment of appropriate fee.

<b>CNS 501</b>	Counseling Skills	3
<b>CNS 504</b>	Human Development	3
<b>CNS 505</b>	Foundations in Counseling	3
<b>CNS 507</b>	Disabilities in the School Counseling Setting	3
<b>CNS 508</b>	Needs of English Language Learners in the School Counseling Setting	3
<b>CNS 510</b>	Research Methods	3
<b>CNS 513</b>	Practicum	3
<b>CNS 520</b>	Theories in Counseling	3
<b>CNS 521</b>	Assessment Techniques in Counseling	3
<b>CNS 523</b>	Intervention Techniques in School Counseling	3
<b>CNS 525</b>	Organization of School Counseling	3
<b>CNS 527</b>		3
	Social Justice, Multicultural & Diversity Issues in Counseling	
<b>CNS 531</b>	Career Development	3

<b>CNS 536</b>	Group Counseling and Facilitation Skills for the School Setting	3
<b>CNS 608</b>	Internship I (SC)	3
<b>CNS 609</b>	Internship II (SC)	3

### Post Master Certificate Programs

The Counseling Program at Gwynedd Mercy University offers two post-graduate certificate programs in the areas of; Clinical Mental Health and College Counseling and Student Affairs. Each certificate requires 12 credits of study including a 200-hour internship experience.

These certificate programs are only open to graduates of Gwynedd Mercy University School Counseling Program and are designed to allow these graduates to acquire the additional education requirements to sit for the National Counselor Exam and apply for license as a professional counselor in the State of Pennsylvania.

### Post Master Certificate Program Requirements:

#### Clinical Mental Health

<b>CNS 502</b>	Counseling Agencies	3
<b>CNS 503</b>	DSM/Psychopathology 3	3
<b>CNS 503??</b>	Marriage and Family Counseling	3
<b>CNS 602</b>	Internship III (CMH)	3

#### College Counseling and Student Affairs

<b>CNS 503</b>	DSM/Psychopathology	3
<b>CNS 509</b>	College Student Development	3
<b>CNS 511</b>	Current Practices in Student Affairs	3
<b>CNS 606</b>	Internship III (CCSA)	3

### Admission Requirements - Post Master's Certification Program in School Counseling

1. A master degree in School Counseling from Gwynedd Mercy University.
2. Two letters of recommendation
3. Current resume
4. Submission of official transcripts from all academic institutions attended
5. Earned a minimum grade point average (GPA) of a 3.0 on a 4.0 scale.
6. Completion of the Gwynedd Mercy University Graduate Application with payment of appropriate fee.

### **Academic Progress Program Requirements**

Students in the Master Program in Counseling are required to meet all of the GPS graduate academic progress requirements as indicated in this catalog including requiring all students to earn grades B or higher in all of their Core Curriculum courses. In addition to these GPS graduate academic requirements all counseling students must earn a grade of a B or better in all field courses in order to graduate.

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.

### **Field Experience**

The Counseling Program requires three areas of field experience; Pre-Practicum, Practicum and Internship. Students must complete 20 hours of Pre-Practicum, 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 materials found on the student portal.

#### **Practicum**

Practicum requires 100 hours of field work 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 services. The practicum course is a fifteen week course that 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 each and on semester of 200 hours (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. Each internship course similar to 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 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 of the Program's field placement policies. 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 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 school day.
  - Must complete one internship experience (210) in an elementary setting (K-6) and one internship experience (210) in a secondary setting (7-12) or 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.
  - 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.
- College Counseling and Student Affairs concentration students are permitted to complete their field experiences during the summer with proper Counseling Field Placement Committee Approval.
- 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.

## **Master of Science in Special Education** (30 credits)

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 8<sup>th</sup> 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 7 weeks long.

### **Program Offering:**

The Master of Science in Special Education Program offers three options:

1. Master of Science in PreK-8 Special Education – 30 credits
2. PreK-8 Special Education Add-on Certification Only - 18 credits
3. Master of Science in PreK-8 Special Education with Autism Endorsement – 42 credits

### **Program Purpose**

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.

### **Admission Requirements**

- A baccalaureate degree from an accredited college or university.
- Official transcript from every college or university attended.
- Completed application form.
- Professional resume.
- Two completed supervisory reference forms.
- Self-introduction videotape.
- 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.
- 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.
- Applicants aspiring to pursue one of the Masters in PreK-8 Special Education degrees must currently hold a State teaching certification.

### **Master of Science in Special Education Courses**

Courses indicated with an \* are considered core pedagogy courses and require a final grade of B or better.

#### **Core Courses for all except Certification only (15 credits)**

EDU 502	The Learning and Teaching Process
EDU 510	Research Skills for Reflective Practitioners
EDU 581*	Foundations in Special Education in an Inclusionary Setting

EDU 582 Effective Communications for Educators  
EDU 506 Culminating Project

**Concentration Courses for Masters in PreK-8 Special Education (30 credits total)**

SPE 560\* Diagnosis, Assessment, Prescriptive & Intervention Techniques for the Special Learner  
SPE 561\* Research-based Learning Methods & Materials for the Special Learner  
SPE 562\* Special Education Law & Ethics  
SPE 563\* Standards Aligned System & Seminar on Current Issues in Special Education  
SPE 564\* Behavior Management Skills for the Special Learner

**Concentration Courses for Masters in PreK-8 Special Education with Autism Endorsement (42 credits total)**

SPE 560\* Diagnosis, Assessment, Prescriptive & Intervention Techniques for the Special Learner  
SPE 561\* Research-based Learning Methods & Materials for the Special Learner  
SPE 562\* Special Education Law & Ethics  
SPE 563\* Seminar on Current Issues in Special Education  
SPE 564\* Behavior Management Skills for the Special Learner  
SPE 580 Foundations of Autism Spectrum Disorders  
EDU 581\* Foundations of Special Education in an Inclusionary Setting  
SPE 582\* Communication, Behavioral Issues & Social Competence for Students on the Autism Spectrum  
SPE 583\* Scientifically Researched Based Instructional Practices

**Add-on Certification in Special Education (18 credits)**

Gwynedd Mercy University will support applications for a certification in special education PreK-8 for Gwynedd Mercy University students who have completed a prior Level I certification.

The following courses are considered core pedagogy courses and require a final grade of B or better. Courses with an asterisk have field experience requirements.

EDU 581	Foundations of Special Education for the Inclusionary Setting
SPE 560	Diagnosis, Assessment, Prescriptive and Intervention Techniques for the Special Learner
SPE 561	Researched Based Learning Methods & Materials for the Special Learner
SPE 562	Special Education Law & Ethics
SPE 563	Seminar on Current Issues in Special Education
SPE 564	Behavioral Management Skills for Special Learner (also requires teaching a lesson)

# School of Graduate & Professional Studies

Dean: Mary Sortino, PsyD

## Doctor of Education (EdD)

### Program 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 two (2) areas of concentration, Educational Leadership, which includes in-depth studies through a choice of three tracks, and Teaching and Learning in Higher Education. 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

### Program Purpose

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 proposes to develop 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. To meet the challenge of leadership, this program will prepare students for advanced professional careers in research, policy analysis, and school administration.

Through a rigorous course of studies, an international perspective, field-based research, and an ethical foundation, students 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.

### Admission Requirements

- A master's degree 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 percentile of 65 or higher (waived for applicants with a graduate GPA of 3.5 or greater).
- 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 representing the applicant's preferred area of concentration. For applicants where distance is a factor, 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.

- Evidence that non-US 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.

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

### 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. Students must complete all coursework with a grade of "B-" or higher. A student may not earn more than two grades of C+ or less and a cumulative grade point average not less than 3.0 must be maintained to continue in the program. Students may not earn any grade below a C and remain in the program.
2. **Comprehensive Exam:** Prior to EDU 814, Dissertation Advisement IV, which is typically the last course in the doctoral program course sequence, students must pass a written comprehensive examination that gives evidence of content mastery.
3. **Scholarly Article:** Students must also prepare and submit a scholarly article suitable for publication that represents their dissertation research. This article is to be submitted to their Dissertation Advisor for approval prior to submitting it for publication and immediately after acceptance of the dissertation in electronic form and Oral Defense. Academic tradition suggests that the first such article submitted for publication is to show the Dissertation Advisor as co-author with the student's name shown first.
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. The Oral Defense is a celebration, not an obstacle.
  - c. After acceptance of the dissertation in electronic form and through Oral Defense, the student must submit a bound copy 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.
5. When the student has met all of the above requirements, the Program Director shall submit a written statement to the Dean, School of Graduate and Professional Studies, attesting that the student has done so and is eligible to graduate. Upon receipt of copy of such letter from the Program Director, 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.

### Doctorate in Education: Leadership in PK-12 Schools and School Districts Track

#### Required Courses:

EDU 801	Educational Policy in Research and Practice in the U.S.*
EDU 811	Dissertation Advisement I
EDU 802	Organizational Research & Theory Development
EDU 803	Statistical Analysis, Methods & Research
EDU 804	Cross-Cultural Perspectives & Educational Leadership
EDU 805	The Ethics of Educational Leadership and Policy
EDU 806	Equity, Equality and Equal Opportunity

EDU 807	Advanced Statistical Analysis, Quantitative & Qualitative Research
EDU 812	Dissertation Advisement II
EDU 808	Technology, Data & Program Evaluation
EDU 821	The Superintendency*
EDU 809	Global Educational Policy and Practice
EDU 822	School Boards & School District Governance*
EDU 842	School Law and Policy in Special Education
EDU 813	Dissertation Advisement III
EDU 824	Transformational Leadership, Supervision & School Turn-Around
EDU 825	Labor Relations & Fiscal Management
EDU 814	Dissertation Advisement IV
EDU 828	Practicum I (PA superintendent letter of eligibility only*)
EDU 829	Practicum II (PA superintendent letter of eligibility only*)

\*Indicates courses required for PA Superintendent Certification Letter of Eligibility.

### **Letter of Eligibility for the Superintendent of Schools Certification**

Students who elect the PK-12 Schools and School Districts concentration and who wish to earn a Letter of Eligibility for certification as a superintendent must also meet prerequisites and must complete an additional six credit hours. The two additional courses are central office practicum courses (six credit hours total), typically completed during Year 3. Also required are 3 prerequisite courses or equivalent: EDU 571 – The Principalship, EDU 574 – School Law and Policy Decisions, and EDU 576 – Human Resources and Staff Development.

This program is also available as a stand-alone certification and in accordance with PA Department of Education requirements applicants for certification must also pass the PRAXIS designated for this certification.

## Doctorate in Education: Leadership in Special Education Track

### Required Courses:

EDU 801	Educational Policy in Research and Practice in the U.S.
EDU 811	Dissertation Advisement I
EDU 802	Organizational Research & Theory Development
EDU 803	Statistical Analysis, Methods & Research
EDU 804	Cross-Cultural Perspectives & Educational Leadership
EDU 805	The Ethics of Educational Leadership and Policy
EDU 806	Equity, Equality and Equal Opportunity
EDU 807	Advance Statistical Analysis, Quantitative & Qualitative Research
EDU 812	Dissertation Advisement II
EDU 808	Technology, Data & Program Evaluation
EDU 841	Designing Interventions and Assessing Outcomes
EDU 809	Global Educational Policy and Practice
EDU 842	School Law and Policy in Special Education*
EDU 843	Foundations of Special Education Administration*
EDU 813	Dissertation Advisement II
EDU 844	Neuroscience of Learning
EDU 845	Administration and Supervision of Special Education Programs*
EDU 814	Dissertation Advisement IV

### For the Supervisor of Special Education Certificate only:

EDU 848	Supervision and Administration of Special Education Practicum I"
EDU 849	Supervision and Administration of Special Education Practicum II*

\*Indicates courses required for Certification as Supervisor of Special Education. PDE requires 360 hours of central office practicum experience.

### Supervisor of Special Education Certification

Students who elect the Special Education concentration and who wish to earn a Supervisor of Special Education Certification must also meet prerequisites and must complete an additional six credit hours of practicum. This program is also available as a stand-alone certification and in accordance with PA Dept. of Education requirements applicants for certification must have five years of educational experience and must pass the PRAXIS designated for this certification.

### Doctorate in Education: Leadership in Higher Education Track

#### Required Courses:

EDU 801	Educational Policy in Research and Practice in the U.S.
EDU 811	Dissertation Advisement I
EDU 802	Organizational Research & Theory Development
EDU 803	Statistical Analysis, Methods & Research
EDU 804	Cross-Cultural Perspectives & Educational Leadership
EDU 805	The Ethics of Educational Leadership and Policy
EDU 806	Equity, Equality and Equal Opportunity
EDU 807	Advance Statistical Analysis, Quantitative & Qualitative Research
EDU 812	Dissertation Advisement II
EDU 808	Technology, Data & Program Evaluation
EDU 831	Leadership and Administration of Higher Education
EDU 809	Global Educational Policy & Practice
EDU 832	Legal Issues in Higher Education
EDU 833	Finance and Fiscal Policy in Higher Education
EDU 813	Dissertation Advisement III
EDU 834	Enrollment Management in Higher Education
EDU 835	Future Focused Trends & Innovations in Higher Education
EDU 814	Dissertation Advisement IV

#### For the ABD Option only

EDU 838	Practicum for Leadership in Higher Education
---------	--

### Doctorate in Education: Teaching and Learning in Higher Education Concentration

#### Required Courses:

EDU 860	Foundations of Teaching and Learning (with weekend residency)
EDU 811	Dissertation Advisement I
EDU 861	College Student Development Theory
EDU 803	Statistical Analysis, Methods and Research
EDU 807	Advanced Statistics, Quantitative and Qualitative Research
EDU 808	Data Analysis and Program Evaluation
EDU 862	Critical Perspectives for Underserved Student Populations (with week residency)
EDU 812	Dissertation Advisement II
EDU 863	Learning Models and Instructional Design
EDU 804	Cross-Cultural Perspectives
EDU 806	Equity, Equality, and Equal Opportunity
EDU 809	Global Education Policy (with week residency)
EDU 864	Curriculum Development and Academic Program Design
EDU 813	Dissertation Advisement III
EDU 865	Teaching Adults and Adult Learning Theory
EDU 866	Innovative Practices for Online Instruction & E-Learning Technology
EDU 814	Dissertation Advisement IV
EDU 867	Crisis in the Classroom

## Doctor of Education (EdD) Option for the A.B.D.

### Program Description

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 A.B.D. (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 A.B.D. 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 A.B.D. 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 with variable credit, ranging from 3 to 6 credit hours.

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

### Admission Requirements

- A.B.D., 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 shall 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. (See rubric on following page). Portfolios may be compiled in a binder or amassed in a website.
- An introduction to the portfolio whereby the applicant shall reflect on how portfolio contents demonstrate the mastery of program outcomes. This introduction shall show how prior learning maps to the competencies.
- Each applicant's coursework, work experience in the field, grantsmanship, and scholarship will be evaluated independently by two members of the graduate faculty. Currency in the discipline is not

just a function of the recency of coursework. It also can be demonstrated by some combination of the following:

1. Field experience/positions held relating to educational research, practice or Leadership.
  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 competitive grants.
- Official graduate transcripts demonstrating 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 is a factor, an electronic medium may be utilized for the interview.
  - 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

A minimum of 27 credit hours (9 courses) must be completed at Gwynedd Mercy University. All courses listed below are 3 credit hours each except the practicum courses, which may carry either 3 credit hours or 6 credit hours.

#### Statistics

EDU 803 Statistical Analysis: 7 weeks online.

#### Dissertation

EDU 811, 812, 813, 814: Dissertation Advisement I, II, III, IV (required). 7 weeks online each. .

#### Ethics of Educational Leadership

EDU 805 Ethics of Educational Leadership. 3-weeks blended course with residency.

And

Area of Concentration: The student shall select one of the following.

#### PK12 Schools and School Districts

EDU 821 The Superintendency. 7 weeks online.

EDU 824 Transformational Leadership and School Turn-Around. 7 weeks online.

EDU 828 School District Practicum I. 15 weeks online.

Or

#### Higher Education

EDU 831 Leadership in Higher Education. 7 weeks online.

EDU 835 Future Focused Trends in Higher Education. 7 weeks online.

EDU 838 Practicum in Higher Education Leadership. 15 weeks online

Or

Special Education

EDU 841 Designing Interventions and Assessing Outcomes. 7 weeks online.

EDU 843 Foundations in Special Education Administration. 7 weeks online.

EDU 845 Administration and Supervision of Special Education Programs. 7 weeks online.

EDU 848 Special Education Supervisor Practicum I. 15 weeks online.

Substitutions to the above may be made with approval of the Program Director through the PLA process. Practicum courses will 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 Prior Learning Assessment did not evidence the mastery of competencies.

# Frances M Maguire School of Nursing and Health Professions

Dean: Ann Phalen, Ph.D., CRNP, NNP-BC

## Master of Science in Nursing

The purposes of the Master of Science in Nursing program are to prepare professional nurses for advanced practice as clinical nurse specialists (CNS) and/or nurse practitioners (NP), for careers as nurse educators and to provide a base for doctoral study. The clinical nurse specialty (CNS) area offered is Adult Health with Gerontology. The nurse practitioner (NP) areas offered are Adult Gerontology Primary Care, Pediatrics Primary Care and Family Nurse Practitioner.

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 is accredited by the Commission on Collegiate Nursing Education ([www.ccnaccreditation.org](http://www.ccnaccreditation.org)).

### Length of the Program

The program requires 42 credits for the Clinical Nurse Specialist; 43 credits for the AGNP or PNP Nurse Practitioner tracks and normally extends over four semesters and two six-week summer sessions. The FNP program is 48 credits. The Clinical Nurse Specialist and Nurse Practitioner specialty courses must be taken in sequence through the fall and spring semesters. The Nurse Education track requires 40 credits. A full time load is nine credit hours. Students must complete the program within five calendar years.

### Admission Requirements

- A baccalaureate degree in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education. \*
- Cumulative average of 3.0 on a 4.0 scale in above program.
- Official University transcripts.
- A basic statistics course equivalent to three semester hours.
- A physical assessment course equivalent to two semester hours.
- Current RN licensure.
- Current clinical practice experience as a registered nurse; applicants for the pediatric programs are expected to have pediatric nursing experience.
- Official results of the Miller Analogies Test or Graduate Record Examination taken within the past five years\*\*
- Two letters of reference from professional nurses.
- A personal interview with a graduate faculty member from the appropriate area of specialization.
- Statement of professional goals prior to scheduling an interview with graduate faculty.
- Evidence of current professional liability insurance and a completed health form must be submitted prior to beginning clinical courses.
- Evidence that foreign applicants have received a minimum score of 575 on the TOEFL examination.

## Curriculum

### Core Courses – required for all students – 18 credits

NUR 500	Pharmacotherapeutics for Advanced Nursing Roles	3 credits
NUR 510	Pathophysiology for Advanced Nursing Roles	3 credits
NUR 530	Theoretical Foundations for Advanced Nursing Roles	3 credits
NUR 570	Advanced Assessment & Lab for Advanced Nursing Roles	3 credits
NUR 610	Research Methodology and Evidence based Practice	3 credits
NUR 535	Leadership and Health Policy	3 credits

### Clinical Nurse Specialist Track - 12 credits

Theory and Clinical Practicum in Adult Health with Gerontology for two (2) sequential semesters.

12 credits

NUR 550, 551, 552, 553 Adult Health with Gerontology  
Clinical Specialty\*

\*Offered during alternate academic years.

### Management/Teaching Role Area For Clinical Nurse Specialists

**9 credits**

NUR 602 Organizational Behavior for APN

3 credits

NUR 603 Clinical Practicum – Management Role

6 credits

**OR**

NUR 605 Curriculum Design

3 credits

NUR 606 Teaching Role – Clinical Practicum

6 credits

NUR 572 Role Transition

3 credits

### CNS Total Credits

**42 credits**

#### Nurse Practitioner Track:

##### Adult Gerontology Primary Care Nurse Practitioner

NUR 630, NUR 633, NUR 634, NUR 635, NUR 636, NUR 637, NUR 638

19 credits

NUR 572 Role Transition I

3 credits

NUR 573 Role Transition II

3 credits

### AGNP Total Credits

**43 credits**

#### Family Nurse Practitioner

NUR 630, NUR 631, NUR 632, NUR 633, NUR 634, NUR 635, NUR 636, NUR  
637

24 credits

NUR 572 Role Transition I

3 credits

NUR 573 Role Transition II

3 credits

### FNP Total Credits

**48 credits**

#### Pediatric Primary Care Nurse Practitioner

NUR 630, NUR 631, NUR 632, NUR 633, NUR 634, NUR 637, NUR 638

19 credits

NUR 572 Role Transition I

3 credits

NUR 573 Role Transition II

3 credits

### PNP Total Credits

**43 credits**

#### Nurse Educator Track

**22 credits**

NUR 604, 605, 609, 614, 650, 606

### Nurse Educator Total Credits

**40 credits**

**Clinical Practicum:**

Students are responsible for working collaboratively with the MSN faculty to secure sites and preceptors for clinical practicums. Students must meet with faculty members responsible for their specialty area early in the Spring semester.

**POST-MASTER'S DEGREE CERTIFICATION PROGRAM\*****Purpose:**

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 in Adult Gerontology, Family or Pediatrics.

**Admission Criteria:**

- A Master's Degree 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).
- GPA 3.0 on a 4.0 scale.
- Current registered nurse (RN) licensure.
- Two letters of reference from health care professionals attesting to the clinical expertise of the candidate.
- Recent, full-time professional experience in nursing.
- Personal interview with Graduate Program Director.
- Completion of Statement of Advanced Practice Nursing Professional Goals.
- Evidence that foreign applicants have received a minimum score of 575 on the TOEFL examination.
- Evidence of current professional liability insurance.
- Submission of current completed health form.

**Prerequisites:**

- Pathophysiology (Graduate Level) = 3 credits
- Pharmacotherapeutics for Adv. Practice Nursing (Graduate Level)= 3 credits

**Program of Study**

**This program of study is determined by a Gap Analysis of your previous graduate program coursework.**

# Frances M. Maguire School of Nursing and Health Professions

## Master of Science in Occupational Therapy

### Program Description: Occupational Therapy

The Department of Occupational Science and Occupational Therapy offers a 2 ¼ year entry-level Master of Science in Occupational Therapy (MSOT) degree program. Currently, the Program has achieved “Candidacy Status” from the Accreditation Council for Occupational Therapy Education (ACOTE®) of the American Occupational Therapy Association (AOTA). The Department is committed to a favorable ACOTE® accreditation review of our new MSOT program prior to the first class that is projected to graduate in August 2020. For more information on the accreditation process, see “Accreditation” below.

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 OCC 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 34 credits during their senior year (the first three terms in the MSOT Program) and complete the remaining three terms of 40 graduate credits of the MSOT Program as an Occupational Therapy major.

### OCC Track

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

## Admission Criteria to Entry-level Master of Science in Occupational Therapy Program

### The following are the requirements for admission into the OCTD Track:

- Maintain an overall GPA of  $\geq 3.1$ .
- Maintain a combined prerequisite course GPA of  $\geq 3.1$  for the following courses: Anatomy and Physiology I & II (lecture and lab), General Psychology, Abnormal Psychology, Developmental Psychology, Principles of Sociology, and Statistics.
- Complete 50 hours of volunteer hours under an occupational therapist (OTR®) prior to March 15<sup>th</sup> of the student's junior year.

### The following are the requirements for admission into the OCC Track:

- Complete a bachelor's degree from an accredited college or university.
- Should hold a cumulative undergraduate GPA of  $\geq 3.0$ .
- Complete and maintain a combined prerequisite course GPA of  $\geq 3.1$  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. Anatomy & Physiology Lab I and II will not be accepted as an online course in fulfillment of this prerequisite
- Complete an online application to OTCAS (centralized application service for occupational therapy programs). This application will include submitting two letters of recommendation attesting to the applicant's academic and professional abilities (one must be from an OTR®), provide answers to written questions, complete at least 50 hours of volunteer or paid work experience under an Occupational Therapist Registered (OTR®), and attest to being able to meet the Technical Standards for Occupational Therapy Practice (below).
- Qualified students will be invited to campus for an interview with members of the Occupational Therapy faculty.

## Admission Policies to Entry-level Master of Science in Occupational Therapy Program

Occupational Science students hold a guaranteed seat in the MSOT Program as long as pre-professional degree requirements are met (refer to *Academic Progression into Occupational Therapy Master's Program* in undergraduate catalog). Graduates of the Bachelor of Health Science in Occupational Science Program will major in Occupational Therapy and complete the remaining three terms of the MSOT Program under the aforementioned OCTD track.

Accepted students under the OCC track are required to make a non-refundable deposit of \$500 to secure their seat for the Program that begins in 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. College Level Examination program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credits cannot substitute for prerequisite courses required for admission. If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report. A score at least a 79 on the Internet-based TOEFL test or a 6 on the IELTS test is required.

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.

## 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, 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 supports are needed for any portion (didactic and clinical) of the MSOT program. Students are encouraged to contact the Student Accessibility Services Office (215-646-7300 extension 21427) to arrange an individualized consultation to discuss any support services or accommodations they may need. Student Accessibility Services is located within Counseling Services in The Griffin Complex, 2<sup>nd</sup> floor window hallway of Rotelle Lounge.

OCTD Curriculum: Master of Science in Occupational Therapy (40 credits)

Program Term #4 (Summer): 8 credits

OSC 601	Health and Medical Conditions: Adults	2 credits
OSC 602	Occupational Therapy Process: Adults	5 credits
OSC 603	Occupational Therapy Fieldwork I: Adults	1 credit

Program Term #5 (Fall): 16 credits

OSC 604	Health and Medical Conditions: Older Adults	2 credits
OSC 605	Occupational Therapy Process: Older Adults	5 credits
OSC 606	Occupational Therapy Fieldwork I: Older Adults	1 credit
OSC 607	Emerging Areas of Occupational Therapy Practice	2 credits
OSC 608	Professional Skills III: Environmental Adaptations and Assistive Technology	2 credits
OSC 609	Research Methods II: Applied Research	2 credits
OSC 610	Professional Development III: Management and Leadership	2 credits

Program Term #6 (Spring): 16 credits

OSC 611	Fieldwork Level IIA	7credits
OSC 612	Professional Development IV: Fieldwork Education	1 credit
OSC 701	Fieldwork Level IIB	7 credits
OSC 702	Professional Development V: Career Success and Meaningful Life	1 credit

OCC Curriculum: Master of Science in Occupational Therapy (77 credits)

Program Term #1 (Summer): 8 credits

OSC 501	Foundations of Occupational Science	3 credits
OSC 502	Neuroscience of Occupational Behavior	2 credits
OSC 503	Functional Anatomy for Occupational Therapy	3 credits

Program Term #2 (Fall): 15 credits

OSC 505	Foundations of Occupational Therapy	3 credits
OSC 506	Creativity and Activity Analysis	2 credits
OSC 507	Kinesiology for Occupational Therapy	3 credits
OSC 508	Professional Skills I: Therapeutic Use of Self	2 credits
OSC 510	Professional Development I: Ethics, Values, and Responsibilities	2 credits
OSC 514	Research Methods I: Evidence-based Practice	3 credits

Program Term #3 (Spring): 14 credits

OSC 511	Health and Medical Conditions: Children and Youth	2 credits
OSC 512	Occupational Therapy Process: Children and Youth	5 credits
OSC 513	Occupational Therapy Fieldwork I: Children and Youth	1 credit
OSC 515	Professional Skills II: Safety, Mobility, ADL, IADL, and Work	2 credits
OSC 516	Professional Development II: Healthcare, Policy, and Advocacy	2 credits
OSC 518	Wellness and Health Promotion through Occupation	2 credits

Program Term #4 (Summer): 8 credits

OSC 601	Health and Medical Conditions: Adults	2 credits
OSC 602	Occupational Therapy Process: Adults	5 credits
OSC 603	Occupational Therapy Fieldwork I: Adults	1 credit

Program Term #5 (Fall): 16 credits

OSC 604	Health and Medical Conditions: Older Adults	2 credits
OSC 605	Occupational Therapy Process: Older Adults	5 credits
OSC 606	Occupational Therapy Fieldwork I: Older Adults	1 credit
OSC 607	Emerging Areas of Occupational Therapy Practice	2 credits
OSC 608	Professional Skills III: Environmental Adaptations and Assistive Technology	2 credits
OSC 609	Research Methods II: Applied Research	2 credits
OSC 610	Professional Development III: Management and Leadership	2 credits

Program Term #6 (Spring): 16 credits

OSC 611	Fieldwork Level IIA	7credits
OSC 612	Professional Development IV: Fieldwork Education	1 credit
OSC 701	Fieldwork Level IIB	7 credits
OSC 702	Professional Development V: Career Success and Meaningful Life	1 credit

### Clearance and Health and Wellness Program Requirements

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 Comploio 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.

### **Student Probation, Suspension, Dismissal Policies**

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 will begin with the first semester of professional coursework in the summer 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 could 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 may 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 shall result in a recommendation of dismissal from the Program. A student with two or more course failures may 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 may 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 in order to graduate.

### **Criteria for Successful Completion of Program Requirements**

To complete the Occupational Therapy Master’s Program at Gwynedd Mercy University successfully and graduate, students must complete all 6 terms of the professional Occupational Therapy Program which includes 1 extended term for full-time Level II fieldworks. While enrolled in the Program, students must maintain a GPA of 3.0 or greater to remain in good standing. Students with a GPA of less than 3.0 will be placed on probation and will have two terms to raise their GPA to 3.0 or greater. A GPA of less than 3.0 after two terms on probation may result in dismissal from the Program. A GPA of 3.0 or greater is required to be eligible for participation in Fieldwork Level II course experiences. All students must complete Fieldwork Level II course experience within 24 months following completion of academic preparation.

## **Graduation Requirements, Tuition, and Fees**

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 terms 4-6 (see OCTD Curriculum above) of 40 graduate credits, earn a minimum final GPA of 3.0, and complete all Fieldwork Level II course experiences within 24 months following completion of academic preparation. Students under the OCC track must successfully complete terms 1-6 (see OCC Curriculum above) of 77 graduate credits, earn a minimum final GPA of 3.0, and complete all Fieldwork Level II course experiences within 24 months following completion of academic preparation. Graduate tuition for the Occupational Therapy Program can be found on the university's Financial Aid and Tuition website and OT Program Fees are \$150 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, ICE video subscription, and NBCOT exam review materials. 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 attire if a fieldwork site holds dress requirements; transportation to the university and fieldwork sites; and required books/course materials (approximately \$2,000/year).

## **Accreditation, Certification, and Credentialing Requirements**

The entry-level occupational therapy master's degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652- AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). The program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT®). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR®). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT® Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT® certification examination or attain state licensure.

# Frances M. Maguire School of Nursing and Health Professions

## Doctor of Nursing Practice

### Curriculum:

The Doctor of Nursing Practice curriculum is comprised of 39 credits to include 400 clinical hours. Courses are offered in an online format during a traditional semester.

### Doctor of Nursing Practice Program – 39 credits

#### Core Courses – 21 credits

NUR 700	Healthcare Ethics for the Advanced Practice Nurse (3)
NUR 701	Statistical Analysis for Evidence Based Practice (3)
NUR 720	Organizational Behavior & Social Policy (3)
NUR 721	Leadership as an Advanced Practice Nurse (3)
NUR 722	Technology for Advanced Practice Nurses (3)
NUR 730	Research Utilization (3)
NUR 731	Evidence Based Practice (3)

#### Clinical Core Courses – 18 credits

NUR 800	DNP Scholarly Project 1 (3)
NUR 801	DNP Scholarly Internship 1 (3)
NUR 810	DNP Scholarly Project 2 (3)
NUR 811	DNP Scholarly Internship 2 (3)
NUR 820	DNP Scholarly Project 3 (3)
NUR 821	DNP Scholarly Internship 3 (3)

## COURSE DESCRIPTIONS

### Counseling

#### **CNS 501 Counseling Skills**

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. **Only open to degree students or with permission of the Program Director.**

#### **CNS 502 Counseling Agencies**

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**

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**

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**

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**

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.

**Prerequisites: CNS 520 and CNS 501. Only open to degree students or with permission of the Program Director.**

#### **CNS 507 Disabilities in the School Counseling Setting**

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 of English Language Learners in the School Counseling Setting**

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**

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.

**Prerequisite: CNS 505 or permission of the Program Director.**

**CNS 510 Research Methods**

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.

**Prerequisite: A course in undergraduate statistics or research or permission of the Program Director.**

**CNS 511 Current Practices in Student Affairs Administration**

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 21<sup>st</sup> Century.

**CNS 512 Individual Psychology**

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.

**CNS 513 Practicum**

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.

**Prerequisite: 20 hours of documented pre-practicum experiences. These experiences will be completed in CNS 505 and CNS 527. Only open to degree students or with permission of the Program Director.**

**CNS 514 Technology in School Counseling Settings**

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.

**Prerequisite:** General familiarity with and understanding of the operation of the computer, including Microsoft Windows or Apple Mac, Microsoft Word, and the use of the Internet for basic communications and research.

### **CNS 515 Violence in the K-12 School**

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)**

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. **Prerequisites: CNS 520 and CNS 501.**

### **CNS 517 Psychopharmacology**

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**

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**

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. **Prerequisite: This course must be taken concurrently with CNS 513 Practicum or CNS 604 Internship I or CNS 605 Internship II.**

### **CNS 520 Theories in Counseling**

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**

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 in School Counseling**

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.

**CNS 525 Organization of School Counseling**

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. **Prerequisites: CNS 504 and CNS 505.**

**CNS 527 Social Justice, Multicultural & Diversity Issues in Counseling**

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 531 Career Development**

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**

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**

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. **This course must be taken concurrently with CNS 513 Practicum. Prerequisite: CNS 501. Only open to degree students or with permission of the Program Director.**

**CNS 536 Group Counseling & Facilitation Skills**

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. **This course must be taken concurrently with CNS 513 Practicum.**

**Prerequisite: CNS 501 or permission of the Program Director or designee. Only open to degree students or with permission of the Program Director.**

### **CNS 600 Internship I (CMH)**

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.

**Prerequisites: CNS 513. Only open to degree students or with permission of the Program Director .**

### **CNS 601 Internship II (CMH)**

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.

**Prerequisites: CNS 600. Only open to degree students or with permission of the Program Director.**

### **CNS 602 Internship III**

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.

**Prerequisites: CNS 601. Only open to degree students or with permission of the Program Director.**

### **CNS 603 Internship III (SC)**

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.**

**CNS 604 Internship I (CCSA)**

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.

**Prerequisites: CNS 513. Only open to degree students or with permission of the Program Director.**

**CNS 605 Internship II (CCSA)**

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.

**Prerequisites: CNS 604. Only open to degree students or with permission of the Program Director.**

**CNS 606 Internship III (CCSA)**

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.

**Prerequisites: CNS 605. Only open to degree students or with permission of the Program Director.**

**CNS 608 Internship I (SC)**

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.

**Prerequisite: CNS 513. Only open to degree students or with permission of the Program Director.**

**CNS 609 Internship II (SC)**

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.

**Prerequisite: CNS 608. Only open to degree students or with permission of the Program Director.**

**Education****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 and Political Foundations of Education (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.

**EDU 506 Methods, Materials and 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 and 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 School 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 Research Skills for Reflective Practitioners (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 and Theories for Teaching Mathematics (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 Reading and 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.

### **EDU515 Methods for Educating English Learners (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 Teaching and Professional Seminar (3-6)**

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.

**Pre-requisites:** All certification courses for respective major, attainment of all PDE field experience competencies, all required clearances and a minimum 3.0 GPA.

**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.

**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. (20 hours embedded field experience required.)

**EDU 572 Curriculum and Instructional 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. (20 hours embedded field experience required.)

**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. (20 hours embedded field experience required.)

**EDU 574 School Law and 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. (20 hours embedded field experience required.)

**EDU 576 Human Resources and 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. (20 hours embedded field experience required)

**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. (20 hours embedded field experience required.)

**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. (20 hours embedded field experience.)

**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. (Embedded competency-based field experience is required.)

**EDU 580 Multicultural and 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 Foundations of Special Education in an Inclusionary Setting (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 Statistics, Research, and Assessment for the Reflective Practitioner (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.

**EDU 591 Curriculum Development and 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 595 Practicum I: Leadership and School Administration (3)**

This course will involve working with a mentor principal, supervisor, or other school administrator ideally within your own school district. An action plan will be developed with your mentor principal and approved by

the course instructor. A major part of this action plan will be a research problem that is "real" and needs resolution within the cooperating school or school district. (90 hours embedded field experience required.)

**EDU 596 Practicum II: K-12 Principalship (3)**

This course will involve working with a mentor principal. An action plan will be developed with your mentor principal and approved by the course instructor. The purpose of the course is to guide the student toward connecting research, theory, and practice through reflective experience. (90 hours embedded field experience required)

**Prerequisite:** A student must have successfully completed EDU 595 before taking this course.

**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 Culminating Project (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.

**Prerequisites:** EDU 510

**EDU 608 School Counseling Internship 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.

**Prerequisites:** EDU 513

**EDU 609 School Counseling Internship II & Supervision (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.

**Prerequisites:** 100 hours of practicum, EDU 513, EDU 608.

**EDU 620 Research, Analysis and Assessment of Outcomes (3)**

This course provides the student with 1) a deeper understanding of the role of the supervisor of curriculum and instruction in assessing student learning, and 2) the knowledge and skills necessary to apply research on teaching and learning to more effective practice.

**EDU613 Classroom Management**

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.

### **EDU614 Innovation in Teaching**

The course will explore innovative strategies and pedagogical approaches to respond to today's learners and prepare students for academic, personal and career success. Participants will explore various instructional models that prepare students to address real-world problems and experience academic, personal, and career success.

### **EDU 622 Practicum II: Supervisor of Curriculum and Instruction (3)**

This course will involve working with a mentor supervisor or other school administrator with supervisory responsibilities. An action plan will be developed with your mentor and approved by the course instructor. The purpose of the course is to guide the student toward connecting research, theory, and practice through reflective experience.

### **EDU 650 Special Topics Course**

Investigation of a selected topic or topics designed to integrate and enhance the student's comprehension and application of educational theory and practice.

## **DOCTORAL OF EDUCATION**

### **EDU 801 Educational Policy in Research and Practice in the U.S. (Residency) (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 Organizational Research and Theory Development (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 Statistical Analysis, Methods, and 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 Perspectives and Educational 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 The Ethics of Educational Leadership and Policy (Residency) (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, and 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 Advanced Statistical Analysis, Quantitative and Qualitative 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, and 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 and Practice (International Residency) (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 course.

**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.

**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.

**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.

**EDU 815 Dissertation Advisement V (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.

**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 School Boards and School 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, Supervision, and School Turn-Around (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 and Fiscal Management (3)**

Personnel administration, contract administration, collective bargaining, and fiscal management, including the economics of education.

**EDU 828 School District Practicum I (3) (for superintendent certificate letter of eligibility only)**

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 School District Practicum II (3) (for superintendent certificate letter of eligibility only)**

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 and Administration 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 and Fiscal Policy in Higher Education (3)**

Accounting principles and policy, record-keeping, financial reporting, budgeting and planning models, and fiscal management.

**EDU 834 Enrollment Management in Higher Education (3)**

An analysis of current practices and future trends in the recruitment and retention of students, with consideration of financial aid requirements and regulations.

**EDU 835 Future-Focused Trends and Innovations in Higher Education (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 Practicum for Leadership in Higher Education (3-6)**

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 Interventions and 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 and Policy in Special Education (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 Foundations of Special Education Practices for School Leaders (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 and Administration of Special Education (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 Supervision and Administration of Special Education Practicum I (3) (for Supervisor of Special Education Certification only)**

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 Supervision and Administration of Special Education Practicum II (3) (for Supervisor of Special Education Certification only)**

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 of Teaching & Learning in Higher Education (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 Critical Perspectives on Underserved Student Populations (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.

**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 Curriculum Development/Academic Program Design in Higher Education (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 and 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 Innovative Practice in Online Instruction/Learning Technologies (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.

**SPECIAL EDUCATION****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 Principles (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 and 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 and Professionalism. (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 560 Diagnostic, Assessment, Prescriptive and Intervention Techniques for the Special Learner (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. *Field Experience is required.*

**SPE 561 Researched Based Learning Methods and Materials for the 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.

**SPE 562 Special Education Law and 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 Seminar on 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 Management Skills for the Special Learners (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.

**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 ASD.

**SPE 581 Assessment/Program Development for the Student on the Spectrum (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 Communication, Behavioral Issues and Social Competence for Students on the Autism Spectrum (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 Researched Based Instructional Practices (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.*

**Master of Business Administration (MBA)****MBA500 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.

**MBA510 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.

**MBA520 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.

**MBA530 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.

**MBA540 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.

**MBA550 Fundamentals of Management (1)**

This course describes the general nature of management in terms of management levels, functions, roles, and skills. It evaluates

**Core Courses – 21 credits****MBA 600 Ethical Decision Making and Corporate Social Responsibility (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.

**Prerequisites: MBA510, MBA 550 or comparable undergraduate coursework.**

**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.

**Prerequisites: MBA 500 or comparable undergraduate coursework.**

**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.

**Prerequisites: MBA 520 or comparable undergraduate coursework.**

**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.

**Prerequisites: MBA 540 or comparable undergraduate coursework.**

**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.

**Prerequisites: MBA 530 or comparable undergraduate coursework.**

**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 Management to Support Organizational Efficiency (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 and 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.

**Strategic Management and Leadership Option – 9 credits****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.

**MBA711 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.

**MBA712 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.

**MBA713 Trade Finance and 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.

## Health Care Administration – 9 credits

### **MBA 730 Health Care Budgeting, Planning and 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 Health Care 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.

## Sustainability Option (9 credits)

### **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 and 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.

## NURSING – Master of Science in Nursing

### **NUR 500 Advanced Pharmacotherapeutics for Advanced Nursing (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.

**Prerequisite:** Basic undergraduate pharmacology course, NUR 510.

**NUR 510 Advanced Pathophysiology for Advanced Nursing 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 for Advanced Nursing Roles (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 539 Independent Study (variable credit)**

Independent study in advanced practice nursing in which a student develops a program prospectus and secures sponsorship of a faculty advisor.

**NUR 547 Computer Technology in Nursing (3)**

Designed for the advanced practice nurse, this course examines computer applications within nursing administration, research, clinical practice, education, and health care. Social, legal, and ethical aspects associated with computerization of health care information will be investigated.

**Prerequisite:** Basic computer literacy skills.

**NUR 550 Advanced Adult Health Nursing with Gerontology (3)**

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.

**Prerequisites:** Completion of core.

**Corequisite:** NUR 552.

**NUR 551 Advanced Adult Health Nursing with Gerontology II (3)**

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.

**Prerequisites:** NUR 550, NUR 552.

**Corequisite:** NUR 553.

**NUR 552 Practicum - Advanced Adult Health Nursing with Gerontology I (3)**

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.

**Corequisite:** NUR 550.

**NUR 553 Practicum - Advanced Adult Health Nursing with Gerontology II (3)**

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.

**Prerequisites:** NUR 550, NUR 552.

**Corequisite:** NUR 551.

**NUR 570 Advanced Assessment & Lab for Advanced Nursing Roles (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.

**NUR 572 Role Transition 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.

**NUR 573 Role Transition II (3)**

This course will focus on the role of the advanced practice nurse in primary care. The history and scope of practice of the advanced practice role will be discussed. Focus is directed toward the application of role of the advanced practice nurse including HIPPA, reimbursement, credentialing, and licensure. Course content includes prescribing regulations, integrating and utilizing technology systems (EHR, decision support systems, e-prescribing, telehealth/telemedicine, data management), and coordination of care.

**NUR 602 Organizational Behavior for Advanced Practice Nurses (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.

**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.

**Prerequisites:** NUR 602, completion of core and areas of specialization courses.

**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.

**Prerequisite:** NUR 604

**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.

**Prerequisites:** Completion of core and NUR 604, 605, 609, 614, 650.

**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.

**NUR 614 Teaching Strategies for Nurse Educators (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 615 Research Seminar (3)**

This course provides an analysis of the multiple roles of the nurses as researcher. The various roles of the nurse researcher including proposal development and refinement, data collector, data entry, securing funding, and dissemination of findings will be examined. Students will have the opportunity to explore one of these roles in depth by completing clinical hours in the research role of her/his choice.

**Prerequisite:** NUR 610.

**NUR 616 Research Seminar II (variable credit)**

Thesis Guidance

**Prerequisite:** NUR 615.

**NUR 620 Research Thesis (3)**

Preparation and writing of the fourth and fifth chapters of the master's thesis, plus the pre- and post-text. Incorporates collecting the data; utilizing computer technology for data analysis; analyzing the data; evaluating the data for the purpose of drawing conclusions, interpreting and applying the findings to advanced practice nursing theory and practice; and completing and editing a master's thesis in the approved format and style.

**Prerequisite:** NUR 615

**NUR 621 Research Thesis II (variable credit)**

Thesis guidance.

**Prerequisite:** NUR 620.

**NUR 630 Primary Care I – Intro**

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- (0-5-year-old)**

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)**

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 (12-18-year-old)**

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)**

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 C VI – Middle Adult (30-55)**

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.

**NUR 636 Primary Care VII – Older Adult (56 +)**

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’s Health & Pregnancy**

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**

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.

**Prerequisites:** NUR 510, 570, 604, 605, 614.

## **NURSING – Doctor of Nursing Practice (DNP)**

### **NUR 700 Healthcare Ethics for the Advanced Practice Nurse (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 Evidence Based Practice (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 and 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 an Advanced Practice Nurse (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 Advanced Practice Nurses (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.

### **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.

**OCCUPATIONAL THERAPY – Master of Science in Occupational Therapy****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 for 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 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.

**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.

**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.

**OSC 508: Professional 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.

**OSC 510: Professional Development I: Ethics, Values, and Responsibilities (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.

**OSC 511: Health & 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.

**OSC 512: Occupational Therapy Process: Children & 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.

**OSC 513: Occupational Therapy Fieldwork: Children & Youth (1)**

Immersion experience into a therapeutic service delivery context with children or youth.

**OSC 514: Research Methods 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.

**OSC 515: Professional Skills II: Safety, Mobility, ADL, IADL, and Work (2)**

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: Professional Development II: Healthcare, Policy, and Advocacy (2)**

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.

**OSC 518: Wellness and Health Promotion through Occupation (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.

**OSC 601: Health and 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.

**OSC 602: Occupational Therapy Process: Adults (5)**

Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults. Includes a practice lab.

**OSC 603: Occupational Therapy Fieldwork: Adults (1)**

Immersion experience into a therapeutic service delivery context with adults.

**OSC 604: Health & Medical Conditions II: 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.

**OSC 605: Occupational Therapy Process: 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.

**OSC 606: Occupational Therapy Fieldwork: Older Adults (1)**

Immersion experience into a therapeutic service delivery context with older adults.

**OSC 607: Emerging Areas of Occupational Therapy Practice (2)**

Emerging areas of occupational therapy practice and identifying opportunities to work in an emerging practice area on a fulltime or contractual basis.

**OSC 608: Professional Skills III: Environmental Adaptations & Assistive Technology (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.

**OSC 609: Research Methods II: Applied Research (3)**

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.

**OSC 610: Professional Development III: Management and 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.

**OSC 611 Fieldwork IIA (7)**

Twelve-week immersion into a therapeutic context to perform the occupational therapy process in a selected practice area.

**OSC 612 Professional Development IV: Fieldwork 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.

**OSC 701 Fieldwork IIB (7)**

Twelve-week immersion into a therapeutic context to perform the occupational therapy process in a selected practice area.

**OSC 702 Professional Development V: Career Success and Meaningful 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.

# Administration

## ***Board of Trustees***

Nancy Dunleavy (Chairperson)  
 Deanne H. D'Emilio, JD  
 Vladimir Bien-Aime  
 Barbara Buckley, RSM  
 Joseph L. England, CPA  
 Eileen Foley Guest  
 Rosemary Herron, RSM  
 John C. Kepner, JD  
 Michael Laign  
 David Mallach  
 Rose Martin, RSM, PhD  
 Charlotte O. McKines

Mary Ann McGinley-Fitzpatrick, PhD  
 Helen P. Nelson  
 Ellen Stang, MD  
 Lawrence Stuardi  
 Margaret Taylor, RSM, JD  
 Oscar P. Vance, Jr.  
 H. Ray Welch  
 Denise Allen Williams  
 Sally W. Williams  
 William J. Avery, Emeritus  
 Barbara B. McHale, MBA, Board Secretary

## **Executive Council**

Deanne H. D'Emilio, JD  
 Mary H. Van Brunt., PhD  
 Kevin O'Flaherty, MS  
 Gerald McLaughlin, MA  
 Kelly Statmore, M. Ed.  
 James Gallo, EdD  
 Joshua Stern, MS

President  
 Provost and Vice President for Academic Affairs  
 Vice President for Finance and Administration  
 Vice President for Institutional Advancement  
 Vice President for Marketing and Enrollment Management  
 Vice President for Mission Integration  
 Vice President for Student Services and Dean of Students

## **President's Office**

Barbara B. McHale, MBA  
 James Gallo, EdD

Assistant to the President  
 Vice President for Mission and Ministry

## **Academic Affairs**

Mary H. Van Brunt, PhD  
 Dawn Hayward, PhD  
 Daniela Wexler, MBA

Provost and Vice President for Academic Affairs  
 Assistant Vice President for Assessment and Compliance  
 Assistant to the Vice President

## **Schools and Deans**

Ann Phalen, PhD, RN  
 Heather Pflieger, EdD  
 Mary Sortino, PsyD

Frances M. Maguire School of Nursing and Health Professions  
 School of Business and Education  
 School of Graduate and Professional Studies

## **Graduate Education**

Jennifer Aucoin, PhD  
 Raymond Bandlow, PhD  
 George Colton, EdD  
 Tiffany Cresswell Yeager, PhD  
 Carol A. Eten, EdD  
 TBD

Counseling  
 Educational Administration  
 School Counseling  
 Higher Education Administration  
 Field Experience Coordinator  
 Master Teacher Special Education

**Graduate Nursing**

Mary Hermann, EdD

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

Denise A. Vanacore, PhD

MSN and DNP Program Director

**Graduate Business**

Heather Pflieger, EdD

Dean, School of Business and Education

Jill Winnington, DBA

Assistant Dean, School of Graduate and Professional Studies

**Registrar**

Joanna Raudenbush, MA

Registrar

Suzanne Kolesar, MSM

Associate Registrar

Karen Law, BA

Assistant Registrar

Jennifer Melon, MBA

Associate Registrar, GPS

Marie Torrey

Assistant Registrar, GPS

**Academic Affairs Support Services**

Meredith Hoch-Oescher, EdD

Dean of Student Success (ARC &amp; First Year Experience)

Stephanie Alderfer, MS

Associate Director, ARC and Testing Services

**Keiss Library**

Daniel Schabert, MLS

Director of Keiss Library

Nancy McGarvey, MS

Assistant Director/ System Librarian

David McAllister, MLS, PhD

Archivist/Reference Librarian

Sarah Meade, MEd, MLS

Technical Services/Reference Librarian

Heather Burychka, MA, MLS

Reference/Instruction Librarian

**Financial Affairs**

Kevin O'Flaherty, MS

Vice President for Finance &amp; Administration

**Financial Services**

Jennifer Ginnetti, MBA, CPA

Controller

Dawn Taratuski, MBA

Bursar/Coordinator of Campbell Solution Center

Betsy Stanziano

Assistant Bursar

Kathie Cornell, MS

Assistant Bursar, GPS

**Human Resources**

Rosina Dever, MBA

Director of Human Resources

Robert Wood

Title IX Coordinator

**Purchasing & Accounts Payable**

Frank Petka

Director of Procurement

**Physical Plant**

TBD

Director of Physical Plant

**Public Safety & Security**

Joanna Gallagher

Director of Public Safety &amp; Security

**Institutional Technology Services**

Joseph Pupo, BS

Chief Information Officer

James Domanico, BS

Director of Administrative Systems

Jason Palmer

Director of Enterprise Systems and Security

Michelle Simms, EdD

Director of Instructional Technology

Susan Darlington, MEd

Director of Online Learning

Patrick Trainer

Director of User Services

**Institutional Advancement**

Gerald McLaughlin, MA  
 Gianna Quinn, BS  
 Josephina Banner, MS  
 Mia McGlynn, BA  
 Jill Dow, MBA

Vice President for Institutional Advancement  
 Director of Alumni Relations  
 Director of Foundation, Government & Corporate Relations  
 Director of Annual Giving  
 Director of Development

**Marketing and Enrollment**

Kelly Statmore, M. Ed.

Vice President for Marketing &amp; Enrollment Management

**Enrollment Management**

Michele Diehl, MBA

Director of Undergraduate Admissions

**Financial Aid**

Elizabeth Howard, MS  
 Atasha Quarles, MSM

Director of Student Financial Aid  
 Associate Director, GPS

**Mission and Ministry**

James Gallo, EdD  
 Jeffrey Wallace, MDiv  
 Michelle France, MPS  
 Betsy Stone Plummer

Vice President for Mission Integration  
 Director of Campus Ministry  
 Campus Minister  
 Campus Minister

**Student Services**

Joshua Stern, MS

Vice President for Student Services and Dean of Students

**Athletics**

Keith Mondillo, MS

Director of Athletics

**Career Services**

Nicholas Schaeffer, MA

Director of Career Services

**Health & Wellness Center**

Donna Ferguson, BSN, MS

Director of Campus Health &amp; Wellness

**Counseling**

Pamela Moore, MS, LPC  
 Daniel Jordan, MC, LPC,  
 NCC,CCDPD

Director of Counseling Services  
 Counseling & Disability Support Services Coordinator

**Residence Life**

Bryan Dunphy-Culp

Director of Resident Life

**Student Activities**

Rouseline Emmanuel-  
 Frenel, EdD

Director of Student Activities

**Additional Services/Programs**

Marian Uba, MS

Executive Director of Mercy Volunteer Corps Institute of  
 the Sisters of Mercy of the Americas

Campus Store  
 Food Services

Follett  
 Parkhurst Dining Services

## 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, Easter Michigan University. Professor, Educational Administration.

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

**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.

**George Colton**, EdD. Rutgers University, M.A. New York University, B.A. Rutgers University. Associate Professor, Counseling.

**Carol Etlén**, 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.

**Pamela Santarlaschi**, PhD, Widner University; MSN, Gwynedd Mercy University, BSN, Villanova University. Lecturer, Nursing.

**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.

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

**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.

**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

**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.

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

**Vincent Cotter**, EdD, Temple University; MEd, Millersville University; BS, Millersville University. Lecturer, Education.

**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.

**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

**Joan Evans**, EdD, Immaculata College; Med, West Chester University; BS West Chester University. 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

**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.

**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

**Jane Giannula**, MS, Gwynedd Mercy University; BA, Moravian University; AA, Moore University of Art. Lecturer, Education.

**Stacey Godman**, MSN, FNP-BC, LaSalle University, BSN, LaSalle University Lecturer.

**David Goodin**, EdD, Indiana University of PA; MA, Shippensburg University; BS, Indiana University of PA. Lecturer, Education.

**Michael Griffin**, MBA, Holy Family University; BS, Holy Family University. Lecturer, Business.

**Nancy Grzesik**, MEd, Suffolk University; BS, Gwynedd Mercy University. Lecturer, Business.

**Benedict Grzesik**, MBA, Central Michigan University; BA, National College. Lecturer, Business.

**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.

**Lisa Heflin**, MEd, The Pennsylvania State University; BS, The Pennsylvania State University. Lecturer Education.

**Catherine Heller**, EdD, Arcadia University; MS, Lehigh University; BS, Elizabethtown College. Lecturer, Education

**Anne Hendricks**, JD, Temple University; BA, The Pennsylvania State University. 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.

**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.

**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.

**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.

**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.

**Michael Levin**, JD, Dickinson School of Law; BA, Temple University. Lecturer, Education.

**Mary Lewis**, MS, St. Joseph's University; BA, Temple University. Lecture, Education.

**David Lieberman**, MEd, DeSales University; BA, Franklin & Marshall University. Lecturer, Education.

**David Lindenmuth**, MEd, Wilmington College; MEd, Wilmington College; BS, West Chester. 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 Lutcher**, EdD, Indiana University of PA; MS, Bloomsburg University; BS, West Chester 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.

**Christopher Manno**, EdD, Rutgers University. Lecturer, Education.

**Gloria Marsella**, MEd, Old Dominion University; BS, University of Maryland. 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.
- 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.
- Gregory Nass**, MBA, University of Pennsylvania – Wharton; BS, Northeastern University. Lecturer, Business.
- Amanda Neill**, EdD, Pennsylvania State University; MA, University of Pennsylvania; BA, Bucknell University. Lecturer, Education.
- Amy Noce**, MS, Gwynedd Mercy University; BS Special, Gwynedd Mercy University. 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.
- A. Daniel Pennebacker**, MS, Gwynedd Mercy University; BS, Temple University. Lecturer, Education.
- Allison Petersen**, JD, The Pennsylvania State University; BA, Ursinus College. Lecturer, Education.
- Kathleen Pickard**, PsyD.
- Lucia Pollino**, EdD, Wilmington University; MBA, Rowan University; BA, Glassboro State College. Lecturer, Education.
- James Quinn**, EdD, Walden University. Lecturer, Education.
- Walter Quint**, EdD, Temple University; MA, Glassboro State College; BS, Shippensburg State College. Lecturer, Education.
- 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.
- Taryn Roane-Fletcher**, EdD, Wilmington University; MEd, Wilmington University; BS, Wilmington University. Lecturer, Education.
- Laura Roberts**, PhD, The Pennsylvania State University; MEd, Temple University; BS, Lafayette College. Lecturer, Education.
- Lois Robinson**, EdD, Immaculata University; MA, Villanova University; BS, Gwynedd Mercy University. Lecturer, Education.
- 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.
- Algis Skudzinskis**, PhD, Notre Dame of Maryland University; MA, Loyola University; MBA, Johns Hopkins University; BA, University of Maryland. Lecturer, Education
- Lauren Spigelmyer**, MS, Gwynedd Mercy University; BS, Kutztown University. Lecturer, Education
- Charles Sweet**, PhD, University of Iowa; MS, Northeastern University; BS, Northeastern University. Lecturer, Pharmacology.
- Rebecca Walker**, PhD, Medical University of South Carolina; JD, Widener University. Lecturer.
- Matthew Walsh**, MEd, Arcadia University; BS, University of Central Florida. Lecturer, Education.
- Kathleen Ward**, MSN, CRNP, University of Pennsylvania; BSN, Allentown College of St. Francis DeSales. Lecturer Graduate Nursing.

**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

**2019-2020 Curriculum Sheets****School of Business- On Ground**

Master of Business Administration (MBA)

**School of Graduate and Professional Studies - Online**

Master of Business Administration (MBA)

Certificate in HealthCare Administration

Certificate in International Business

Certificate in Leadership

Certificate in Strategic Management

Certificate in Transportation Leadership

Master of Science in Education (Master Teacher)

MS in Education- Math and Science Certification

MS in Education- Mathematics Certification

MS in Education- Science Certification

MS in Education- Secondary Education Certification

MS in Education- PreK-4 Certification

Master of Science in Educational Administration: -12 Principal

Post Master's Certification

Master of Science in Educational Administration: w/Supervisor Curriculum

Post Master's Certification

Master of Science in Counseling

Clinical Mental Health Concentration

College Counseling & Student Affairs Concentration

School Counseling Concentration with Certification

Post Master's PK-12 Certification Only

Master of Science in Special Education

With PreK-8 Special Education Certification

Certificate Only

Autism Endorsement

Doctor in Education

Educational Leadership, PreK-12 School and District Administration

Leadership in Higher Education

Leadership in Special Education

**School of Nursing and Health Professions- On Ground**

Master of Science in Nursing

Post Master's

Doctor of Nursing Practice

Master of Science in Occupational Therapy



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**

**MBA Gwynedd Valley Campus** - 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 grade point average is 3.0 (B). Two "Cs" are permitted but a 3.0 grade point average must be maintained throughout the program. A third "C" will cause dismissal from the program. Additional, any grade below a "C" will result in dismissal from the MBA 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

*Mary H. Van Bunt*

**Major**

**Core Courses - 21 credits**

<b>MBA600</b>	Ethical Decision Making and Corporate Social Responsibility	3			
<b>MBA610</b>	Strategic Management	3			
<b>MBA620</b>	Accounting for Decision Makers	3			
<b>MBA630</b>	Marketing Planning	3			
<b>MBA640</b>	Managing Business Operations	3			
<b>MBA650</b>	Managerial Finance	3			
<b>MBA660</b>	Capstone Business Plan	3			

**Students select one of these options:**

**Strategic Management and Leadership Option - 9 credits MBAG**

<b>MBA700</b>	Organization Theory & Design	3			
<b>MBA710</b>	Global Management	3			
<b>MBA720</b>	Managing Human Capital	3			

**Healthcare Administration - 9 credits MBAHG**

<b>MBA730</b>	Healthcare Budgeting, Planning & Finance	3			
<b>MBA740</b>	Managing Healthcare Delivery Systems	3			
<b>MBA750</b>	Healthcare Information Systems	3			

**International Business - 9 credits MBAI**

<b>MBA711</b>	Global Marketing and Planning	3			
<b>MBA712</b>	Supply Chain Management	3			
<b>MBA713</b>	Trade Finance and Risk	3			

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**

**MBA Online** - 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**

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 student is expected to follow the course sequence as listed.

A minimum of 30 credits is required for the MBA.

*Mary H. Van Bunt*

**Major**

<b>Core Courses - 21 credits</b>				
<b>MBA600</b>	Ethical Decision Making and Corporate Social Responsibility	3		
<b>MBA610</b>	Strategic Management	3		
<b>MBA620</b>	Accounting for Decision Makers	3		
<b>MBA630</b>	Marketing Planning	3		
<b>MBA640</b>	Managing Business Operations	3		
<b>MBA650</b>	Managerial Finance	3		
<b>MBA660</b>	Capstone Business Plan	3		

**Students select one of these options:**

**Transportation Leadership Option - 9 credits MBAT**

<b>MBA670</b>	Emergency Mngmnt to Support Organ Eff.	3		
<b>MBA680</b>	Transportation Leadership and Mngmnt	3		
<b>MBA690</b>	Public and Private Transportation Finance	3		

**Strategic Management and Leadership Option - 9 credits MBAL**

<b>MBA700</b>	Organizational Leadership	3		
<b>MBA710</b>	Global Management	3		
<b>MBA720</b>	Managing Human Capital	3		

**International Business - 9 credits MBAI**

<b>MBA711</b>	Global Marketing and Planning	3		
<b>MBA712</b>	Supply Chain Management	3		
<b>MBA713</b>	Trade Finance and Risk	3		

**Healthcare Administration - 9 credits MBAH**

<b>MBA730</b>	Healthcare Budgeting, Planning & Finance	3		
<b>MBA740</b>	Managing Healthcare Delivery Systems	3		
<b>MBA750</b>	Healthcare Information Systems	3		

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**

<b>MBA610</b>	Strategic Management	3			
<b>MBA730</b>	Healthcare Budgeting, Planning & Finance	3			
<b>MBA740</b>	Managing Healthcare Delivery Systems	3			
<b>MBA750</b>	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 International Business**

<b>MBA710</b>	Global Management	3			
<b>MBA711</b>	Global Marketing and Planning	3			
<b>MBA712</b>	Supply Chain Management	3			
<b>MBA713</b>	Trade Finance and Risk	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 Leadership**

<b>MBA600</b>	Ethical Decision Making and Corporate Social Responsibility	3			
<b>MBA700</b>	Organizational Leadership	3			
<b>MBA710</b>	Global Management	3			
<b>MBA720</b>	Managing Human Capital	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 Strategic Management**

<b>MBA610</b>	Strategic Management	3			
<b>MBA620</b>	Accounting for Decision Makers	3			
<b>MBA630</b>	Marketing Planning	3			
<b>MBA650</b>	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 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 Transportation Leadership**

<b>MBA610</b>	Strategic Management	3			
<b>MBA670</b>	Emergency Mgmt. to Support Organ Eff.	3			
<b>MBA680</b>	Transportation Leadership and Mgmt.	3			
<b>MBA690</b>	Public and Private Transportation 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		
XXX	Classroom Management	3		
EDU574	School Law and Policy Issues	3		
XXX	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.

*Mary H. Van Bunt*

EMSS

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.

**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		

**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.

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.

**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).

*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 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 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				
<b>EDU581</b>	Foundations of Special Education in an Inclusionary Setting	3		
<b>SPE 560</b>	Diagnosis, Assessment, Prescriptive & Intervention Techniques for the Special Learner	3		
<b>SPE 561</b>	Research Based Learning Methods & Materials for the Special Learner	3		
<b>SPE 562</b>	Special Education Law & Ethics	3		
<b>SPE 563</b>	Standards Aligned System & Seminar on Current Issues in Special Education	3		
<b>SPE564</b>	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 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 3 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.

An evaluation of transcripts will be necessary to determine the required coursework.

**MAJOR**

**Educational Administration - 21 credits**

<b>EDU570</b>	Research Skills for School Leadership	3			
<b>EDU572</b>	Curriculum & Instructional Supervision	3			
<b>EDU574</b>	School Law and Policy Issues	3			
<b>EDU576</b>	Human Resources and Staff Development	3			
<b>EDU578</b>	Educational Leadership	3			
<b>EDU579</b>	Current Issues in Education	3			
<b>EDU595</b>	Practicum I: Leadership in School Administration	3			

**Concentration in Educational Administration - 12 credits**

<b>EDU571</b>	The Principalship	3			
<b>EDU573</b>	School -Community Relations	3			
<b>EDU577</b>	School Resources Management	3			
<b>EDU596</b>	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 Post Master's Educational Administration K-12 Principal Certification Only. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

**Credit Requirement**

A minimum of 30 credits is required for this certification. Students choosing this K-12 Principal 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 30 credit program of study with practicum hours, PA requires 3 years of prior professional experience in an educational setting related to the instructional process and evidence of satisfactory achievement on the required test for administrative certification.

**MAJOR**

Core Courses for Educational Administration - 18 credits				
<b>EDU572</b>	Curriculum & Instruction Supervision	3		
<b>EDU574</b>	School Law and Policy Issues	3		
<b>EDU576</b>	Human Resources and Staff Development	3		
<b>EDU578</b>	Educational Leadership	3		
<b>EDU579</b>	Current Issues in Education	3		
<b>EDU595</b>	Practicum I: Leadership in School Administration	3		

**Concentration Courses for Educational Administration - 12 credits**

<b>EDU571</b>	The Principalship	3		
<b>EDU573</b>	School-Community Relations	3		
<b>EDU577</b>	School Resources Management	3		
<b>EDU596</b>	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 each 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 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**

<b>Educational Administration - 21 credits</b>				
<b>EDU572</b>	Curriculum & Instructional Supervision	3		
<b>EDU570</b>	Research Skills for School Leadership	3		
<b>EDU574</b>	School Law and Policy Issues	3		
<b>EDU576</b>	Human Resources and Staff Development	3		
<b>EDU578</b>	Educational Leadership	3		
<b>EDU579</b>	Current Issues in Education	3		
<b>EDU595</b>	Practicum I: Leadership in School Administration	3		

**Concentration Courses - 12 credits**

<b>EDU502</b>	The Learning & Teaching Process	3		
<b>EDU591</b>	Curriculum Development & Peer Coaching	3		
<b>EDU620</b>	Research, Analysis & Assessment of Outcomes	3		
<b>EDU622</b>	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.

*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, 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 for administrative certification.

*Mary H. Van Bunt*

**MAJOR**

<b>Educational Administration - 18 credits</b>			
<b>EDU572</b>	Curriculum & Instructional Supervision	3	
<b>EDU574</b>	School Law and Policy Issues	3	
<b>EDU576</b>	Human Resources and Staff Development	3	
<b>EDU578</b>	Educational Leadership	3	
<b>EDU579</b>	Current Issues in Education	3	
<b>EDU595</b>	Practicum I: Leadership in School Administration	3	

**Concentration Courses - 12 credits**

<b>EDU502</b>	The Learning & Teaching Process	3	
<b>EDU591</b>	Curriculum Development & Peer Coaching	3	
<b>EDU620</b>	Research, Analysis & Assessment of Outcomes	3	
<b>EDU622</b>	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.

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 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. These students will be granted 48 credits of Advanced Standing.

**MAJOR**

Bridge Program- 12 credits				
<b>CNS 502</b>	Counseling Agencies	3		
<b>CNS 503</b>	DSM/Psychopathology	3		
<b>CNS 506</b>	Marriage and Family Counseling	3		
<b>CNS 602</b>	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 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.

*Mary H. Van Bunt*

**MAJOR**

<b>Core Requirements - 30 credits</b>				
<b>CNS 501</b>	Counseling Skills	3		
<b>CNS 504</b>	Human Development	3		
<b>CNS 505</b>	Foundations of Counseling	3		
<b>CNS 510</b>	Research Methods	3		
<b>CNS 513</b>	Practicum	3		
<b>CNS 520</b>	Theories in Counseling	3		
<b>CNS 521</b>	Assessment Techniques in Counseling	3		
<b>CNS 527</b>	Social Justice, Multicultural & Diversity Issues in Counseling	3		
<b>CNS 531</b>	Career Development	3		
<b>CNS 533</b>	Substance Use/Abuse	3		

**Concentration Requirements - 30 Credits**

<b>CNS 502</b>	Counseling Agencies	3		
<b>CNS 503</b>	DSM/Psychopathology	3		
<b>CNS 506</b>	Marriage and Family Counseling	3		
<b>CNS 535</b>	Group Counseling and Facilitation Skills	3		
<b>CNS 600</b>	Internship I (CMH)	3		
<b>CNS 601</b>	Internship II (CMH)	3		
<b>CNS 602</b>	Internship III (CMH)	3		
<b>CNS</b>	Electives	9		

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 college counseling and student affairs 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		
		3		

**Concentration Requirements - 30 Credits**

CNS 503	DSM/Psychopathology	3		
CNS 509	College Student Development	3		
CNS 511	Current Practices in Student Affairs Administration	3		
CNS 535	Group Counseling and Facilitation Skills	3		
CNS 604	Internship I (CCSA)	3		
CNS 605	Internship II (CCSA)	3		
CNS 606	Internship III (CCSA)	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 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 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				
<b>CNS 501</b>	Counseling Skills	3		
<b>CNS 504</b>	Human Development	3		
<b>CNS 505</b>	Foundations of Counseling	3		
<b>CNS 510</b>	Research Methods	3		
<b>CNS 513</b>	Practicum	3		
<b>CNS 520</b>	Theories in Counseling	3		
<b>CNS 521</b>	Assessment Techniques in Counseling	3		
<b>CNS 527</b>	Social Justice, Multicultural & Diversity Issues in Counseling	3		
<b>CNS 531</b>	Career Development	3		

**School Counseling Requirements-21 credits**

<b>CNS 507</b>	Disabilities in the School Counseling Setting	3		
<b>CNS 508</b>	Needs of English Language Learners in the School Counseling Setting	3		
<b>CNS 523</b>	Intervention Techniques in School Counseling	3		
<b>CNS 525</b>	Organization of School Counseling	3		
<b>CNS 536</b>	Group Counseling and Facilitation Skills for the School Setting	3		
<b>CNS 608</b>	Internship I (SC)	3		
<b>CNS 609</b>	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 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 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. These students will be granted 48 credits of Advanced Standing.

**MAJOR**

Bridge Program- 12 credits				
<b>CNS 503</b>	DSM/Psychopathology	3		
<b>CNS509</b>	College Student Development	3		
<b>CNS 511</b>	Current Practices in Student Affairs	3		
<b>CNS 606</b>	Internship III (CCSA)	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 Science in Special Education with BCBA 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 45 credits are required for this M.S. in Special Education program and preparation courses for Board Certified Behavioral Analyst.

**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.

**BCBA Approval**

Gwynedd Mercy University is an approved institution for providing Behavioral Analyst Certification Board approved courses to prepare for the BCBA certification exam. Approval for Behavior Analysis designation in Pennsylvania is through the PA State Medical Board.

**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			
SPE563	Current Issues in Special Education	3			
SPE564	Behavior Management Skills for the Special Learner	3			
SPE562	Special Education Law and Ethics	3			

**Concentration for BCBA - 15 credits**

SPE506	Foundations of Behavior	3			
SPE507	Applied Behavior Analysis	3			
SPE508	Applied Behavior Analysis Extended Principles	3			
SPE511	Autism and Applied Behavior Analysis	3			
SPE512	Ethics and Professionalism for Behavior Analysis	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 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 Master of Science in Special Education with Autism Endorsement. 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 determine the required coursework.

**Credit Requirement**

A minimum of 42 credits are required for this MS in Special Education program with Autism Endorsement.

**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.

**Autism Endorsement requires a prior instructional I certification in Pennsylvania**

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**

Core Requirements - 15 credits				
EDU510	Research Skills for 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 for Special Education - 15 credits**

SPE560	Diagnostic, Assessment, Prescriptive & Intervention Techniques for Special Education	3		
SPE561	Researched Based Learning Methods & Materials for the Special Learner	3		
SPE563	Current Issues in Special Education	3		
SPE564	Behavior Management Skills for the Special Learner	3		
SPE562	Special Education Law and Ethics	3		

**Concentration for Autism Endorsement - 12 credits**

SPE580	Foundations of Autism Spectrum Disorder	3		
SPE581	Assessment/Program Development for the Student on the Autism Spectrum.	3		
SPE582	Communication, Behavioral Issues and Social Competence for Students on the autism Spectrum.	3		
SPE583	Scientificallly-Based Best Practices for the Student on the Autism Spectrum	3		

Certification in Special Education PreK-8 requires an instructional content area. Autism Endorsement in Pennsylvania requires a prior instructional content area. 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 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	Statistical Analysis, Methods and Research	3			
EDU804	Cross-Cultural Perspectives & Educational Leadership	3			
EDU805	Ethics of Educational Leadership & Policy*	3			
EDU806	Equity, Equality & Equal Opportunity	3			
EDU807	Advanced Statistical Analysis, Qualitative & Quantitative Research	3			
EDU808	Technology, Data & Program Evaluation	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 and/or ABD option 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	Statistical Analysis, Methods & Research	3			
EDU804	Cross-Cultural Perspectives & Educational Leadership	3			
EDU805	Ethics of Educational Leadership & Policy*	3			
EDU806	Equity, Equality & Equal Opportunity	3			
EDU807	Advanced Statistical Analysis, Qualitative & Quantitative Research	3			
EDU808	Technology, Data & Program Evaluation	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. 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	Statistical Analysis, Methods & Research	3
EDU804	Cross-Cultural Perspectives & Educational Leadership	3
EDU806	Equity, Equality & Equal Opportunity	3
EDU807	Advanced Statistical Analysis	3
EDU808	Technology, Data & Program Evaluation	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

*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	Statistical Analysis, Methods & Research	3			
EDU804	Cross-Cultural Perspectives & Educational Leadership	3			
EDU805	Ethics of Educational Leadership & Policy*	3			
EDU806	Equity, Equality & Equal Opportunity	3			
EDU807	Advanced Statistical Analysis, Qualitative & Quantitative Research	3			
EDU808	Technology, Data & Program Evaluation	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 - Single Subject Supervisor Certificate and/or ABD option 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 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*

ETLH

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/GPA 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	Statistical Analysis, Methods & Research	3	
EDU804	Cross-Cultural Perspectives & Educational Leadership	3	
EDU806	Equity, Equality & Equal Opportunity	3	
EDU807	Advanced Statistical Analysis	3	
EDU808	Technology, Data & Program Evaluation	3	
EDU809 *	Global Educational Policy & Practice	3	

EDU8XX *	Foundations in Teaching and Learning	3	
EDU8XX	College Student Development Theory	3	
EDU8XX	Learning Models and Instructional Design	3	
EDU8XX	Teaching Adults and Adult Learning Theory	3	
EDU8XX		3	
EDU8XX *	Critical Perspectives in Underserved Student Populations	3	
EDU8XX	Innovative Practices in Online Learning and E-Learning	3	
EDU8XX	Curriculum Development and Academic Program Design	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	

**Practicum: for ABD Option Only - 3 to 6 credits**

EDU8XX		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 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 MS: Clinical Nurse Specialist is 42; Nurse Practitioner Adult & Pediatric is 43; Nurse Practitioner Family is 48, Nurse Educator is 40. 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			
NUR510	Pathophysiology for Advanced Nursing	3			
NUR530	Theoretical Foundations of Nursing	3			
NUR570	Adv Physical Assessment for Advanced Nursing Roles	3			
NUR610	Research Methodology	3			
NUR 535	Leadership & Health Policy	3			

**NURSE PRACTITIONER PROGRAMS - 18 credits**

<b>NUR 572</b>	Role Transition I	3			
<b>NUR573</b>	Role Transition II	3			
<b>NUR630</b>	Primary Care Introduction	3			
NUR 633	Primary Care - Adolescent	3			
<b>NUR634</b>	Primary Care Young Adult	3			
	Primary Care - Womens Health & Pregnancy	3			
<b>NUR 687</b>					

*Mary H. Van Bunt*

**CLINICAL NURSE SPECIALIST (NCG) - 15 credits**

<b>Adult Health with Gerontology</b>					
<b>NUR 572</b>	Role Transition I	3			
<b>NUR550</b>	Advanced Adult Health Nursing with Gerontology I	4			
<b>NUR551</b>	Advanced Adult Health Nursing with Gerontology II	4			
<b>NUR552</b>	Practicum - Advanced Adult Health Nursing with Gerontology I	2			
<b>NUR553</b>	Practicum - Advanced Adult Health Nursing with Gerontology II	2			
<b>Pediatric Clinical Nurse Specialist</b>					
<b>NUR572</b>	Role Transition I	3			
<b>NUR540</b>	Advanced Pediatric Nursing I	4			
<b>NUR541</b>	Advanced Pediatric Nursing II	4			
<b>NUR542</b>	Practicum - Advanced Pediatric Nursing I	2			
<b>NUR543</b>	Practicum - Advanced Pediatric Nursing II	2			

**Management or Teaching Role Requirements - 9 credits**

<b>Management</b>					
<b>NUR602</b>	Organizational Behavior	3			
<b>NUR603</b>	Clinical Practicum - Management Role	6			
<b>Teaching</b>					
<b>NUR605</b>	Curriculum Design	3			
<b>NUR606</b>	Clinical Practicum - Teaching Role	6			

**PRIMARY CARE NURSE PRACTITIONER PROGRAM**

**Adult Track Requirements - 7 credits**

<b>Adult-Geriatric Primary Care Nurse Practitioner Program - NPA</b>					
<b>NUR635</b>	Primary Care - Middle Adult	3			
<b>NUR636</b>	Primary Care - Older Adult	3			
<b>NUR638</b>	Primary Care Practicum	1			

**Pediatric Primary Care Nurse Practitioner Program - NPP 7 Credit**

<b>NUR 631</b>	Primary Care - Newborn	3			
<b>NUR 632</b>	Primary Care Young Child	3			
<b>NUR638</b>	Primary Care Practicum	1			

**Family Nurse Practitioner Program - FNP - 12 credits**

<b>NUR 631</b>	Primary Care - Newborn	3			
<b>NUR 632</b>	Primary Care Young Child	3			
<b>NUR635</b>	Primary Care - Middle Adult	3			
<b>NUR636</b>	Primary Care - Older Adult	3			

**NURSE EDUCATOR PROGRAM - NEDU**

<b>Nurse Educator Courses - 22 credits</b>					
NUR604	Learning Theories	3			
NUR605	Curriculum Design	3			
NUR609	Topics in American Higher Education	3			
NUR614	Teaching Strategies	3			
NUR650	Clinical Seminar	4			
NUR606	Clinical Practicum - Teaching Role	6			

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 Nurse Practitioner in Adult Health or Nurse Practitioner in Pediatric Health. 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 state and national certification as a nurse practitioner in adult or pediatric health.

## Prerequisites

Pathophysiology (Graduate Level) - 3 to 4 credits  
Pharmacotherapeutics for Advanced Practice Nursing - 3 credits

## 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

This certificate requires a minimum of 25 credits.

## 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.

## REQUIREMENTS

### All Students Complete - 7 credits

<b>NUR569</b>	Advanced Assessment Practicum	1			
<b>NUR570</b>	Advanced Assessment/Clinical Dec Making	3			
<b>NUR572</b>	Nurse Practitioner Role Seminar	3			

### Primary Care Nurse Practitioner Programs

**Adult Geriatric Primary Care Nurse Practitioner Option requires the following 18 credits**

<b>NUR580</b>	Management Adult Health Concerns I	3			
<b>NUR581</b>	Practicum Adult Nurse Practitioner I	6			
<b>NUR582</b>	Management Adult Health Concerns II	3			
<b>NUR583</b>	Practicum Adult Nurse Practitioner II	6			

### Pediatric Primary Care Nurse Practitioner Option requires the following 18 credits

<b>NUR590</b>	Management Pediatric Health Concerns I	3			
<b>NUR591</b>	Practicum Pediatric Nurse Practitioner I	6			
<b>NUR592</b>	Management Pediatric Health Concerns II	3			
<b>NUR593</b>	Practicum Pediatric Nurse Practitioner II	6			

*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.

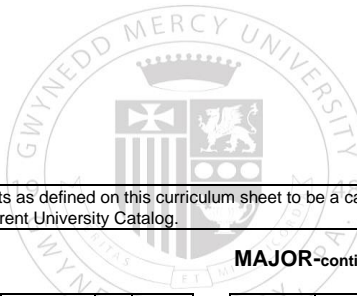
**An evaluation of transcripts will be necessary to determine the required coursework.**

**Doctor of Nursing Practice - 39 credits**

<b>NUR700</b>	Health Care Ethics for the APN	3			
<b>NUR701</b>	Statistical Analysis for EBP	3			
<b>NUR720</b>	Organizational Behavior & Social Policy	3			
<b>NUR721</b>	Leadership as APN	3			
<b>NUR722</b>	Technology for APNs	3			
<b>NUR730</b>	Research Utilization	3			
<b>NUR731</b>	Evidenced Based Practice	3			

<b>NUR800</b>	DNP Scholarly Project 1	3			
<b>NUR801</b>	DNP Scholarly Internship 1	3			
<b>NUR810</b>	DNP Scholarly Project 2	3			
<b>NUR811</b>	DNP Scholarly Internship 2	3			
<b>NUR820</b>	DNP Scholarly Project 3	3			
<b>NUR821</b>	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	2			
OSC 516	Professional Development II: Healthcare, Policy, and Advocacy	2			
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	7			
OSC 612	Professional Development IV: Fieldwork Education	1			
OSC 701	Fieldwork Level IIB	7			
OSC 702	Professional Development V: Career Success and Meaningful Life	1			

**Grade/GPA Requirements:** The minimum major GPA is 3.0 and minimum cumulative GPA is 3.0 to graduate from this program.

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 have a minimum term GPA of 3.0 or greater to remain in good academic 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.

**Essential Functions of OT Practice**

All students must attest to Essential functions of OT practice prior to the start of 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.

**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.

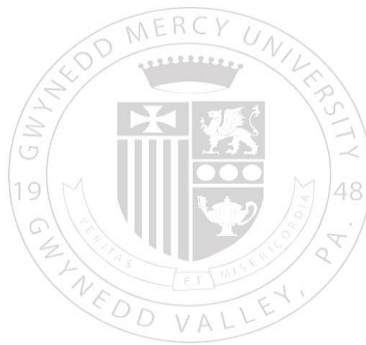
All students must complete Level II fieldwork within 24 months following completion of academic preparation.

*Mary H. Van Bunt*

Processed by: \_\_\_\_\_ Date: \_\_\_\_\_

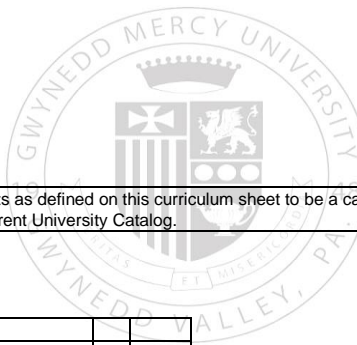


Frances M. Maguire School of Nursing  
and Health Professions



**Occupational Therapy**

Master of Science  
OCT  
2019-2020 Curriculum



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-40 credits**

<b>OSC 601</b>	Health and Medical Conditions: Adults	2			
<b>OSC 602</b>	Occupational Therapy Process: Adults	5			
<b>OSC 603</b>	Occupational Therapy Fieldwork I: Adults	1			
<b>OSC 604</b>	Health and Medical Conditions: Older Adults	2			
<b>OSC 605</b>	Occupational Therapy Process: Older Adults	5			
<b>OSC 606</b>	Occupational Therapy Fieldwork I: Older Adults	1			
<b>OSC 607</b>	Emerging Areas of Occupational Therapy Practice	2			
<b>OSC 608</b>	Professional Skills III: Environmental Adaptations and Assistive Technology	2			
<b>OSC 609</b>	Research Methods II: Applied Research	2			
<b>OSC 610</b>	Professional Development III: Management and Leadership	2			
<b>OSC 611</b>	Fieldwork Level IIA	7			
<b>OSC 612</b>	Professional Development IV: Fieldwork Education	1			
<b>OSC 701</b>	Fieldwork Level IIB	7			
<b>OSC 702</b>	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 major GPA is 3.0 and minimum cumulative GPA is 3.0 to graduate from this program.

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 have a minimum term GPA of 3.0 or greater to remain in good academic standing.

*Mary H. Van Bunt*

**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 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.

**Credit/Graduation Requirements**

Successful completion of all 40 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: \_\_\_\_\_

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 Nursing. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

**Credit Requirements**

Minimum total credits required for MS: Clinical Nurse Specialist is 43; Nurse Practitioner is 43; Nurse Educator is 40. 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 APN - across the lifespan	3			
NUR510	Pathophysiology for APN	3			
NUR530	Theoretical Foundations of Nursing	3			
NUR570	Adv Physical Assessment for APN	3			
NUR610	Research Methodology	3			
NUR615	Research Seminar	3			

**CLINICAL NURSE SPECIALIST**

**AND NURSE PRACTITIONER PROGRAMS**

Core - 4 credits					
NUR569	Advanced Assessment Practicum	1			
NUR572	Role Seminar	3			

*Elective to be selected from:*

- NUR547 Computer Tech for APN
- NUR605 Curriculum Design
- NUR602 Organizational Behavior
- NUR604 Learning Theories
- NUR609 Topics in American Higher Education
- NUR614 Teaching Strategies
- NUR620 Research Thesis

*Mary H. Van Bunt*

<b>CLINICAL NURSE SPECIALIST (NCG) - 12 credits</b>					
<b>Adult Health with Gerontology</b>					
NUR550	Advanced Adult Health Nursing with Gerontology I	4			
NUR551	Advanced Adult Health Nursing with Gerontology II	4			
NUR552	Practicum - Advanced Adult Health Nursing with Gerontology I	2			
NUR553	Practicum - Advanced Adult Health Nursing with Gerontology II	2			
<b>Pediatric Clinical Nurse Specialist</b>					
NUR540	Advanced Pediatric Nursing I	4			
NUR541	Advanced Pediatric Nursing II	4			
NUR542	Practicum - Advanced Pediatric Nursing I	2			
NUR543	Practicum - Advanced Pediatric Nursing II	2			

<b>Management or Teaching Role Requirements - 9 credits</b>					
<b>Management</b>					
NUR602	Organizational Behavior	3			
NUR603	Clinical Practicum - Management Role	6			
<b>Teaching</b>					
NUR605	Curriculum Design	3			
NUR606	Clinical Practicum - Teaching Role	6			

**PRIMARY CARE NURSE PRACTITIONER PROGRAM**

<b>Adult or Pediatric Track Requirements - 21 credits</b>					
<b>Adult-Geriatric Primary Care Nurse Practitioner Program - NPA</b>					
NUR580	Management of Adult-Geriatric Health Concerns I	3			
NUR581	Adult-Geriatric Nurse Practitioner Practicum I	6			
NUR582	Management of Adult-Geriatric Health Concerns II	3			
NUR583	Adult-Geriatric Nurse Practitioner Practicum II	6			
NUR	Elective	3			
<b>Pediatric Primary Care Nurse Practitioner Program - NPP</b>					
NUR590	Management Pediatric Health Concerns I	3			
NUR591	Practicum Pediatric Nurse Practitioner I	6			
NUR592	Management Pediatric Health Concerns II	3			
NUR593	Practicum Pediatric Nurse Practitioner II	6			
NUR	Elective	3			

**NURSE EDUCATOR PROGRAM - NEDU**

<b>Nurse Educator Courses - 22 credits</b>					
NUR604	Learning Theories	3			
NUR605	Curriculum Design	3			
NUR609	Topics in American Higher Education	3			
NUR614	Teaching Strategies	3			
NUR650	Clinical Seminar	4			
NUR606	Clinical Practicum - Teaching Role	6			

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 R	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*