



Gwynedd Mercy  
University

# Graduate Catalog 2020-2021



**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: (800) 342-5462

**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 Commission on Higher Education (MSCHE)  
3624 Market Street, Suite 2 West  
Philadelphia, PA 19104  
267-284-5000

Accreditation Council for Occupational Therapy Education (ACOTE)  
of the American Occupational Therapy Association (AOTA)  
6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929

Commission on Collegiate Nursing Education (CCNE)  
655 K Street, NW, Suite 750  
Washington, DC. 20001

International Assembly for Collegiate Business Education (IACBE)  
11374 Strang Line Road  
Lenexa, KS 66215

**Approved for Operation and Degree Granting by**

the Commonwealth of Pennsylvania Department of Education (PDE)  
333 Market Street, Harrisburg, PA 17126-0333



## **President's Message**

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

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

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

Our students can choose from more than 40 undergraduate majors and graduate programs, which are housed in four schools: The School of Arts and Sciences, the School of Business and Education, the Frances M. Maguire School of Nursing and Health Professions, and the School of Graduate and Professionals Studies.

While our campus and its offerings have evolved since GMercyU was founded in 1948, our commitment to preparing students for successful careers and meaningful lives in society remains as strong today as it was then.

A handwritten signature in black ink that reads "Deanne H. D'Emilio". The script is fluid and cursive.

*Deanne H. D'Emilio, JD*



Gwynedd Mercy  
University

discover the Next

### CERTIFICATION STATEMENT

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

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



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



## **COVID 19 Statement**

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

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

## Table of Contents

ACADEMIC CALENDAR.....	2
GENERAL INFORMATION.....	4
EXPENSES—2020-2021.....	9
ACADEMIC POLICIES.....	12
ACADEMIC SUPPORT SERVICES.....	34
TECHNOLOGY SERVICES.....	38
ACADEMIC PROGRAMS OF STUDY.....	40
SCHOOL of Business and Education.....	42
<i>Business</i> .....	42
Master of Business Administration (MBA).....	42
FRANCES M. MAGUIRE SCHOOL of Nursing and Health Professions.....	45
<i>Nursing</i> .....	45
Master of Science in Nursing.....	45
Doctor of Nursing Practice.....	48
<i>Occupational Therapy</i> .....	49
Master of Science in Occupational Therapy.....	49
SCHOOL of Graduate and Professional Studies.....	56
<i>Business</i> .....	56
Master of Business Administration (MBA).....	56
Graduate Business Program Certificates.....	58
<i>Counseling</i> .....	61
Master of Science in Counseling.....	61
Post Master Certificate Programs.....	66
<i>Education</i> .....	69
Master of Science in Education:.....	69
Master of Science in Educational Administration.....	73
Master of Science in Educational Administration: K-12 Principal Certification.....	73
Master of Science in Special Education.....	75
Doctorate of Education (EdD).....	78
ADMINISTRATION.....	85
FACULTY.....	88
COURSE DESCRIPTIONS.....	93
CURRICULUM.....	130

## ACADEMIC CALENDAR

### Academic Year 2020-2021

*On ground programs only. Note: Course add/drop/withdrawal/registration deadlines and University closures will differ for students enrolled in the School of Graduate and Professional Studies*

#### 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 December 2020 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
Online Spring 2021 Registration	November 16
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
Graduation- No Ceremony	December 31

#### 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
Deadline for May 2021 Graduation Applications	January 25
Accelerated X4 Begins (3/1-4/29)	March 1
Summer and Fall 2021 Reistrations	March 22
Easter/Spring Break (No Classes)	March 26-April 5
Last Day to Withdraw from Regular Courses	April 7
Last Day of Regular Classes	April 26
Final Examinations	April 27-May 1
Commencement	May 8

#### Summer 2021

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

**Academic Year 2021-2022**

*On ground programs only. Note: Course add/drop/withdrawal/registration deadlines and University closures will differ for students enrolled in the School of Graduate and Professional Studies*

**Fall 2021**

Accelerated X1 Begins (8/23-10/18)	August 23
University Assembly	August 25
Saturday Classes Begin	August 28
Regular Classes Begin	August 30
Labor Day (University Closed)	September 6
Last Day to Drop/Add Regular Classes	September 7
Deadline for December 2021 Graduation Application	September 7
Fall Break ( No Classes)	October 11, 12
Accelerated X2 Begins (10/20 – 12/14)	October 20
Spring 2022 Registration	November 8
Last Day to Withdraw from Regular Classes	November 15
Thanksgiving Holiday (University Closed)	November 24,25,26
Last Day of Regular Classes	December 13
Final Exams	December 14-18
Graduation- No Ceremony	December 31

**Spring 2022**

Accelerated X3 Begins (1/3 -2/22)	January 3
University Assembly	January 11
Regular Classes Begin	January 13
Last Day to Drop/Add Regular Classes	January 19
Deadline for May 2022 Graduation Applications	January 24
Accelerated X4 Begins (2/28-4/28)	February 28
Spring Break (No regular classes)	March 7-11
Summer and Fall 2022 Registrations	March 21
Last Day to Withdraw from Regular Courses	March 30
Easter Holiday (University Closed)	April 14-18
Last Day of Regular Classes	May 2
Final Examinations	May 3-7
Commencement	May 14

**Summer 2022**

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

## MISSION and CORE VALUES

### Mission Statement

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

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

Integrity in Word and Deed

Respect for the Dignity of Each Person

Service to Society

Social Justice in a Diverse World\*

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

## GENERAL INFORMATION

### Public Safety

The Department of Public Safety is concerned with maintaining the highest level of security possible on the university campus and within University facilities. University Public Safety officers are not police officers and do not carry firearms; any criminal investigations are conducted by the Lower Gwynedd Police Department.

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

### 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.

### **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

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

*Student Name*  
*Address (including telephone number and GMercyU email address)*  
*Dates of attendance*  
*Course load (full/part time status)*  
*Class level*  
*Field(s) of study*  
*Degree(s) conferred and dates awarded*  
*Honors and awards*  
*Date and place of birth*  
*Photograph*

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

#### Annual Notification of Rights

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

For more information on FERPA, see the U.S. Department of Education website at [www2.ed.gov](http://www2.ed.gov).

#### **Professional Licensure Disclosure Statements**

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

*Accounting*  
*Counseling--Mental Health and School Counseling*

*Education*

*Nursing*

*Occupational Therapy*

*Radiation Therapy*

*Radiologic Technology*

*Respiratory Care*

*Social Work*

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

### **Non-Discrimination Policy and Statement**

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

### **Title IX**

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

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

#### **Federal Consumer Regulations Act**

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

#### **Consortium**

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.

## EXPENSES—2020-2021

### School of Business and Education

#### Master of Business Administration (MBA 4+1 and Hybrid MBA)

Tuition (per credit)	\$640
Graduation Fee	\$175
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100
Acceptance Deposit (Non –Refundable)	\$100

### School of Graduate and Professional Studies

#### Master of Business Administration (MBA)

Tuition (per credit)	\$640
Graduation Fee	\$175
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100

#### Master Teacher Program

Tuition (per credit)	\$650
Graduation Fee	\$175
Education Resource Fee (per credit)	\$ 17
Student Teaching Fee (EDU565)	\$250
Late Fee	\$100

#### Master of Science in Educational Administration

Tuition (per credit)	\$650
Graduation Fee	\$175
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100

#### Master of Science in Counseling

Tuition (per credit)	\$650
Graduation Fee	\$175
Education Resource Fee (per credit)	\$ 17
Late Fee	\$100

#### Master of Science in Special Education

Tuition (per credit)	\$650
Graduation Fee	\$175
Education Resource Fee (per credit)	\$ 17
Student Teaching Fee (EDU565)	\$250
Late Fee	\$100

#### Post Master's Certification Program

Tuition (per credit)	\$650
Graduation Fee	\$175
Education Resource Fee (per credit)	\$ 17

Late Fee	\$100
----------	-------

**Superintendent Letter of Eligibility Certification**

Tuition (per credit)	\$980
Graduation Fee	\$175
Education Resource Fee per credit	\$ 17
Late Fee	\$100

**Supervisor of Special Education Certification**

Tuition (per credit)	\$980
Graduation fee	\$175
Education Resource Fee per credit	\$ 17
Late Fee	\$100

**Doctorate of Education**

Tuition (per credit)	\$980
Graduation Fee	\$175
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)	\$880
Comprehensive Fee (per credit)	\$17
Graduation Fee	\$175
Late Fee	\$100
Malpractice Fee Nurse pract/Post Masters NP	\$240 per year
Physical Assessment Course Fee	\$750 approx.
Nurse Practitioner Fee (incl-Exam soft, Medatrax, Board vitals)	\$220 per semester
CNS and Nurse Educators (incl-Exam Soft and Medatrax)	\$125 per semester
Acceptance Deposit (non Refundable)	\$100

**Master of Science in Occupational Therapy\* See Note**

Acceptance Deposit- Non Refundable	\$500
Tuition (per credit)	\$880
Program Fee (per semester)	\$170
Graduation Fee	\$175
Comprehensive Fee (per credit)	\$ 17
Late Fee	\$100

**Doctor of Nursing Practice**

Acceptance Deposit- (non-refundable)	\$500
Tuition (per credit)	\$930

Graduation Fee	\$175
Comprehensive Fee (per credit)	\$ 17
Late Fee \$100	

**Additional Fees/Acceptance Deposits**

Doctor of ED, Doctor of Nursing Practice and Masters of OT	\$500
Deposit Masters of Nursing Program <b>Non- Refundable</b>	\$100

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

**Delinquent Accounts**

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

**Payment by check**

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

**Payment by credit card**

The University accepts VISA, Master Card, Discover and American Express. You may use your credit card

online through the student's self-service account.

**By payment plan**

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

**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, extension 466.

## ACADEMIC POLICIES

**Registration**

Students are expected to register within the dates published on the Registrar's Office website (see Academic Year). The University reserves the right to cancel all courses for which there is insufficient registration. A student who has not satisfied all financial obligations in any department of the University will not be able to register. Responsibility rests with the student for the selection of courses that will satisfy the requirements of the University for graduation. Each student is assigned an advisor to assist with course scheduling. The student must consult with his or her advisor each semester/session. An advisor's signature or an online approval is required for registration.

**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.

**International Students**

To enroll as a graduate-level international student at Gwynedd Mercy University, please contact the Office of International Programs at [isl@gmercyu.edu](mailto:isl@gmercyu.edu) before starting your application to get specific

instructions on how to apply to GMercyU's graduate programs.

#### **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.

#### **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.

#### **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.

#### **Repeated Courses**

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

#### **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 a second course. Graduate students are not permitted to enroll concurrently in more than two courses. Concurrent or overlapping enrollment in two courses is prohibited for new students who have not yet successfully completed 6 credits in a Gwynedd Mercy University graduate program. Graduate students must seek permission of their Program Director or Dean in order to enroll in two courses at a time.

#### **Application for Graduation**

All students must submit an application for graduation during the semester prior to graduation to the Registrar's Office (see "Academic Year" for deadline). Application forms are available through the Colleague Self-Service home page.

Deadlines for application are published in the academic calendar. Submission of an application does not guarantee graduation. Late submission may postpone graduation and/or receipt of a diploma. The graduation fee is payable in the semester of graduation. The fee must be paid by all students whether the student participates in the formal 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 through the National Student Clearinghouse. 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 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.

#### **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. Students enrolled in the School of Graduate and Professional Studies (GPS) may earn only one "C+" grade in their program (non-pedagogy course only) and a maximum of two courses in which a student earns a "C" or "C+" can be repeated.

The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the Dean or Provost and 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 notice from the Dean. Any student earning below the minimum grade point average for two semesters or earning three "C's" (2.0) will be dismissed from the program. Students who receive any grade below a "C" (<2.0) will be dismissed from the program. Students may repeat a course once and failure to pass a repeated course is grounds for dismissal.

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

#### **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: Nursing**

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 overall 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**

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. Dismissal is typically binding for one calendar year. After one year, students interested in returning to Gwynedd may submit a formal re-admit application 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. Readmission is not guaranteed.

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

## **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 Provost and Vice President for Academic Affairs.

#### Sanction Scale:

1. Written warning;
2. Sanction other than those listed (additional assignments, additional tests, etc.);
3. Zero credit for the test or assignment;
4. Failure of Course (receives an F);
5. Written warning from the Provost and 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 Provost and /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 Provost and 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 Provost and Vice President for Academic Affairs.

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.

To appeal a report of a violation of the Academic Integrity Policy: Within 7 calendar days of being made aware of the report of violation by the faculty member, the student will send a written appeal, outlining why he or she believes the report is incorrect, to the Dean of the School in which the course is offered. 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 Provost and Vice President for Academic Affairs who will then assign the appeal to another Dean.

The Dean hearing the appeal is responsible for the following actions:

- Review the report of violation and the student appeal
- At his or her discretion, meet individually with the parties involved
- If the Dean finds the report of violation correct, the records and sanctions stand. If the Dean finds that the report of violation is incorrect, the report will be removed from the Provost and Vice President for Academic Affairs' files and the sanction removed.
- Written notice of the outcome of the appeal is to be sent to the Provost and 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. If the student wishes to appeal further, a written appeal, outlining why the finding is incorrect is to be sent to the Provost and Vice President for Academic Affairs within seven (7) calendar days of the notice from the Dean regarding the initial appeal. The Provost and 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 Provost and Vice President for Academic Affairs is final and may not be appealed.

**Academic Credit Hours--General Information****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, the faculty will determine the appropriate “out of classroom” instructional activities for the additional four hours required to meet the semester standard. Wherever possible, this contingency 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; for a five-week course that meets 20 hours face-to-face, an additional 22 hours of alternative equivalent instruction activities would be needed. Online courses require 42 hours of appropriate alternate equivalent online instruction activities to meet the minimum threshold. The syllabus for the course should reflect the type of AIE’s to be utilized.

### **Assessment of Student Learning**

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

### **University Student Learning Outcomes**

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

**ULO1. Knowledge of Human Cultures and the Physical and Natural World**

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused by engagement with big questions, both contemporary and enduring*

**ULO2. Intellectual and Practical Skills**, including

Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

**ULO3. Personal and Social Responsibility**, including

Civic knowledge and engagement—local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

**ULO4. Integrative and Applied Learning**, including

Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

**ULO5. Immersed in the Critical Concerns of the Sisters of Mercy of the Americas for:**

**Women** – Advocating for the lives/rights of women.

**Earth** – Encouraging sustainable practices

**Racism** – Urging a dismantling of institutional racism.

**Immigration** – Supporting persons who have been displaced.

**Non-violence** – Promoting peaceful discourse/discernment/decision-making.

**Program Student Learning Outcomes**

**MBA**

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

**MS in Education (Master Teacher)**

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

**MS in Educational Administration**

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

**MS in Counseling**

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

**MS in Special Education**

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

**EdD in Educational Leadership**

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

**MS in Nursing**

- Contributes to advanced nursing knowledge through scientific inquiry for a foundation for evidence-based practice in advanced nursing roles.
- Demonstrates expertise in providing population based holistic care in advanced nursing roles in

accordance with the standards of practice and codes of ethics.

- Demonstrates professional and social responsibility for self, individuals, family and community grounded in the Mercy tradition and within the context of a multicultural society.
- Improves health care by demonstrating interdisciplinary collaboration.
- Applies leadership skills in the provision of culturally responsive, high quality nursing care in advanced practice roles.

#### **MS in Occupational Therapy**

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

#### **DNP - Doctor of Nursing Practice**

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

### **Attendance**

#### **Gwynedd Valley Campus (Semester-Based)**

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.

#### **School of Graduate and Professional Studies (Non Term)**

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.

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.

### **Program Leave of Absence (LOA) Policy, Process and Procedures**

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. This is a program leave of absence and is not to be considered a leave of absence from the University. Students who are not enrolled in courses for a semester will be reported to the National Student Clearinghouse as withdrawn.

### **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.

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

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

#### Planned LOA

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

#### Unplanned LOA

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

If the LOA is not completed or approved, the student must complete a program withdraw request and then be readmitted. If a program withdraw paperwork is not completed by student, then student will be administratively withdrawn from program.

## **Complaint Procedures**

### **Academic Complaint Procedure**

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; or 3. Grade grievances.

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

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

#### *Informal Resolution*

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

#### *Formal Resolution*

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

1. Provide the names of all respondents;
2. List the law or University policy that has allegedly been misapplied or misinterpreted, if know;

4. State how the decision or action was unfair and/or harmful to the complainant;
5. State how the respondents are responsible for the action or decision; and
6. State the requested remedy.

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

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

#### *Final Appeal*

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

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

#### **Interstate Complaint Process (NC-SARA)**

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

Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution. SARA consumer protection provisions require the Institution's Home State, through its SARA Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state's

SARA-participating institutions, including the provision of false or misleading information. The student should begin the complaint process with the institution and if resolution is not found, the student would contact the Institution's Home State SARA Portal Entity. For more information, see: <https://nc-sara.org/student-complaints>

### **National Accreditor Complaint Process**

Gwynedd Mercy University is nationally 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 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: <https://www.msche.org/complaints/>

## **Course Changes**

### **Course Add and Course Drop—Semester-Based Programs**

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

### **Course Add and Course Drop-- Non-Term GPS Programs**

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

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

### **Adding an Online Course in the School of Graduate and Professional Studies**

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

- All email requests must come from student's GMERCYU email.
- Student will not be permitted to take more than 1 course at a time unless they meet certain criteria (*see Concurrent Enrollment Policy* for details).
- If student has a HOLD on his/her account, they will be prevented from completing registration in Self-Service until the hold is resolved. Course add requests submitted by Add Form or signed

Individual Plan will be denied until the hold is resolved and student will be informed via GMERCYU email.

#### Dropping an Online Course in the School of Graduate and Professional Studies

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

#### **Grade Appeals**

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

#### Procedure

1. In most instances, a grade concern is handled by speaking with a faculty member. The student should initiate the complaint procedure by speaking first with the professor.
2. If the student has tried to resolve the matter, but has not been able to meet with the instructor or professor, the student should present, in writing, an appeal within fourteen (14) calendar days of the grade report being mailed/posted on the web to the instructor of the course offered. This written appeal should include the specific reasons why the grade was a product of the instructor's bias or caprice, along with supporting documentation, and may be electronically sent.
3. The instructor must submit a written decision to the student within seven (7) calendar days.
4. If the instructor has not rendered their decision within the allotted time period, or the student is dissatisfied with the explanation that has been provided by the instructor, the student may appeal, in writing, to the Program Coordinator/Director within three (3) calendar days. The appeal must include all supporting documentation, in addition to the decision notification from the instructor.
5. The Program Coordinator/Director must submit a written decision to the student within seven (7) calendar days after receiving the written appeal and supporting documents.
6. In the event that the student does not feel there has been any resolution to the student's perception that a grade was biased or capricious, or the instructor is also the Program Coordinator/Director, the student may appeal to the Dean.
7. The appeal must be a formal, written request to the Dean. The appeal letter should include dates and summaries of all other meetings or attempted meetings. The summary should also include names of all

parties including faculty, and the reason for the initial appeal of a grade. All supporting documentation must be included with the appeal letter, the summary of the meetings, and the chronology of dates.

8. The Dean or Dean's designee must submit a written decision to the student within seven (7) calendar days after receiving the written appeal and supporting documents.

9. In the event that the student does not feel there has been any resolution to the student's perception that a grade was biased or capricious, the student may appeal, in writing, to the Provost/Vice President for Academic Affairs within seven (7) calendar days after receipt of the Dean's decision.

10. The written appeal must include all previous appeals and decision notifications, and any new supporting documents.

11. The Provost/Vice President for Academic Affairs may exercise the option to select a panel of three independent faculty members who will work with the Provost/Vice President for Academic Affairs to hear the student's case and assist the Provost/Vice President for Academic Affairs in development of resolution. The faculty member who is accused of bias or caprice will have an opportunity to present to the Provost/Vice President for Academic Affairs a verbal analysis of the facts of the case accompanied by relevant documentation. The Provost/Vice President for Academic Affairs will submit a decision in writing to the student within fourteen (14) calendar days.

12. If it is found that the final grade given was neither biased nor capricious, the case shall be dismissed. If it is found that the final grade was the result of bias or caprice, the faculty member and the Provost/Vice President for Academic Affairs will meet and reach consensus to resolve the dispute and award an appropriate final grade.

13. The decision rendered in the letter from the Provost/Vice President for Academic Affairs is final and may not be appealed.

### 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.

**Withdrawal Policies****Withdrawal from a Course --Traditional Semester-Based**

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

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

#### **Withdrawal from an Online Course at GPS –Accelerated, Non-Term**

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

<b>Length of Course in Weeks</b>	<b>Course Withdrawal Deadline</b>
15	Monday starting week 11 by 11:59pm EST
14	Monday starting week 10 by 11:59pm EST
10	Monday starting week 7 by 11:59pm EST
8	Monday starting week 6 by 11:59pm EST
7	Monday starting week 5 by 11:59pm EST
6	Monday starting week 4 by 11:59pm EST
5	Monday starting week 3 by 11:59pm EST
3	Monday starting week 2 by 11:59pm EST

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

#### **Course Withdrawal Refund Policy--Accelerated, Non-Term, GPS**

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

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

### **Repeated Withdrawals**

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

### **Withdrawal from the University**

All students who wish to withdraw from the University must complete a University Withdrawal form (for Main Campus students) or a Program Withdrawal form (for students in the School of GPS) 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) 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 the student notifies the university of the decision to withdraw) is the basis to determine refunds or tuition adjustment.

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

## ACADEMIC SUPPORT SERVICES

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

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

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

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

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

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

Email: [Library@gmercyu.edu](mailto:Library@gmercyu.edu)  
Reference Desk: 215-646-7300, x21484  
Circulation Desk: 215-646-7300, x21474  
Text/SMS: 215-642-0918

### **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 undergraduate peer tutorials for individuals and groups, writing assistance, academic coaching, and academic workshops. The ARC also provides testing accommodations for students registered with The Office of Accessibility Services. For appointments or more information, email [arc@gmercyu.edu](mailto:arc@gmercyu.edu) or visit [www.gmercyu.edu/arc](http://www.gmercyu.edu/arc)

### **Accessibility Services**

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

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

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

For additional information, visit the University's Accessibility Services web page:  
[www.gmercyu.edu/students/disabilitysupport](http://www.gmercyu.edu/students/disabilitysupport)

#### **Staff and location:**

Staff: Brandi Crawford, Director of Accessibility Services 215-646-7300, extension 21014  
[crawford.b@gmercyu.edu](mailto:crawford.b@gmercyu.edu)  
Location: Academic Resource Center Keiss Library

### Accessibility Services Grievance Procedure

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

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

The summary should include the following:

- The specifics of the concern including any applicable sections of the above laws
- The steps already taken by the student to resolve the issue
- The outcomes of those steps
- The requested resolution to the concern

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

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

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

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

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

#### **Online Tutoring--Smarthinking**

Students enrolled in graduate programs have access to academic support through Smarthinking. Smarthinking provides 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 session or may choose to schedule an appointment with a tutor. Tutoring availability varies by subject, but all subjects have some evening and weekend availability. The Writing Center offers review and feedback on papers. Students must allow a minimum of 24 hours for paper review. SMARTHINKING is available at <http://services.smarthinking.com>. Students may enter the site by logging on with their student ID number and using the last four digits of their social security number as the password.

## TECHNOLOGY SERVICES

### Computer Use Policy

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

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 20 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 (Frances 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, SEClinical 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.

## **ACADEMIC PROGRAMS OF STUDY**

### **Graduate Programs**

#### **School of Arts and Sciences**

Master of Science in Counseling (*This program will transition to the School of Arts and Sciences beginning in Fall 2020, but 2020-2021 students should follow the policies of the School of Graduate and Professional Studies (GPS)*).

- Clinical Mental Health Concentration
- College Counseling and Student Affairs Concentration
- School Counseling Concentration (K-12 Certification in PA)

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

Master of Business Administration

#### **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

#### **School of Graduate & Professional Studies**

Doctorate of Education in Educational Leadership

- Educational Leadership
- Leadership in Higher Education
- Leadership in Special Education
- PreK-12 Schools and School District Administration

Doctorate of Education in Teaching and Learning in Higher Education

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

Master of Science in Counseling (*This program will transition to the School of Arts and Sciences beginning in Fall 2020, but 2020-21 students should follow the GPS policies.*)

- Clinical Mental Health Concentration
- College Counseling and Student Affairs Concentration
- School Counseling Concentration (K-12 Certification in PA)

Master of Science in Special Education

- Without Certification
- PreK-12 Certification
- PreK-8 Certification
- PreK-8 Certification with Autism Endorsement

Post Master's K-12

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

## SCHOOL of Business and Education

Dean: Mary Sortino, PsyD

### Business

#### 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
- 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 have a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only)

### 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 9 credits  
 30 credits

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

### Course Requirements:

#### Core Courses – 21 credits

MBA 600	Ethical Decision Making and Corporate Social Responsibility
MBA 610	Strategic Management
MBA 620	Accounting for Decision Makers
MBA 630	Marketing Planning
MBA 640	Managing Business Operations
MBA 650	Managerial Finance
MBA 660	Capstone Business Plan

### Students select one of these options:

#### Health Care Administration – 9 credits

MBA 730	Health Care Budgeting, Planning and Finance
MBA 740	Managing Health Care Delivery Systems
MBA 750	Healthcare Information Systems

**International Business Option- 9 credits**

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

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

MBA 700	Organizational Leadership	MBA 710	Global Management
MBA 720	Managing Human Capital		

**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

## FRANCES M. MAGUIRE SCHOOL of Nursing and Health Professions

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

### Nursing

#### 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

- Application
- Bachelor of Science in Nursing from a college or university accredited by the Commission on Collegiate Higher Education (CCNE), or Accrediting Commission for Education in Nursing (ACEN), (previously National League for Nursing Accreditation Commission (NLNAC)), or Commission for Nursing Education Accreditation (CNEA).
- 3.0 GPA minimum
- 2 Professional References from employers and 1 academic reference – who have known the candidate for a minimum of 1 year
- Resume
- Evidence of the equivalent of 12 months of clinical practice in the last 3 years in the area that you are applying prior to beginning the graduate practicum courses
- Official sealed transcripts from all colleges/universities attended
- An undergraduate statistics course is required.
- Valid unencumbered Pennsylvania RN license
- A maximum of 6 transferrable credits will be evaluated for transfer. The candidate must provide the syllabus including course description and student learning outcomes within 30 days of the interview.
- Personal Goal Statement
  - APA format including citations and references,
  - Minimum of 500 words and a maximum of 1000 words,
  - 12 point font, 1 inch margins
    - In the statement identify the following:

- Purpose for attending graduate school
- Discuss the responsibilities of the role that you are pursuing
- Why are you suited for the role that you are pursuing
- How will you incorporate adding graduate school into your current life

### Curriculum

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

NUR 500	Pharmacotherapeutics for Advanced	3 credits
NUR 510	Nursing Roles Pathophysiology for	3 credits
NUR 530	Advanced Nursing Roles Theoretical	3 credits
NUR 570	Foundations for Advanced Nursing Roles	3 credits
NUR 610	Advanced Assessment & Lab for Advanced Nursing Roles	3 credits
NUR 535	Research Methodology and Evidence based Practice 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.		
NUR 550, 551, 552, 553	Adult Health with Gerontology Clinical Specialty*	12 credits
*Offered during alternate academic years.		
<b>Management/Teaching Role Area For Clinical Nurse Specialists</b>		9 credits
NUR 602 Organizational Behavior for APN		3 credits
NUR 603 Clinical Practicum – Management Role		6 credits
<b>OR</b>		
NUR 605 Curriculum Design		3 credits
NUR 606 Teaching Role –		6 credits
Clinical Practicum NUR 572		3 credits
Role Transition		
		<b>42 credits</b>
<b>CNS Total Credits</b>		
<b>Nurse Practitioner Track:</b>		
<b>Adult Gerontology Primary Care Nurse Practitioner</b>		
NUR 630, NUR 633, NUR 634, NUR 635, NUR 636, NUR 637, NUR 638		19 credits
NUR 572 Role Transition I NUR 573 Role Transition II		3 credits
<b>AGNP Total Credits</b>		3 credits
		<b>43 credits</b>
<b>Family Nurse Practitioner</b>		
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

<b>FNP Total Credits</b>	<b>48 credits</b>
<b>Pediatric Primary Care Nurse Practitioner</b>	
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
<b>PNP Total Credits</b>	<b>43 credits</b>
<b>Nurse Educator Track</b>	
NUR 604, 605, 609, 614, 650, 606	<b>22 credits</b>
<b>Nurse Educator Total Credits</b>	<b>40 credits</b>

### 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
- International applicants must have a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only). International applicants may not be able to secure all required background checks or sit for required licensure exams. International applicants may not be able to secure all required background checks or sit for required licensure exams.
- 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.*

## 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)

## Occupational Therapy

### 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. The Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®) of the American Occupational Therapy Association (AOTA).

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

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

#### OCTD Track

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

#### OCT Track

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

#### **Admission Criteria to Entry-level Master of Science in Occupational Therapy Program for 2021**

##### **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.

Attest to being able to meet the Technical Standards for Occupational Therapy Practice (below).

**The following are the requirements for admission into the OCT Track:**

- Complete a bachelor's degree from an accredited college or university
- 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.
- Complete an online application to OTCAS (centralized application service for occupational therapy programs). This application will include submitting three letters of recommendation attesting to the applicant's academic and professional abilities (it is recommended that one of these letters should be from an OTR<sup>®</sup>, but not required), provide answers to written questions, and attest to being able to meet the Technical Standards for Occupational Therapy Practice (below). It is recommended that applicants complete at least 50 hours of volunteer or paid work experience under an Occupational Therapist Registered (OTR<sup>®</sup>) but this is not a requirement during the 2021 application cycle.
- 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**

Gwynedd Mercy University Occupational Science students hold a guaranteed seat in the MSOT Program if 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 academic terms of the MSOT Program under the OCTD track.

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

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. International applicants may not be able to secure all required background checks or sit for required licensure exams

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, virtual, laboratory and clinical), fieldwork, and experiential preceptorship tasks in an accurate, safe, and efficient manner, to the satisfaction of the faculty, with or without reasonable accommodation.

**Observation**

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

**Communication**

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

**Motor Function**

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

**Intellectual-conceptual Abilities**

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

**Integrative and Quantitative Abilities**

- Demonstrate the mental capacity to understand, problem solve, and make

judgments in order to promote safety.

- Intellectual capacities to measure, evaluate, calculate, reason, analyze and synthesize information specific to client care.
- Demonstrate ability to apply information learned from the classroom to a therapeutic practice environment.

#### **Behavioral and Social Attributes**

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

Students should review the Technical Standards for the MSOT program carefully and identify if additional 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 21014) 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.

### **Curriculum**

#### **OCT Curriculum: Master of Science in Occupational Therapy (38 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): 14 credits

OSC 611	Fieldwork Level IIA	6credits
OSC 612	Professional Development IV: Fieldwork Education	1 credit
OSC 701	Fieldwork Level IIB	6 credits
OSC 702	Professional Development V: Career Success and Meaningful Life	1 credit

**OCT 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): 16 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	3 credits
OSC 516	Professional Development II: Healthcare, Policy, and Advocacy	3 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): 14 credits

OSC 611	Fieldwork Level IIA	6 credits
OSC 612	Professional Development IV: Fieldwork Education	1 credit
OSC 701	Fieldwork Level IIB	6 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 Complio system. Clearance and health and wellness requirements are annual, so they will need to be redone the following year to remain in compliance. Failure to adhere to the required compliance deadlines may result in course grade deductions and a non-approval to register for the subsequent Program term. Clearance and health and wellness requirements for the Entry-level Master of Science in Occupational Therapy Program include: PA State Police background check, PA child abuse clearance, FBI fingerprints, completion of Act 126—"Child Abuse Recognition and Reporting Training" (Please note that this is a 3-hour online training certificate and NOT the PA child abuse clearance, American Heart Association Heartsaver First Aid, CPR, AED Certification (Please note that no exceptions will be made for any other certification), Medical history/physical examination, Vaccinations that include MMR, Varicella, Hepatitis B, Tdap, Tuberculosis, Drug Screening, Flu Shot, and Meningitis. An adverse background check can restrict a student's ability to access fieldwork, affect a graduate's ability to sit for the NBCOT® certification examination, or attain state licensure as an occupational therapist.

### **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 overall 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 38 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 OCT track must successfully complete terms 1-6 (see OCT 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 \$170 for each academic term (summer, fall, spring). The OT Program fee pays for membership to AOTA, POTA, Hello Note EMR, Typhon student tracking and e-portfolio, APA training, OTKE testing, program polo shirt, ExamSoft testing software, and NBCOT exam review materials/course. Additional costs to the students can include: graduate health insurance; Complio clearance, health and wellness tracking; American Heart Association Heartsaver First Aid, CPR, and AED certification; health clearances (e.g., annual flu shot, physical, and immunizations); uniform 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 is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## SCHOOL of Graduate and Professional Studies

Dean: Mary Sortino, PsyD

### Business

#### 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 coursework
- Two letters of recommendation (preferably, one should be from a supervisor)
- Evidence that international applicants have received a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only)

### 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:**

**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.

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

**Certificate in Leadership** is designed to refine leadership skills for managers, supervisors and future executives.

**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.

**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
- 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 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US

applications only).

### **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 SocialResponsibility  
 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

## Counseling

### 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. This program will transition to the School of Arts and Sciences beginning in Fall 2020, but students should follow all GPS policies for 2020-2021.

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.

### **Practicum and Internship Application**

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.

### **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;
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
  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 addresses the following
    - a. Who you are and your reasons for choosing a career in counseling
    - b. Why you have chosen GMercyU's online counseling program
    - c. What being a counselor means to you and your personal characteristics that make you uniquely suited for such a career
    - 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

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) and students must earn a grade of B or better in each of these courses in order to proceed to practicum; 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 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

### **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 535</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 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
<b>CNS 610</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

<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>	Social Justice, Multicultural & Diversity Issues in Counseling	3
<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 Programs\ Clinical Mental Health**

CNS 502	Counseling Agencies
CNS 503	DSM/Psychopathology
CNS 505	Marriage and Family Counseling
CNS 602	CNS Internship III (CMH)

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

1. A master degree in School Counseling from Gwynedd Mercy University.
2. Current resume
3. Submission of official transcripts from Master of Counseling Program at Gwynedd Mercy University
4. Completion of the Gwynedd Mercy University Graduate Application.

**Academic Progress Program Requirements**

Students in the Master Program in Counseling (regardless of program of study) 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 experiences must be in a setting applicable to the student's concentration of study under the supervision of an appropriate site supervisor with the proper license/certification.
- No two field placements can be taken at the same time. The student must complete a total of 60 weeks of practicum and internship experiences (combined through four 15 week experiences/courses).
- No field experience can start before the Practicum/Internship course begins. No field experience can end before the Practicum/Internship course ends and no Field Experience can continue after the Practicum/Internship course ends.
- School Counseling concentration students;
  - Cannot complete their Practicum and Internship field experience during the summer.
  - Must complete their Practicum and Internship field experience during the schoolday.
  - 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 in the State of Pennsylvania.
  - Must be supervised on site by a certified school counselor with three years of school counseling experience who is currently employed as a school counselor.
- College Counseling and Student Affairs and Clinical Mental Health 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.

## Education

**Master of Science in Education:**  
**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). International applicants may not be able to secure all required background checks or sit for required licensure exams.
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case by case basis.
- Personal interviews may be required as needed.

### Practicum and Internship Application

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.

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

EDU 502	The Learning and Teaching
EDU 613	Process Classroom
EDU 580	Management
EDU 574	Multiculturalism and Diversity in
EDU 515	Education School Law and Policy
EDU 581	Issues
EDU 503	Methods for Educating English Learners
EDU 614	Foundations of Special Education in an Inclusionary

EDU 510 EDU 603	Setting Social and Political Foundations of Education Innovation in Teaching Research Skills for Reflective Practitioner 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 20 hours of field experience in each of the core pedagogy courses indicated with an \* and 14 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). International applicants may not be able to secure all required background checks or sit for required licensure exams.
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case by case basis.
- Personal interviews may be required as needed.

#### **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
EDU 506*	Methods, 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). International applicants may not be able to secure all required background checks or sit for required licensure exams.
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case by case basis.
- Personal interviews may be required as needed.

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 Effective Communication for Educators Culminating Project
EDU 582	
EDU 603	

**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**

#### **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 should not have a strikethrough) 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 highlighting experiences in educational settings
- Two letters of recommendations. The letters must be of a professional, not personal nature and attest to the student’s leadership qualities.
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only). International applicants may not be able to secure all required background checks or sit for required licensure exams.
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case by case basis.
- Personal interviews may be required as needed.

#### **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.

### **Master of Science in Educational Administration with Supervisor of Curriculum and Instruction Certification Online (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 undergraduate transcripts from the baccalaureate degree-granting institution. *Note: Provided only if at least 45 credits were completed at that institution; otherwise, all undergraduate transcripts must be submitted.*
- Official graduate transcripts from every college or university at which graduate coursework was completed
- Completed application form
- Professional resume highlighting experiences in educational settings
- Two letters of recommendations. The letters must be of a professional, not personal nature and attest to the student's leadership qualities.
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only). International applicants may not be able to secure all required background checks or sit for required licensure exams.
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case by case basis.

- Personal interviews may be required as needed.

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

#### **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 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 595	Practicum 1: Leadership in School Administration
EDU 619	Instructional Leadership and Technology
EDU 592	Professional Development and Leadership
EDU 620	Research, Analysis & 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 Special Education (33 credits)**

#### **Program Purpose**

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. 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.

### **Program Offering:**

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

- Master of Science in PreK-12 Special Education with Certification – 36 credits
- Master of Science in Special Education – 33 credits
- PreK-12 Special Education Certification Only – 25 credits
- Master of Science in PreK-8 Special Education with Autism Endorsement – 48 credits

### **Admission Requirements**

- A baccalaureate degree from an accredited college or university
- Official undergraduate transcripts from the baccalaureate degree granting institution. Note: Provided only if at least 45 credits were completed at that institution; otherwise, all undergraduate transcripts must be submitted.
- Official graduate transcripts from every college or university at which graduate coursework was completed
- 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.
- Applicants aspiring to pursue the PK-12 Special Education Certification Only must currently hold a State teaching certification.

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

Core pedagogy courses require a final grade of B or better.

#### **Core Courses for all Programs, except Certification Only (24 Credits)**

EDU 502	The Learning and Teaching Process
SPE 520	Methods, Materials, and Curriculum
SPE 562	Special Education Law and Ethics
SPE 563	Current Issues in Special Education
EDU 581	Foundations of Special Education in an Inclusionary Setting
SPE 560	Diagnosis, Assessment, Prescriptive & Intervention Techniques
SPE 561	Learning Methods & Materials for the Special Learner
SPE 564	Behavior Management Skills for the Special Learner

#### **Concentration Courses for Masters in Special Education (9 Credits, 33 Credits Total)**

EDU 510	Teacher Action Research, Part 1
EDU 582	Effective Communication for Teachers

SPE 603 Teacher Action Research, Part 2

**Concentration Courses for Masters in Special Education (9 Credits, 33 Credits Total)**

EDU 510 Teacher Action Research, Part 1  
 EDU 582 Effective Communication for Teachers  
 SPE 603 Teacher Action Research, Part 2

**Concentration Courses for Masters Special Education with PK-12 Certification (12 Credits, 36 Credits Total)**

EDU 565 Student Teaching Seminar  
 EDU 510 Teacher Action Research, Part 1  
 EDU 582 Effective Communication for Teachers  
 SPE 603 Teacher Action Research, Part 2

**Concentration Courses for Masters in PreK-12 Special Education with Autism Endorsement (24 Credits, 48 Credits Total)**

EDU 565 Student Teaching Seminar  
 EDU 510 Teacher Action Research, Part 1  
 EDU 582 Effective Communication for Teachers  
 SPE 603 Teacher Action Research, Part 2  
 SPE 580 Foundations of Autism Spectrum Disorder  
 SPE 581 Assessment/Program Development for the Student on the Autism Spectrum Disorder  
 SPE 582 Communication, Behavioral Issues and Social Competence for Students on the Autism Spectrum  
 SPE 583 Scientifically Based Best Practices for the Student on the Autism Spectrum

**PK-12 Special Education Certification (25 credits)**

Gwynedd Mercy University will support applications for a certification in Special Education PreK-12 for Gwynedd Mercy University students who have completed a prior Level I certification.

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  
 EDU 502 The Learning and Teaching Process  
 SPE 520 Methods, Materials, and Curriculum  
 SPE XXX Special Education Practicum

## Doctorate of Education (EdD)

The Doctorate of Education (EdD) program is presented in an accelerated cohort model, delivered online with three residencies. It is built upon a foundation of coursework essential to 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 leadership tracks are as follows:

*Leadership in Pk-12 School and School Districts*

*Leadership in Higher Education*

*Leadership in Special Education*

For those seeking options other than leadership, a concentration that focuses on instruction and program development is offered:

*Teaching and Learning in Higher 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 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. International applicants may not be able to secure all required background checks
- 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 of Education: Leadership in PK-12 Schools and School Districts Track

**Required Courses:**

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

**Doctorate of Education: Leadership in Special Education Track****Required Courses:**

EDU 801	Educational Policy in Research and Practice in the US*
EDU 811	Dissertation Advisement I
EDU 802	Organizational Research and Theory Development
EDU 803	Foundations in Educational Research Methods
EDU 804	Cross-cultural Perspectives & Educational Leadership
EDU 805	Ethics of Educational Leadership and Policy
EDU 806	Equity, Equality, and Equal Opportunity
EDU 807	Quantitative Educational Research Methods
EDU 812	Dissertation Advisement II
EDU 808	Qualitative Educational Research Methods
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 III
EDU 844	Neuroscience of Learning
EDU 845	Supervision and Administration of Special Education*
EDU 814	Dissertation Advisement IV
EDU 848	Practicum I (PA Special Education Supervisor only*)
EDU 849	Practicum II (PA Special Education Supervisor only*)

\*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 of 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	Foundations of Educational Research Method
EDU 804	Cross-Cultural Perspectives & Educational Leadership Ethics of
EDU 805	Educational Leadership and Policy
EDU 806	Equity, Equality and Equal Opportunity Quantitative
EDU 807	Educational Research Methods Dissertation
EDU 812	Advisement II
EDU 808	Qualitative Educational Research Methods Leadership and
EDU 831	Administration of Higher Education Global Educational
EDU 809	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
EDU 838	For the ABD Option only: Practicum for Leadership in Higher Education

### **Doctorate of 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	Foundations of Educational Research Method
EDU 807	Quantitative Educational Research Methods
EDU 808	Qualitative Educational Research Methods
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

#### **Doctorate 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:
- Field experience/positions held relating to educational research,

- practice or Leadership
- Scholarship evidenced by publication in print or electronic media
  - Scholarship evidenced by conference participation and/or presentations
  - 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 Foundations of Educational Research Methods 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.

Area of Concentration:

***...and...***

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. 7weeks 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.

...or...

Teaching & Learning in Higher Education

EDU 860	Foundations of Teaching and Learning (with weekend residency).
EDU 861	College Student Development Theory. 7 weeks online.
EDU 862	Critical Perspectives for Underserved Student Populations (with week residency).
EDU 863	Learning Models and Instructional Design. 7 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.

## ADMINISTRATION

### BOARD OF TRUSTEES

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

### EXECUTIVE COUNCIL

Deanne H. D'Emilio, JD	President
Mary H. Van Brunt PhD	Provost/Vice President for Academic Affairs
James Trusdell, MBA	Vice President for Finance and Administration
Gerald McLaughlin, MA	Vice President for Institutional Advancement
Kelly Statmore, MEd	Vice President for Marketing and Enrollment Management
James Gallo, EdD	Vice President for Mission Integration
Josh Stern, MS	Vice President for Student Services and Dean of Students

### PRESIDENT'S OFFICE

<b>Deanne H. D'Emilio, JD</b>	<b>President</b>
Dawn Caruano	Executive Assistant to the President

### ACADEMIC AFFAIRS

<b>Mary H. Van Brunt, PhD</b>	<b>Provost/Vice President for Academic Affairs</b>
Daniela Wexler, MBA	Executive Assistant to the Vice President
<b>Assessment, Compliance and Institutional Research</b>	
Dawn Hayward, PhD	Assistant Vice President for Assessment and Compliance
Jing Gao, PhD`	Director of Institutional Research
<b>Schools</b>	
Lisa C. McGarry, PhD	Dean, School of Arts and Sciences
Mary Sortino, PsyD	Dean, School of Business and Education
Mary Sortino, PsyD	Dean, School of Graduate and Professional Studies
Ann Phalen, PhD	Dean, Francis Maguire School of Nursing and Health Professions

<b>Teaching and Learning Technologies</b>	
Travis Meister, MS	Director Teaching and Learning Technologies
<b>Graduate Business</b>	
Jill Winnington, DBA	Assistant Dean, School of Graduate and Professional Studies
<b>Graduate Counseling</b>	
George Colton, EdD	Counseling
<b>Graduate Education</b>	
Raymond Bandlow, PhD	Doctoral Studies in Education
Jaimie Bowen, EdD	Master Teacher and Special Education
Carol A. Eten, EdD	Educational Administration
<b>Graduate Nursing</b>	
Mary Hermann, EdD	Associate Dean, Frances M. Maguire School of Nursing and Health Professions
Denise A. Vanacore, PhD	MSN and DNP Program Director

<b>Registrar</b>	
Joanna Raudenbush, MA	Registrar
Suzanne Kolesar, MSM	Associate Registrar
Karen Law, BA	Assistant Registrar
Jennifer Mellon, MBA	Associate Registrar, GPS
<b>Academic Resource Center</b>	
Meredith Hoch-Oescher, EdD	Dean of Student Success (ARC & First Year Experience)
Stephanie Alderfer, MS	Director, Tutoring Services & Placement Assessment
Brandi Crawford, MSW	Director of Accessibility Services
<b>Keiss Library</b>	
Nancy Fawley, MLS	Director of Keiss Library
Nancy McGarvey	Assistant Director/ Systems Librarian
David McAllister, MLS, PhD	Archivist/Reference Librarian
Sarah Meade, MEd, MLS	Technical Services/Reference Librarian
Heather Burychka, MA, MLS	Reference/Instruction Librarian

**FINANCE AND ADMINISTRATION**

<b>James Trusdell, MBA</b>	<b>Vice President for Finance &amp; Administration</b>
<b>Financial Services</b>	
Jennifer Ginnetti, MBA, CPA	Associate VP for Finance Controller
Dawn Taratuski, MBA	Bursar/Coordinator of Campbell Solution Center
Betsy Stanziano	Assistant Bursar
Kathie Cornell, MS	Assistant Bursar, GPS
<b>Human Resources</b>	
Michele McDonald	Interim Director of Human Resources
Caroline Kolesnik	Human Resource Generalist
Robert Wood	Title IX Coordinator
<b>Purchasing and Accounts Payable</b>	
Frank Petka	Director of Procurement

<b>Physical Plant</b>	
Andrew Seaman	Director of Physical Plant
<b>Public Safety and Security</b>	
Joanna Gallagher	Director of Public Safety and Security
<b>Institutional Technology Services</b>	
Joseph Pupo, BS	Associate Vice President/Chief Information Officer
James Domanico, BS	Director of Administrative Systems

**UNIVERSITY ADVANCEMENT**

<b>Gerald McLaughlin, MA</b>	<b>Vice President for University Advancement</b>
Gianna Quinn, BS	Director of Alumni Relations
Josephina Banner, MS	Director of Foundation, Government & Corporate Relations
Mia McGlynn, BA	Director of Annual Giving
Jill Dow, MBA	Director of Development

**MARKETING AND ENROLLMENT MANAGEMENT**

<b>Kelly Statmore, MEd</b>	<b>Vice President for Marketing and Enrollment Management</b>
<b>Enrollment Management</b>	
Alexander Sperrazza	Director of Undergraduate Admissions
<b>Financial Aid</b>	
Elizabeth Howard, MS	Director of Student Financial Aid
Atasha Quarles, MSM	Associate Director, GPS

**MISSION INTEGRATION**

<b>James Gallo, EdD</b>	<b>Vice President for Mission Integration</b>
<b>Campus Ministry</b>	
Jeffrey Wallace, MDiv	Director of Campus Ministry
Betsy Stone Plummer, MS	Assistant Director of Campus Ministry for Community Service

**STUDENT SERVICES**

<b>Joshua Stern, MS</b>	<b>Vice President for Student Services and Dean of Students</b>
<b>Career Services</b>	
Nicholas Schaeffer, MA	Director of Career Services
<b>Counseling</b>	
Pamela Moore, MS, LPC	Director of Counseling Services
Daniel Jordan, MC, LPC, NCC,	Assistant Director of Counseling Services
<b>Health and Wellness Center</b>	
Donna Ferguson, BSN, MS	Director of Health and Wellness Center

**Additional Services/Programs**

Marian Uba, MS	Executive Director of Mercy Volunteer Corps Institute of the Sisters of Mercy of the Americas
Campus Store	Follett
Food Services	Parkhurst Dining Services

## FACULTY

### Graduate Faculty

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

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

**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 Eten**, 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.

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

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

**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.

**Lois Robinson**, EdD, Immaculata University; MA, Villanova University, BS, Gwynedd Mercy University. Lecturer, Education.

**Pamela Santarlasci**, PhD, Widener University; MSN, Gwynedd Mercy University, BSN, Villanova University. Lecturer, Nursing

**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

## COURSE DESCRIPTIONS

### Counseling

#### **CNS-501 Counseling Skills (3)**

This course is designed to help students become more proficient in using the basic psychological counseling techniques used in the helping relationship. Through active out of class and residency experiences and trainings students will develop basic counseling skills. Mock counseling practice and video demonstration of learned counseling skills is a key component of this course. This course has a residency requirement.

#### **CNS-502 Counseling Agencies (3)**

This course provides an overview of service delivery systems in the community mental health agency. Topics include; community mental health agency funding sources, prevention, outreach, referral, client empowerment, traditional agency duties, roles and activities and social policy.

#### **CNS-503 DSM/Psychopathology (3)**

Students will be introduced and learn to apply the mental health diagnostic system found in the DSM. Topics include; diagnostic interviewing skills, appropriate classification of a group of symptoms into a differential diagnosis, understanding of the etiology of the disorders discussed and appropriate interventions for each disorder (including information on psychopharmacology). The effects of socio-environmental factors on the etiology, diagnosis and treatment will also be discussed.

Prerequisites: None

#### **CNS-504 Human Development (3)**

This course explores the research and theory of human growth and development across the life span. Topics will include theories of development in the areas of social, cognitive, emotional and physical development as well as strategies for facilitating optimum development.

Prerequisites: None

#### **CNS-505 Foundations of Counseling (3)**

This course acquaints school, clinical mental health and college counseling/student affairs counselor trainees with their profession's historical and philosophical foundations, current counselor roles, and functions, their professional counselor organizations, professional accreditation regulations, license, certification and professional preparation standards and guidelines, self-care strategies, advocacy, and counselor professional expectations. Students will demonstrate a competence in applying the ethical and legal codes in their field of concentration.

Prerequisites: None

#### **CNS-506 Marriage and Family Counseling (3)**

Students will gain an in-depth knowledge and experience of the family counseling perspective, its theories, seminal ideas and techniques in this class. Historically significant theories in the field, as well as those of modern relevant practitioners, will be presented. Techniques will be demonstrated through video role play activities and case studies.

Prerequisites: CNS-520 and CNS-501 (Required, Previous).

#### **CNS-507 Disabilities School Counseling Setting (3)**

This course exposes students to the learning, mental health and intellectual disabilities found in the K-12 school counseling setting. The etiology, characteristics and contributing factors of specific disabilities will be presented. Students will demonstrate a knowledge of the DSM diagnostic system and PDE special education regulations and process and will be able to identify and apply appropriate counseling/instructional interventions and school based consultation practices for the disorders covered.

Prerequisites: None

### **CNS-508 Needs Eng Language Learner Schl Counsel (3)**

Addresses the competencies and skills to enable counselors to meet the needs of English language learners. Topics include language, second language acquisition, culture, assessment, and professionalism.

Prerequisites: None

### **CNS-509 College Student Development (3)**

Theories of student development in the higher education settings are explored across a variety of developmental domains (intellectual, academic, personality, social, emotional, career, and moral) in this course. Emphasis is placed on an in-depth examination and analysis of the characteristics, attitudes, values, beliefs, risks, and expectations of undergraduate traditional and non-traditional higher education students including the developmental needs of these students. Campus environments (social, educational, on-campus, online etc.) effects on student learning and development will also be addressed.

Prerequisites: CNS-505 (Required, Previous).

### **CNS-510 Research Methods (3)**

This course provides an introduction to research designs and methodologies common to the field of counseling. Upon completing the course, students will become better consumers and critics of research, examine the role that research plays to inform practice, and possess the skills to independently conduct evaluations of their work and programs to inform practice.

Prerequisites: An undergraduate course in statistics or research methods.

### **CNS-511 Current Practices Student Affairs Admin (3)**

Students in this course will examine, investigate, assess and analyze the current issues, trends and challenges administrators in higher education face. "Best practices" utilizing organization, management and leadership theories and practice relevant to higher education that address these issues, trends and challenges will be introduced. Students will apply appropriate models developed in response to these changes and challenges, as well as, develop and implement their own intervention programs for the challenges facing higher education administrators in the 21st Century.

Prerequisites: None

### **CNS-512 Individual Psychology (3)**

An introduction to the counseling approach and theory espoused by Alfred Adler. This course will give the student a solid foundation in the theory of Individual Psychology, its research and application. Topics include but are not limited to: basic fictions, family constellation, birth order, lifestyle, social interest, purposefulness of behavior, striving for superiority, inferiority feelings and safeguarding tendencies

Prerequisites: None

**CNS-513 Practicum (3)**

This course is the student's entry level fifteen week supervised field experience. This field experience requires a minimum of 100 hours on site with 40% of these hours being in face to face contact with clients. This field experience provides students the opportunity to integrate professional knowledge and apply their counseling skills in real life situations. Professional issues, legal issues and ethical behavior related to the counseling profession will be addressed. Emphasis is placed on applying counseling skills on the individual and group levels. Ninety minutes per week of synchronous group supervision is required in this course. For a full description of expectations please see the Practicum Handbook.

Prerequisites: CNS-501, CNS-504, CNS-505, CNS-520, CNS-527 with a minimum grade B (Required, Previous).

**CNS-514 Technology in School Counseling Settings (3)**

This course will assist students in enhancing their implementation of the Comprehensive School Counseling Program through the use of technology. Course focus will be on a variety of hand on technology based projects that focuses on information management and processing, program management, communication, website development, presentation skills and data collection, management and analysis skills.

**CNS-515 Violence in the K-12 School (3)**

The problem of violence in K-12 schools will be explored from a variety of perspectives (i.e. public health, criminology, ecology, developmental psychology, etc.). Research based explanations of youth violence including the role of families, peer groups, schools, and neighborhoods, as well as school counselor strategies for the prevention and remediation of violence in the school will be discussed.

Prerequisites: None

**CNS-516 Cognitive Behavioral Therapy ( CBT) (3)**

Students will gain an advanced knowledge and practice with Cognitive Behavioral Therapy (CBT) theory and practice. This course focused on the use of CBT theory to understand clients and practice of appropriate CBT theory based interventions with clients. Students will design a treatment plan, employ various CBT techniques based on that treatment plan and evaluate their effectiveness. Mock counseling practice and video demonstration is a key component of this course.

Prerequisites: CNS-520 and CNS-501 (Required, Previous).

**CNS-517 Psychopharmacology (3)**

An introduction to psychopharmacology for counseling professionals. Understanding drug mechanisms and actions, their efficacy, their risks and the roles of counselors in working with clients taking medication will be discussed. Awareness of the current positions in the use of psychopharmacology in the treatment of mental disorders is also addressed.

Prerequisites: None

**CNS-518 College Planning (3)**

This course exposes the student to the college planning, application and admission process including admission criteria for various levels of college, counseling and admission activities for normal and special student populations, the financial aid process/application and an understanding of the current issues confronting school counselors in the college selection, application and admission process. Students will be exposed to resources available in the college admissions process; electronic and print material, software, web-sites, and organizations.

Prerequisites: None

**CNS-519 Seminar in Student Affairs (3)**

This course, through real life experiences and classroom academic activities, allows students to gain a solid understand and application of appropriate interventions for four main areas of student affairs; residence life, student life programming, higher education assessment and disability policies and services.

Prerequisites: CNS-513 or CNS-604 or CNS-605 (Recommended, Concurrent).

**CNS-520 Theories in Counseling (3)**

This course is designed to survey major theoretical orientations to counseling and the philosophical assumptions underlying these theories. Students will utilize various theories to understand and predict their client's behavior, perceptions and feelings. Special focus is given to theory and practical application of the various approaches.

Prerequisites: None

**CNS-521 Assessment Techniques in Counseling (3)**

This course provides students with an understanding of assessment, evaluation and measurement in counseling practice on both the cognitive and social-emotional levels. Emphasis will be placed on the concepts underlying psychological testing and interpretation. Students will develop skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning. The overall goal is the development of critical thinking in the informed use of assessment methods.

Prerequisites: None

**CNS-523 Intervention Techniques Schl Counseling (3)**

This course exposes students to the coordination, collaboration, knowledge and skills required in school based interventions used by school counselors. Students will learn evidence-based prevention and intervention techniques in the school setting aimed at providing comprehensive programming to all students, including those with disabilities, those who are English Language Learners (ELL), and those who are gifted. Topics include Student Assistance Program (SAP), Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), crisis planning/response, substance abuse prevention and intervention, and peer intervention programming.

Prerequisites: None

**CNS-525 Organization of School Counseling (3)**

This course will focus on the foundation, management, delivery, and accountability of comprehensive school counseling programs. Students will learn the components of the American School Counselor National Model: A Framework for School Counseling Programs. They will also explore the essential competencies, services, tools, and strategies that promote achievement, equity, and access for all students. Students will develop an understanding of the importance of school counselor leadership in promoting and providing comprehensive school counseling programming.

Prerequisites: CNS-504 and CNS-505 (Required, Previous).

**CNS-527 Scl Jstc Mltcltrl & Dvrsty Iss in Cnslng (3)**

This course focuses on developing an awareness and skill foundation for counselor multicultural and diversity competency and advocacy skills. This course exposed the student to the diversity of American

culture and it makes the student aware of the trends, issues and communications when living in a multicultural society. Topics in this course include changing family and society systems, gender and racial equality, socioeconomic and cultural differences, sexual orientation, physical, and psychological ability, religion, and age.

Prerequisites: None

### **CNS-528 Advanced Intervent Children/Adolescents (3)**

This course provides advanced skills in working with children and adolescents. Students will engage in counseling techniques specifically designed for children. Awareness of the ethical issues involved in working with children will also be discussed. Mock counseling practice and video demonstration is a key component of this course. Prerequisites: CNS 520 and CNS 501. Prerequisites: None

### **CNS-529 Facilitating Parent Education Classes (3)**

A model for parent education programming that counselors develop and implement will be the focus of this course. This course exposes the student to the steps in building and maintaining good relationships with children, encouraging intrinsic worth and self-esteem, understanding the purposes and goals of behavior, developing alternatives to rewards and punishment, and methods for communicating effectively with families and children. This course does require mock video facilitation of a parent education group.

Prerequisites: None

### **CNS-531 Career Development (3)**

This course provides an overview of the theories of career development and includes sources of occupational information, career assessment and methods of career counseling. Students will develop the knowledge, skills, and resources for facilitating career development and occupational choice throughout the lifespan

Prerequisites: None

### **CNS-533 Substance Use/Abuse (3)**

Provides a general introduction to the topic of addictions, including pharmacology of major substances of abuse, psychological factors, models of chemical addition, substance abuse in special populations, and an overview of treatment modalities.

Prerequisites: None

### **CNS-535 Group Counseling K-12 School Setting (3)**

This course will expose students to the process and implementation of school based counseling groups. Students will learn to become effective group leaders, cognizant of the process, functions and purpose of school based groups as a component of the ASCA National Model.

Through active out of class and residency experiences and trainings students will develop basic group counseling skills. Mock counseling practice and video demonstration of learned counseling skills is a key component of this course. This course has a residency requirement.

Prerequisites: CNS-501 (Required, Previous). | CNS-513 (Required, Concurrent).

### **CNS-536 Group Counseling & Facilitation Skills (3)**

This course provides an overview of group development theories, basic principles of group dynamics, member roles and functions and group leadership skills. Topics include: the process of forming a group, planning and leading groups; the selection, evaluation, and use of group counseling methods and

materials. Mock counseling practice and video demonstration of learned counseling skills is a key component of this course. This course has a residency requirement.

Prerequisites: CNS-501 (Required, Previous). | CNS-513 (Required, Concurrent).

### **CNS-581 Found Special Educ Inclusive Classroom (3)**

This course provides educators and counselors with an overview of the philosophical, historical, and legal foundations of special education, including current identification criteria such as child find, Response to Instruction and Intervention, and the development of the IEP. Students will be able to identify current definitions, etiology, and incidence and prevalence figures related to special education and counseling, as well as the cognitive, behavioral, and physical characteristics of the special learner. The course will require students to demonstrate knowledge of and competence in applying the fundamental concepts of modifying, adapting, and accommodating for the special learner in the general education classroom and counseling context. Students also develop skills to support parents.

Prerequisites: None

### **CNS-582 Effective Communication for Educators (3)**

This course provides education professionals with the skills and techniques to effectively communicate with students, colleagues, administrators, parents, and the community. Effective communication impacts every area of human interaction and determines the quality of personal and professional success for all individuals. For this reason, the study of communication requires an examination of a wide range of human skills, which includes: speaking, listening, writing, reading, verbal and nonverbal behavior, and the effective use of communication tools available through the media and the internet.

Prerequisites: None

### **CNS-591 Curriculum Development & Peer Coaching (3)**

This course examines curriculum development, theoretical approaches to curriculum design and implementation, PDE's Standards Aligned System (SAS), and the multiple and complex external factors which influence curricular decisions. Students develop strategies for working with colleagues in integrating their learning from this course and curriculum issues in their teaching situations

Prerequisites: None

### **CNS-600 Internship I (CMH) (3)**

This course is the first in a series of three internship experiences in the clinical mental health counseling concentration. Over the course of these three internship experiences clinical mental health counselor trainees will progressively perform all the tasks and duties ascribed to clinical mental health counselors as prescribed by the American Counselor Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional clinical mental health counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.

Prerequisites: CNS-513 (Required, Previous).

### **CNS-601 Internship II (CMH) (3)**

This course is the second in a series of three internship experiences in the clinical mental health counseling concentration. Over the course of these three internship experiences clinical mental health counselor trainees will progressively perform all the tasks and duties ascribed to clinical mental health

counselors as prescribed by the American Counselor Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional clinical mental health counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook. Prerequisites: CNS-600 (Required, Previous).

**CNS-602 Internship III (CMH) (3)**

This course is the third in a series of three internship experiences in the clinical mental health counseling concentration. Over the course of these three internship experiences clinical mental health counselor trainees will progressively perform all the tasks and duties ascribed to clinical mental health counselors as prescribed by the American Counselor Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional clinical mental health counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook. Prerequisites: CNS-601 (Required, Previous).

**CNS-604 Internship I (CCSA) (3)**

This course is the first in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook. Prerequisites: CNS-513 (Required, Previous).

**CNS-605 Internship II (CCSA) (3)**

This course is the second in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook. Prerequisites: CNS-604 (Required, Previous).

**CNS-606 Internship III (CCSA) (3)**

This course is the third in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.

Prerequisites: CNS-605 (Required, Previous).

**CNS-608 Internship I (SC) (3)**

This course is the first in a series of three internship experiences in the school counseling concentration. Over the course of these three internship experiences school counselor trainees will progressively perform all the tasks and duties ascribed to school counselors as determined by the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional school counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.

Prerequisites: CNS-513 (Required, Previous).

**CNS-609 Internship II (SC) (3)**

This course is the second in a series of three internship experiences in the school counseling concentration. Over the course of these three internship experiences school counselor trainees will progressively perform all tasks and duties ascribed to school counselors as determined by the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional school counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.

Prerequisites: CNS-608 (Required, Previous).

**CNS-610 Internship III (SC) (3)**

This course is the third in a series of three internship experiences in the school counseling concentration. Over the course of these three internship experiences school counselor trainees will progressively perform all tasks and duties ascribed to school counselors as determined by the American School Counselor Association (ASCA) National Model and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional school counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and

its requirements can be found in the Counseling Program's Internship Handbook. Prerequisites: CNS 609. Only open to degree students or with permission of the Program Director.

Prerequisites: CNS-609 (Required, Previous).

### **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, Political, & Econ Found of Educ (3)**

This course is an inquiry into the fundamental purposes of education in the United States. Students will examine contemporary issues as well as the philosophical, political and cultural of American education.

#### **EDU-504 Human Development (3)**

This course explores human growth and development across the life span from infancy to old age and in multicultural contexts. The course focuses on the physical, cognitive, social, personality and emotional development. Topics will include theories of individual and family development across the life span, the family life cycle, theories of learning and personality development, human behavior, community resilience, theories of additions, and strategies for facilitating optimum development over the lifespan. A grade of a "B" or better must be earned in this class for the student to begin EDU 513 School Counseling Practicum, Supervision & Seminar.

#### **EDU-506 Methods, Materials & Curriculum I (3)**

Students engage the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards in the area of science and technology, social sciences, and citizenship education for typical and diverse learners. Field experience is required.

#### **EDU-507 Methods, Materials & Curriculum II (3)**

This course is a continuation of the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology uses and assessment will be highlighted as well as professional and state standards for the areas of children's literature, art, and humanities, music, and health, safety, and physical education for typical and diverse learners. Field experience is required.

#### **EDU-508 Secondary Schl Methods and Materials (3)**

This course includes the study of various methods and materials utilized in secondary education. The rationales for various methods as well as the implementation of these methods in the classroom are examined. Through this course student also study motivational practices, current trends in secondary education, the use of technology to enhance learning, classroom management strategies and assessment practices. Field experience is required.

#### **EDU-510 Action Research for Teachers I (3)**

In this course, students will accomplish three goals. The first is to develop an awareness for the role that research plays in their professional lives as reflective practitioners. The second is to examine the various research methodologies commonly employed in research in education and social sciences as well as the writing skills needed to report results in a scholarly manner. The third is to help students become better consumers and critics of the research as reported in the literature

**EDU-511 Methods & Theories for Teaching Math (3)**

The "Pennsylvania Academic Standards for Mathematics" and the "National Council of Teachers of Mathematics" have delineated the critical nature and the skills necessary for effective mathematics instruction. Students will learn the pedagogical methods and the essential mathematical theory and research. The class is comprised of demonstrations, collaborative learning, modeling and discussion. Field experience is required.

**EDU-512 Methods for Teaching Read & Assessment (3)**

This course provides information regarding the relationship between the reading process and the informal and formal assessment of those skills (behaviors) that experts see as crucial to reading success with a particular focus upon the State of Pennsylvania Literacy Standards for elementary school students. Reading instruction that is evident in a balanced literacy program is analyzed and practiced, including reading instruction that is designed to remediate reading difficulties or skills deficits. Field experience is required.

**EDU-515 Methods for Teaching English Learner (3)**

This course provides an examination of effective instructional methods, strategies and instructional techniques for addressing the learning needs of for English Learners (EL) with and without special needs in the inclusive classroom.

**EDU-522 Inter-Group Theory and Research (3)**

This course provides an examination of group theories and research about interpersonal communication; exploration of the functioning of groups and the consequence of group interaction in the development of the individual. In this course the student will study a combination of theoretical studies with a practical understanding of human dynamics, as these occur in work and life.

**EDU-551 Computer Applications for Educators (3)**

This course examines the function, impact, and role of integrated classroom technologies on 21st-Century teaching and learning. Students will explore definitions of technology as both tool and process, and facilitate the development and assessment of technology-based learning activities. Students will learn how to engage students using technology-based teaching tools that support learning theories and conceptual frameworks of teaching.

**EDU-565 Student Teach & Professional Seminar (3)**

This is a student teaching experience for those seeking their first certification in Pre-K, Grades 4-8, or secondary education. This full-time program experience lasts 14-weeks, Monday through Friday and includes intensive supervision by University personnel as well as participation in an online seminar class. Advisor's permission is required.

Prerequisites: PreK-4 Certification students take EDU-502, EDU-506, EDU-507, EDU-511, EDU-512, EDU-581; Secondary Certification students take EDU-502, EDU-508, EDU-581, EDU-591; Special Education

Certification students take EDU-502, EDU-581, SPE-561, SPE- 564, SPE-560, SPE-520; (Required, Previous).

**EDU-570 Research Skills for School Leadership (3)**

It is important that the principal be able to comprehend and analyze the statistics used in assessment and research design and also utilize statistics as a tool in his/her own educational practice. This course will focus on concepts rather than computation, although computation will be included. This course also includes a study of fundamental principles of educational research. It provides opportunities for the student to become familiar with various research designs, data collection techniques, systems of analysis, and report writing. A critical reading of current research literature will be an important component of the course. The student will be introduced to the writing of a research proposal, especially, the statement of the problem and literature review.

**EDU-571 The Principalship (3)**

This course will focus on the evolving and growing role of the school principal. An emphasis will be placed on acquiring knowledge, skills, and dispositions in leadership. A theoretical and philosophical base for the principal as a change agent will be established.

**EDU-572 Sas & Curriculum & Instrctnl Supervision (3)**

Instructional leadership is critical to school success. It includes curriculum development and implementation, staff development, and instructional supervision. The course will deal with curriculum trends, new approaches to organizing schools, professional learning communities, instructional methodologies, and research on improving student performance.

**EDU-573 School-Community Relations (3)**

This course is designed to guide the prospective school principal in developing the skills, knowledge, and dispositions found to be vital to communicating effectively with all school constituent individuals and groups, and fundamental to initiating, implementing, managing, and evaluating effective communication strategies and practices with and between all parties in the schooling process.

**EDU-574 School Law & Policy Issues (3)**

As schools have evolved, so have state and federal regulations to guide and direct them. In this course, student will acquire knowledge of the laws and regulations that govern schools and apply this knowledge to identify legal issues, foresee potential liability, and act to reduce risks. Policies reflect the laws, regulations, and guidelines that define the purposes, parameters, and specific actions that establish the responsibilities of the individual and the institution. This course will examine policy-making and policy implementation in relation to schools.

**EDU-576 Human Resources & Staff Development (3)**

This course will focus on the selection, employment, orientation, supervision, development, and evaluation of both professional and non-professional personnel. The course will emphasize the role of the principal and curriculum supervisor in professional development. It will also address the role of school administrators in collective bargaining and contract administration.

**EDU-577 School Resources Management (3)**

This course will deal with both the fiscal and facilities resources of a school and their proper management. Site-based management will be a part of the course. The principal's role in school finances

and the budgeting process will be emphasized. Assessment of need, establishing priorities, providing justification, and the accounting for expenditures of the budget will be considered. Assessing facilities, making assignments, overseeing housekeeping and maintenance, and maintaining an environment conducive to teaching and learning will be a part of the knowledge and skills presented in this course.

**EDU-578 Educational Leadership (3)**

Education leaders both formally and informally set direction for schools, programs, and services. They may hold such positions as classroom teachers, principals, supervisors, coordinators, and directors. Leaders advance a vision, a purpose, and an agenda. This course will focus on the critical elements and skills needed in effective educational leaders and change agents.

**EDU-579 Current Issues in Education (3)**

This course will review topics that are currently critical educational issues within the general public and within professional educational circles. Educational reform in the state, US, and internationally will be compared and analyzed. Attention will be given to accountability systems, the federal role, teacher and principal evaluation systems, and special interest groups.

**EDU-580 Multi & Diversity Issues in Education (3)**

Designed for educators who recognize the significance that issues of multiculturalism and diversity play in impacting the educational experience of an increasingly diverse population. In this course, students will examine how issues of class, culture, ethnicity, language, gender, etc. are represented in educational settings.

**EDU-581 Found Special Educ Inclusive Classroom (3)**

This course will require students to demonstrate knowledge of and competence in applying the fundamental concepts of teaching students ages 3-21 with cognitive, behavioral and/or physical health disabilities. This will include philosophical, historical and legal foundations of education for students with disabilities, current identification criteria, legal and educational definitions, etiology, incidence and prevalence figures as well as cognitive, behavioral and physical characteristics. Field experience is required.

**EDU-582 Effective Communication for Educators (3)**

This course provides education professionals with the skills and techniques to effectively communicate with students, colleagues, administrators, parents, and the community. The study of communication requires an examination of a wide range of human skills, which includes: speaking, listening, writing, reading, verbal and nonverbal behavior, and the effective use of communication tools available through the media and the internet.

**EDU-583 Action Research Seminar (3)**

Students engage the processes of action research, i.e.: reflection, inquiry and action in their own professional context. Through this seminar the student performs research of the literature, plan and develop an action research strategy review.

**EDU-590 Stats, Rsrch, Assess for Reflect Prac (3)**

It is important that the educator be able to comprehend, analyze, and critique educational research. This course includes the study of: fundamental principles of educational research; statistical concepts; the utility of various research designs; data collection techniques; and report writing.

**EDU-591 Curriculum Development & Peer Coaching (3)**

This course examines how curriculum is developed; various theoretical approaches to the curriculum design and implementation; the multiple external factors that influence curriculum decisions, etc. Students then develop strategies for working with colleagues in integrating their learning from this course and curriculum issues in their teaching situation.

**EDU-592 Professional Development & Leadership (3)**

This course will provide students with the knowledge of: develop meaningful professional development, training, and structure; strategies to align assessments with the curriculum and standards; and build a collaborative environment to encourage high quality instructional delivery for all students.

**EDU-595 Prctcm I: Leadrshp & Schl Administration (3)**

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.

**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)

Prerequisites: EDU-595 (Required, Previous).

**EDU-600 Research Seminar (3) Prerequisites:****EDU-601 Culminating Project (3) Prerequisites:****EDU-602 Professional Portfolio Project (3)**

This project is the final activity undertaken to fulfill the requirements of the Master of Science in Reading Program in the Professional Portfolio Option. The project is done in collaboration with the student's advisor. Results will be presented to a faculty committee.

**EDU-603 Action Research for Teachers, Par (3)**

The action research thesis is the capstone course. It is meant to insure the integration of the programmatic content and the special research interest of the student. This course is a unique professional experience designed in collaboration with the student and his or her area of professional practice. Through this course, the student will display the ability to develop action research, select journal and conference sites for manuscript submission, and highlight coursework through a self-published website.

Prerequisites: EDU-510 (Required, Previous).

**EDU-608 School Counseling Intern I & Supervision (3)**

This course is the second in a series of three field experiences. School counselor-trainees will perform all tasks and duties ascribed to school counselors as determined by the ASCA National Model under the supervision of an experienced Professional School Counselor and a University supervisor. Students

seeking certification in school counseling must complete a minimum of 210 clock hours. In addition, students are enrolled in a group supervision seminar. Students needing more than 15 weeks to complete the practicum experience should contact the School Counseling Program Director. Please review the Internship Handbook for further details on application requirements, site and internship student expectations.

Prerequisites: EDU-513 (Required, Previous).

### **EDU-609 School Counsel Int II/Group Suprv Sem (3)**

This course is the third in a series of three field experiences. School counselor-trainees will perform all tasks and duties ascribed to school counselors as determined by the ASCA National Model under the supervision of an experienced Professional School Counselor and a University supervisor. Students seeking certification in school counseling must complete a minimum of 210 clock hours. In addition, students are enrolled in a group supervision seminary. Students needing more than 15 weeks to complete the practicum experience should contact the School Counseling Program Director. Please review the Internship Handbook for further details on application requirements, site and internship student expectations.

Prerequisites: EDU-513, EDU-608 (Required, Previous).

### **EDU-613 Classroom Management (3)**

This course provides a study of effective classroom management techniques. Content will focus on classroom organizational systems, classroom procedures and instructional strategies to promote positive student behavior and prevent disruptive behavior. Emphasis will be placed on motivation, communications, planning and preparation of materials as well as the establishment of a positive learning environment. Existing models of effective classroom management will be examined.

### **EDU-619 Instructional Leadership & Technology (3)**

This course will provide an overview of effective strategies for leadership of instructional practices and assessment for all learners. A thorough understanding of Universal Design, Culturally Responsive Instructional Practices will also be reviewed. This course will also examine the role of classroom technologies for student engagement, enhancing instruction, remediation, and reinforcing skills to support teaching and foster student achievement.

### **EDU-620 Research, Analysis, Assessment & Outcome (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.

### **EDU-622 Prctcm Ii: Sprvisr Curr & Instrctn (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 (3)**

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

**EDU-801 Ed Policy Research & Practice in Us (3)**

This course provides an analysis of educational policy and research as it relates to the organization, governance, and delivery of educational services in the U.S. Major issues explored and analyzed in this course include school finance and equitable school funding, trends in PK-12 and higher education policy and practice, and the changing role of large and small school districts, private schools, charter schools, colleges and universities, and educational providers of all sorts. This course shall be conducted in a blended format, both online and on-campus. 20 hours of embedded field experience is required for those seeking the superintendent of school's letter of eligibility.

**EDU-802 Organiz Research & Theory Develop (3)**

This course provides an in-depth examination of the research relating to organizational behavior, the development of theories of administration, and the applications of theory in educational institutions. Students will have the opportunity to evaluate their own leadership style by analyzing the major frames for assessing organizational development. Through the lens of these frames and the concept of change theory, students will develop a personal philosophy of leadership.

**EDU-803 Stat Analysis, Methods, & Research (3)**

An introduction to quantitative research methods, non-experimental designs, and the analysis of large-scale longitudinal datasets. The logic of inferential statistics and the application of basic analytic techniques are explored as the basis for research related to education policy. Prior knowledge of statistics or quantitative methods is not required.

**EDU-804 Cross-Cultural Persp & Educ Leadership (3)**

Educational leadership is a socially bounded process that is subject to the cultural traditions and values of the society in which it is exercised. This course highlights the cultural and contextual basis of leadership. Instead of focusing on the universalistic nature of leadership, students will identify the particularity and diversity of cultural and contextual conditions in which leadership takes place.

**EDU-805 Ethics of Ed Leadership & Policy (3)**

This course is a critical and pragmatic examination of ethical leadership and administration within organizations. Social, moral, and ethical philosophies will be explored as they relate to decisions impacting leadership in education. Students will compare and contrast theories of ethical decision making. Students will relate these theoretical perspectives to their own purpose, values, and commitments as leaders

**EDU-806 Equity, Equality & Equal Opportunity (3)**

This course offers students an opportunity to analyze access to educational opportunities through the lens of justice and ethics. The balance and contradictions of equity, equality, and equal opportunity will be explored with a focus on personal, inter-personal and organizational influences that prohibit or promote educational opportunities for all individuals. Students will also have the opportunity to forecast future trends in educational policy, structures, and practices.

**EDU-807 Adv Stat Analysis, Quant & Qual Research (3)**

An in-depth examination of research and measurement, analysis of experimental data, and qualitative designs. Implications of mixed method research are considered

**EDU-808 Technology,data & Program Evaluation (3)**

Future-focused exploration of learning technology, gathering and using data to drive instructional improvement, and evaluation of educational programs.

**EDU-809 Global Educational Policy & Practice (3)**

A review of global issues in education policy and practice with a focus on how schools are organized, what is taught, how achievement is measured, and the role of cultural context, with an emphasis on global competition. This course shall be conducted in a blended format, both online and at an international location.

**EDU-811 Dissertation Advisement I (3)**

This course offers an introduction to the dissertation: defining the dissertation, research goals, research guiding questions, and literature reviews. Published dissertations will be explored to reflect on theories and gaps in theories to frame a possible dissertation topic. Students will practice how to construct effective research guiding questions for those topics to begin the literature review process. The dissertation committee for each student will also be formed during this 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: Continuation (1)**

This one credit hour semester-long course is required for doctoral candidates in educational leadership who have completed all coursework requirements for the degree, but have yet to meet one or more related requirements, including the following: Comprehensive assessment accepted by Faculty Committee Written dissertation accepted by full Dissertation Committee Oral defense of dissertation accepted by full Dissertation Committee Journal article based on dissertation research suitable for publication accepted by Dissertation Advisor Abstract of dissertation research and key words accepted by Dissertation Advisor The doctoral candidate who has not met one or more of these requirements shall enroll continuously in this course each semester in order to have access to university facilities, resources, and faculty until all requirements are satisfied, whereupon the doctoral candidate shall be eligible for graduation at the next date. The course shall consist of independent work to complete the above-cited requirements under the direction of the Dissertation Advisor. The course shall be graded on a pass/fail basis.

**EDU-821 The Superintendency (3)**

This course is an analysis of the role and responsibilities of the superintendent of schools, including preparation for the superintendency. An emphasis is placed on equity, equality, and raising achievement for all students. Twenty hours (20) of embedded field experience are required for those seeking the superintendent of school's letter of eligibility.

**EDU-822 Sch Boards & Sch District Governance (3)**

Considerations of school boardsmanship, internal and external governance, and structures in K- 12 education. The course explores analysis the politics of school district governance and the leadership practices necessary to effectively lead in complex relationships. The characteristics of effective boardsmanship are defined through research and best practice. Twenty (20) hours of embedded field experience are required for those seeking the superintendent of school's letter of eligibility.

**EDU-824 Transformational Leadership & Supervisio (3)**

The application of theory and experience to school and school district improvement, including effectively supervising instruction, managing internal and external influences, and changing the culture of schools.

**EDU-825 Labor Relations & Fiscal Management (3)**

Personnel administration, contract administration, collective bargaining, and fiscal management, including

**EDU-828 Superintendency Practicum I (3)**

School District Practicum I provides students with first-hand experience in a broad array of responsibilities that are inherent to the position of superintendent of Schools. Field-based learning in EDU 828 School District Practicum I and EDU 829 School District Practicum II shall be organized through leadership projects that address each of the Pennsylvania Leadership Standards. Each of the two practicum courses requires 120 hours of embedded field experience.

**EDU-829 Superintendency Practicum II (3)**

School District Practicum II provides students with first-hand experience in a broad array of responsibilities that are inherent to the position of superintendent of schools. Field-based learning in

EDU 828 School District Practicum I and in EDU 829 School District Practicum II shall be organized through leadership projects that address each of the Pennsylvania Leadership Standards. Each of the two practicum courses require 120 hours of embedded field experience.

**EDU-831 Leadership & Adm of Higher Education (3)**

This course examines current issues, challenges, and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of shifting demographics, and possible challenges for the future.

**EDU-832 Legal Issues in Higher Education (3)**

This course examines the basic legal concepts common to college student affairs administrators. Topics include the history of higher education law, basic legal theories and their applications in higher education, the student-institutional amendments and federal regulations in the context of student affairs, and legal considerations in student academic issues.

**EDU-833 Finance & Fiscal Policy in Higher Ed (3)**

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

**EDU-834 Enrollment Management Higher Ed (3)**

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

**EDU-835 Future-Focused Trends Innov in Higher Ed (3)**

An exploration of research models for continuous improvement, transforming higher education, leadership for strategic change, and models for delivering academic programs and services.

**EDU-838 Leadership in Higher Education Practicum (3-6)**

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 Interv & Assessing Outcomes (3)**

Through a review of research and local practices, this course offers an in-depth study, analysis, and discussion of intervention programs and outcomes for students with special needs. Students will examine the organization and administration of special education programs with emphasis on the role of the special education leader within the local agency. A review of the development, implementation, and evaluation of effective program designs will prepare students to make recommendations for future practice

**EDU-842 School Law & Policy in Special Ed (3)**

Special education law, policy, and regulation are studied as the framework for providing services for all students, with particular consideration of current and predicted trends in law affecting children with disabilities (for both the PK-12 School/School District concentration and the Special Education concentration).

**EDU-843 Found Special Education Administration (3)**

The purpose of this course is to provide the student an opportunity for in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education. This course provides the Special Education Supervisor candidate with a specified professional knowledge base included in the following aspects of leadership: decision making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, and supervision/assessment practices.

**EDU-844 Neuroscience of Learning (3)**

A re-examination of programs and services for diverse learners from the viewpoint of cognitive neuroscience of learning. Viewing learning as essentially a process of neurological change, neurological research about learning offers practitioners and policy-makers insights and perspectives to change educational practice

**EDU-845 Supervision/Administration Special Educ (3)**

The purpose of this course is to provide the student an opportunity for a more in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education at a deeper level. This course follows EDU 843, The Foundation of Special Education Administration. This course provides the Special Education Supervisor candidate with a specified professional knowledge base included in the following aspects of leadership: decision- making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, supervision/assessment practices.

**EDU-846 Admin & Superv Special Education Program (3)****EDU-848 Special Ed Supervisor Prctm I (3)**

This course provides field experience in a school setting to perform the functions required of a special education supervisor in local educational agencies (LEAs), including charter schools, private schools, and intermediate units. The student enrolled in this course will be supervised by faculty or by an approved mentor. The student will be provided with experience in self- evaluation and reflection, administrative shadowing, departmental and school improvement plans, student evaluation and placement processes in special education, staff observation and supervision, clinical supervision of a peer and development, and planning for staff professional development.

**EDU-849 Special Ed Supervisor Prctm II (3)**

This course provides field experience in a school setting to perform the functions required of a special education supervisor in LEAs, including Charter Schools, private schools and intermediate units. The student enrolled in this course will be supervised by faculty or an approved mentor. The student will be provided with experience in: Leading Change, Discipline and manifestation determination, 504 Service Agreements, Related Service Providers, School Finance and budgeting, Resources within the District, Inter- Agency Coordination, Community Partners and the Mental Health System, School Board, Child Find and the Referral Process, Mediation and Due Process, and working with Parents.

**EDU-860 Foundations Teaching/Learning Higher Ed (3)**

This weekend residency course will introduce and explore the theoretical and practical perspectives about knowledge and learning and the contexts that influence teaching and learning.

**EDU-861 College Student Development Theory (3)**

This course focuses on students in higher education as an area of practice and research. Course content examines theory and college as a theoretical construct, student development and identity formation within and beyond higher education institutions and links to theory with professional practice.

**EDU-862 Critic Perspects Underserved Student Pop (3)**

This weeklong summer residency will introduce students to some of the current critical issues for underserved student populations. Topics include: structural inequality, immigration, poverty, segregation, the impact of race, class, ethnicity, gender, ability, and language. In this course, these topics and other issues will be examined from critical, historical, socio-cultural, and political perspectives.

**EDU-863 Learning Models/Instructional Design (3)**

Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. Students will apply instructional design principles in the development of a course and explore application of various learning methods.

**EDU-864 Curr Develop/Academic Prog Des Higher Ed (3)**

This course will explore the global, national, discipline-specific, and institutional contexts that guide program design and curriculum development. This course will examine the needs analysis and educational philosophy for developing programs.

**EDU-865 Teaching Adults & Adult Learning Theory (3)**

This course provides a critical analysis of selected theories and concepts of learning are applied to the adult learning experience, learning styles, motivation in adult education programs, and workplace learning.

**EDU-866 Innov Prct Online Instr/E-Learning Techn (3)**

This course focuses on building students' knowledge and skills using web-based tools to effectively create an online teaching environment. This course will assist educators in developing online and blended courses to enhance the learning experience for students, colleges and universities exploring strategies to implement new learning tools. In addition, massive open online courses (MOOC), stackable certificates, and badges will be examined. Prerequisites:

**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. Prerequisites:

**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 versus 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. The course also evaluates components of the organizational environment.

**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.

**Nursing****NUR-500 Adv Pharmacotherapeutics for Adv 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. Prerequisites: NUR-510 (Required, Previous).

**NUR-510 Pathophysiology for Adv Pract Nurs Lifes (3)**

This course focuses on the physiological principles that underlie the altered states leading to pathogenesis at the molecular, histologic and systemic levels. Special emphasis is given to the pathophysiological processes in the pediatric, adolescent, adult, geriatric and pregnant patient. Included are the genetic, environmental, behavioral and organismal contributions to the dysfunctional conditions. This course contributes to the student's formation of clinical competence and diagnostic skills.

**NUR-530 Theoretical Foundations of Nursing (3)**

This course examines knowledge development in nursing. The relationships among nursing knowledge, borrowed knowledge, research education, and current practice are emphasized. Students develop a personal philosophy and theoretical foundation for their practice.

Prerequisites:

**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.

Prerequisites:

**NUR-539 Independent Study (3)**

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

Prerequisites:

**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. Prerequisites:

**NUR-550 Advanced Gerontological Nursing I (4)**

Study of the aging process, current theories of aging, and effects of political, social and economic issues on the lifestyles of the aging population. Exploration of the roles of the Clinical Nurse Specialist in promoting the wellness model for adults. Examination of the federal, state and local laws that support and/or discourage promotion, restoration and maintenance of health for the aging population. The synergistic effects of heredity, environment, lifestyle, and access to adequate health care on clients' risks for morbidity, loss of independent living, and mortality are discussed. Review of current research on normative aging, health belief models, and health promotion strategies.

Prerequisites: NUR-552 (Required, Concurrent).

#### **NUR-551 Advanced Gerontological Nursing II (4)**

Further study of the aging process focusing on the roles of the Clinical Nurse Specialist in the provision and management of complex care required by older adults in a variety of settings. Emphasis is placed on the development of strategies to delay, limit, and/or prevent the debilitating effects of chronic illness. Continued investigation of origins and effects of public laws on the social and economic forces that govern health and provision of holistic, restorative care in collaboration with clients, their families, and other health care providers. Discussion of ethical issues frequently encountered in the provision of long-term care. Analysis of current nursing research related to health problems of older adults and the delivery of care in long-term settings. Prerequisites: NUR-550, NUR-552 (Required, Previous). | NUR-553 (Required, Concurrent).

#### **NUR-552 Practicum - Adv Gerontological Nurs I (2)**

Focuses on application of the roles of the Clinical Nurse Specialist in community-based settings where adults live, work, recreate, and receive health care services. Under preceptor supervision, students utilize the nursing process to promote wellness and reduce the older adult client's risk for morbidity and loss of independence. Students apply theoretical models in analyzing individual, familial, cultural, political, and socioeconomic forces that enhance or impede the older adult's health and wellness. Opportunities for collaboration with federal, state and local agencies providing services to older adults and their families are provided.

Prerequisites: NUR-550 (Required, Concurrent).

#### **NUR-553 Practicum - Adv Gerontological Nurs II (2)**

Focuses on synthesis of the Clinical Nurse Specialist's roles as clinical expert, educator, manager, researcher, and consultant in caring for older adults requiring long-term care at home or in a variety of institutional settings. Under preceptor supervision, students apply current nursing research to manage nursing diagnoses frequently occurring in clients in long-term care environments. Students also explore legal and ethical issues affecting quality of life and end-of-life decision making such as guardianship, ombudsman programs, residents' rights, and advanced directives. Issues related to financing/reimbursement, staffing, facility accreditation, certification, licensure, and quality improvement strategies are explored.

Prerequisites: NUR-550, NUR-552 (Required, Previous). | NUR-551 (Required, Concurrent).

#### **NUR-570 Adv Assmt & Cl Dec-Adv Prac Nurs Lifespa (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.

Prerequisites: NUR-510, NUR-500 (Required, Previous).

**NUR-572 Nurse Practitioner Role Seminar (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.

Prerequisites: NUR-510, NUR-500 (Required, Previous). | NUR-581 (Required, Concurrent).

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

This course introduces the role of the nurse practitioner in general primary health care management of individuals and families across the lifespan. Focus is directed toward the application of advanced health assessment skills, preventive health care practices and the promotion of health. Course content includes family systems, developmental theories, cultural considerations, environmental factors, spiritual concerns, and genetic influences. Experiences are provided in clinical decision-making and in the implementation of evidence-based practice in a variety of primary care settings.

Prerequisites:

**NUR-602 Organizational Behavior for Adv Prac Nur (3)**

Examination of human behavior within the context of health care delivery systems. Emphasis is on the impact of rapidly accelerating change and effective management of change. Theories of organizational behavior are presented in light of specific organizational problems that impact advanced practice nursing.

Prerequisites: NUR-500, NUR-510, NUR-530, NUR-535, NUR-550, NUR-551, NUR-552, NUR-553, NUR-570, NUR-610 (Required, Previous).

**NUR-603 Clinical Practicum - Management Role (6)**

Examination of management processes as they relate to advanced practice nursing and the health care delivery system. Fiscal responsibility including budget preparation and implementation will be incorporated.

**NUR-604 Learning Theories (3)**

Concepts of learning and selected learning theories are explored, compared and contrasted, and applied within nursing education. Students are guided in evaluating the learning process from both research and experiential perspectives. The interface between instructional technology and learning is explored within the context of learning styles and expectations of millennial learners.

**NUR-605 Curriculum Design (3)**

A study of the components and processes of curriculum design in relation to associate and baccalaureate nursing education. Historical, philosophical, and current educational issues impacting the curriculum are analyzed.

Prerequisites: NUR-604 (Required, Previous).

**NUR-606 Clinical Practicum - Teaching Role (6)**

Application of theoretical content to the selected functional area of the teaching role. Provides opportunities for students to translate content related to the specialty area, curriculum design, learning theories and teaching strategies into practice in a nursing education setting. Emphasis is placed on teaching and faculty role components which are address within the framework of higher education.

Prerequisites: NUR-500, NUR-510, NUR-604, NUR-605, NUR-609, NUR-614, NUR-650  
(Required, Previous).

**NUR-609 Topics in American Higher Education (3)**

Explores the history, structure and governance of American high education. Consideration of the influence of social, political and financial environments on University/university functions and academic life.

**NUR-610 Nursing Research Methodology & Ebp (3)**

This course focuses on the systematic study of the research process and research methodologies appropriate for advanced nursing roles. Students are introduced to concepts and terminology relevant to the theoretical context of research, research design and methodology, data collection, data analysis, and reporting of results. Critical examination of published studies with emphasis on research critique, interpretation of statistical results and evidenced-based practice is addressed.

Prerequisites: NUR-530 (Required, Previous).

**NUR-614 Teaching Strategies (3)**

Explores the teaching roles and responsibilities of the nurse educator in the classroom, laboratory and clinical setting. The theoretical content of teaching/learning and curriculum development will be applied to teaching techniques, strategies and challenges. The emphasis will be on techniques to facilitate student learning.

**NUR-630 Primary Care I-Introduction (1)**

This course introduces the role of the nurse practitioner in general primary health care management of individuals and families across the lifespan. Focus is directed toward the application of advanced health assessment skills, preventive health care practices and the promotion of health. Course content includes family systems, developmental theories, cultural considerations, environmental factors, spiritual concerns, and genetic influences. Experiences are provided in clinical decision-making and in the implementation of evidence-based practice in a variety of primary care settings.

**NUR-631 Primary Care II-Newborn (0-5year Old) (1)**

This course provides students with the theoretical base to assess, diagnose and manage the primary care of the newborn to 5-year-old population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in diverse newborn to 5-year-old populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of newborns to 5-year old in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.

**NUR-632 Primary Care III-Young Child (6-11 Yo) (1)**

This course provides students with the theoretical base to assess, diagnose and manage the primary care of the young child (age 6-11) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse young child (age 6-11) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the young child (age 6-

11) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.

**NUR-633 Primary Care IV-Adolescent (12-18yo) (1)**

This course provides students with the theoretical base to assess, diagnose and manage the primary care of the adolescent (12-18-year-old) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse adolescent (12-18-year-old) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the adolescent (12- 18-year-old) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.

**NUR-634 Primary Care V-Young Adult (19-29 Yo) (1)**

This course provides students with the theoretical base to assess, diagnose and manage the primary care of the young adult (age 19-29) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse young adult (age 19-29) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the young adult (age 19-29) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.

**NUR-635 Primary Care VI-Middle Adult (30-55 Yo) (1)**

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 Yo+) (1)**

This course provides students with the theoretical base to assess, diagnose and manage the primary care of the older adult (age 56+) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse older adult (age 56+). Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the older adult (age 56+) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.

**NUR-637 Primary Care C VIII-Women Hlth & Pregna (1)**

This course provides students with the theoretical base to assess, diagnose and manage the primary care of women and pregnancy. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse pregnant and female population. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the pregnant and non-pregnant female patient in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.

**NUR-638 Primary Care Practicum I (1)**

This course is the clinical practice component that provides a transition from didactic and laboratory practice of assessment, diagnosis, differential diagnosis and management to actual pediatric, adolescent, adult, geriatric and pregnant patients to practicum. Clinical experiences are provided in a variety of primary care settings

**NUR-650 Clinical Seminar (4)**

Designed to assist the nurse educator student to enhance her or his knowledge base in a selected area of nursing practice. In seminar, students analyze epidemiologic, technological, socioeconomic, cultural and ethical influences on client care. The practicum component includes precepted learning experiences in a student selected clinical environment. Selected settings include but are not limited to hospitals, long-term care facilities, assisted living facilities, rehabilitation facilities, nurse managed health centers, specialty clinics and office practices.

Emphasis is placed on identifying and responding to health related concerns through the use of evidence based practice.

Prerequisites: NUR-510, NUR-570, NUR-604, NUR-605, NUR-614 (Required, Previous).

**NUR-700 Healthcare Ethics for the Apn (3)**

This course examines ethical concepts foundational to advanced nursing practice. Application of a variety of decision making frameworks to address ethical dilemmas arising from complex care, use of technology, health care resources, health care policy, national and international health issues.

**NUR-701 Statistical Analysis for Ebp (3)**

Develop the statistical skills necessary to critically evaluate advanced practice nursing research using qualitative and quantitative methods to identify appropriate techniques for interpretation of results of independent research, and for presentation of results to improve clinical practice.

Develop beginning proficiency for performing the analysis of clinical datasets using software programs such as SPSS, Excel and SAS/STAT.

**NUR-720 Organizational Behavior/Social Policy (3)**

This course explores the advanced practice nursing role in health care delivery systems and outcomes in the delivery of health care. Health care delivery models and reimbursement mechanisms from policy and economic perspectives are examined. The advanced practice nursing role in applied research and formation of health care policy is emphasized.

**NUR-721 Leadership As Apn (3)**

This course explores leadership of the advanced practice nurse as it relates to clinical practice, improving health outcomes, and ensuring patient safety. Leadership and communication strategies will be examined in the role of the advanced practice nurse.

**NUR-722 Technology for Apn's (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

Prerequisites:

**NUR-830 Dnp Scholarly Advisement (3)**

This course provides ongoing faculty advisement until completion and defense of the capstone project.

### Occupational Therapy

**OSC-501 Foundations of Occupational Science (3)**

[Entry-level Master's students only] 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.

Prerequisites: none

**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.

Prerequisites: none

**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.

Prerequisites: none

**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.

Prerequisites: OSC-502, OSC-503 (Required, Previous).

**OSC-506 Creativity and Activity Analysis (2)**

Exploration of the historical and contemporary use of creativity in the promotion of health through client-centered activities to promote health and recovery. Emphasis on the analysis, grading, and managing of complexity of therapeutic activities. Includes a practice lab.

Prerequisites: OSC-502, OSC-503 (Required, Previous).

**OSC-507 Kinesiology for Occupational Therapy (3)**

Focus on the understanding and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.

Prerequisites: OSC-502, OSC-503 (Required, Previous).

**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.

Prerequisites: OSC-502, OSC-503 (Required, Previous).

**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.

Prerequisites: OSC-502, OSC-503 (Required, Previous).

**OSC-511 Health and Medical Conditions: Children and 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.

Prerequisites: OSC-505, OSC-506, OSC-507, OSC-508, OSC-510, OSC-514 (Required, Previous).

**OSC-512 Occupational Therapy Process: Children and 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.

Prerequisites: OSC-505, OSC-506, OSC-507, OSC-508, OSC-510, OSC-514 (Required, Previous).

**OSC-513 Occupational Therapy Fieldwork I: Child and Youth (1)**

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

Prerequisites: OSC-505, OSC-506, OSC-507, OSC-508, OSC-510, OSC-514 (Required, Previous).

**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.

Prerequisites: OSC-502, OSC-503 (Required, Previous).

**OSC-515 Professional Skill II: Mobility, ADL, IADL, and Work (3)**

Review and practice of a wide array of healthcare and practice skills that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Includes a practice lab.

Prerequisites: OSC-505, OSC-506, OSC-507, OSC-508, OSC-510, OSC-514 (Required,

Previous).

**OSC-516 Professional Development II: Healthcare, Policy, and Advocacy (3)**

Focuses on understanding healthcare, policy, and reimbursement that influence access to occupational therapy practice across multiple practice areas. Review of intra-professional and inter-professional roles, and the laws and regulations that influence occupational therapy practice. Promotion of occupational therapy to other professionals, service providers, consumers, third-party payers, regulatory bodies, and to the public.

Prerequisites: OSC-505, OSC-506, OSC-507, OSC-508, OSC-510, OSC-514 (Required, Previous).

**OSC-518 Wellness & Health Promomotion Through Occupation (2)**

Exploration of occupation 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. Create a scholarly proposal designed to improve the wellness, health promotion, and/or occupational participation needs of a targeted community group.

Prerequisites: OSC-505, OSC-506, OSC-507, OSC-508, OSC-510, OSC-514 (Required, Previous).

**OSC 601: Health and Medical Conditions: Adults (2)**

Examines the 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.

Prerequisites: OSC-511, OSC-512, OSC-513, OSC-515, OSC-516, OSC-518 (Required, Previous).

**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.

Prerequisites: OSC-511, OSC-512, OSC-513, OSC-515, OSC-516, OSC-518 (Required, Previous).

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

Immersion experience into a therapeutic service delivery context with adults.

Prerequisites: OSC-511, OSC-512, OSC-513, OSC-515, OSC-516, OSC-518 (Required, Previous).

**OSC 604: Health & Medical Conditions II: Older Adults (2)**

Examines the 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. Prerequisites: OSC-601, OSC-602, OSC-603 (Required, Previous).

**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.

Prerequisites: OSC-601, OSC-602, OSC-603 (Required, Previous).

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

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

Prerequisites: OSC-601, OSC-602, OSC-603 (Required, Previous).

**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 full time or contractual basis.

Prerequisites: OSC-601, OSC-602, OSC-603 (Required, Previous).

**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.

Prerequisites: OSC-601, OSC-602, OSC-603 (Required, Previous).

**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.

Prerequisites: OSC-601, OSC-602, OSC-603 (Required, Previous).

**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.

Prerequisites: OSC-601, OSC-602, OSC-603 (Required, Previous).

**OSC 611 Fieldwork IIA (6)**

A twelve-week fieldwork experience designed to promote clinical reasoning and reflective practice to gain the skills as a generalist therapist in a selected practice area.

Prerequisites: OSC-601, OSC-602, OSC-603 (Required, Previous).

**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. [online course]

Prerequisites: OSC-601, OSC-602, OSC-603 (Required, Previous).

**OSC 701 Fieldwork IIB (6)**

A twelve-week fieldwork experience designed to promote clinical reasoning and reflective practice to gain the skills as a generalist therapist in a selected practice area.

Prerequisites: OSC-604, OSC-605, OSC-606, OSC-607, OSC-608, OSC-609, OSC-610 (Required, Previous).

**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. [online course]

Prerequisites: OSC-604, OSC-605, OSC-606, OSC-607, OSC-608, OSC-609, OSC-610  
(Required, Previous).

**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 Prerequisites:

**SPE-507 Applied Behavior Analysis (3)**

This course focuses on all principles of Applied Behavior Analysis as the basis for techniques utilized to improve socially significant behavior to a meaningful degree. Topics will include: basic concepts, selecting, defining and measuring behavior, evaluating and analyzing behavior change, reinforcement, punishment, antecedent variables, developing new behavior, and decreasing behavior with non-punishment procedures. Field Experience is required.

**SPE-508 Applied Behavior Analysis Extended Princ (3)**

This course is a continuation of the first Applied Behavior Analysis course (SPE 507). Particular consideration will be given to Functional Analysis and Verbal Behavior. Field Experience is required.

**SPE-511 Autism & Applied Behavior Analysis (3)**

The course will analyze the basic process of behavior in a person on the autism spectrum. The course will present more advanced learning in basic principles of behavior analysis which will be applied to the behavioral assessment, intervention methodologies, and programming for the student on the autism spectrum. Field Experience is required.

**SPE-512 Ethics/Professionalism Behavior Analysts (3)**

This course will focus on the Behavior Analyst Certification Board's Professional and Ethical Compliance Code. Ethics and professional conduct will be analyzed through readings and scenarios. Students will also study a survey of the applications of Applied Behavior Analysis including behavior consultation and behavior therapy as it applies to common mental health and behavior disorders.

**SPE-520 Methods, Materials and Curriculum (3)**

Students engage the study of methods, materials and curriculum issues for the instruction of PK-12 Special Education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards in the area of Special Education for diverse learners. Field experience is required.

**SPE-560 Dgn Asmnt Prscrptv & Intrvntn Tch Spc Ed (3)**

This course is designed to provide students with a theoretical and practical foundation in assessment techniques. It emphasizes the selection and interpretation of assessment measures as well as the integration and communication of test results. Students will be exposed to current issues and research findings in the assessment literature. They will also receive hands-on experience in test administration

and report writing. This course is an introduction to the assessment process and is not intended to qualify the student to administer tests of a psychological nature in a school or agency with further supervision and training.

**SPE-561 Research Meth/Materials Special Learner (3)**

This course focuses on applying fundamental concepts of teaching students with mildly or moderately disabling conditions. Students focus on applied behavioral analysis, problem-solving strategies, and preventive methods for challenging classroom behaviors. Developing and implementing appropriate Individual Education Plans (IEP) and Individual Transition Plans (ITP) with behavioral plans are emphasized. Students also examine how to create safe, supportive psychological and physical environments conducive to student learning. Planning for transitions across the lifespan is explored. Field experience is required.

Prerequisites: SPE-560 (Required, Previous).

**SPE-562 Special Education Law & Ethics (3)**

This course is designed to provide the student with in depth knowledge of the regulations and laws governing special education as they relate to the classroom and families of exceptional students. Students will study history of special education laws, current court and due process hearing results and their current impact on the delivery of special education programs and services.

**SPE-563 Current Issues in Special Education (3)**

With constantly changing state and federal regulations regarding students with special needs, educators must understand guidelines that apply to the individualized programming of students with and without disabilities. This course expands on foundational topics, including the implementation of IDEA 2004 and the ADA, and transition to adult life. This graduate-level course incorporates theory and hands-on methods, techniques, and strategies for working with students with special needs. Field experience required.

**SPE-564 Behavior Mgmt Skills for Special Learner (3)**

This course is designed to provide students with a technical and functional understanding of all facets of behavior, including: behavioral analysis and behavior management in classrooms and other educational settings. Students will explore the basic concepts of behavior, strategies for behavior management, and legal considerations for schools. They will also determine how to conduct functional behavioral assessments and develop individual and schoolwide positive behavior support plans and progress monitoring plans. Field experience is required.

Prerequisites: SPE-560, SPE-561, SPE-563 (Required, Previous).

**SPE-566 Student Teaching Practicum (1)**

Students engage the study of methods, materials and curriculum issues for the instruction of PK-12 Special Education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards in the area of Special Education for diverse learners. Field experience is required. Prerequisites: EDU-502, EDU-581, SPE-520, SPE-560, SPE-561, SPE-564

**SPE-580 Foundations of Autism Spectrum Disorder (3)**

This course examines the characteristics of individuals diagnosed with Autism Spectrum Disorder (ASD). Students will explore the assessment and evaluation process for identifying ASD, current trends in teaching approaches and interventions, and strategies for supporting the families of students with AS

**SPE-581 Assessment & Program Development (3)**

This course focuses on the design and implementation of assessment and program protocols for learners on the autism spectrum. The connection between on-going assessment and its role in individualized program development will be emphasized. The student will be presented with data-based decision-making models which will guide program development. Field Experience is required.

**SPE-582 Comm, Beh, Social Comp Students Autism (3)**

This course will address the broad scope of issues relative to effective communication, behavioral and social competence for students on the autism spectrum. The course will analyze the interrelationship between communication and behavior. Language development, pragmatics, augmentative and alternative communication systems will be presented. Field Experience is required.

**SPE-583 Scientifically Res Based Best Instr Pr (3)**

A decision-making framework based on empirically based interventions that allow for the design of effective instructional systems will be emphasized in this course. Practices and procedures that address the core features of autism allowing for application across diverse instructional settings will be presented. The course will emphasize strategies to enhance collaboration with paraprofessionals as well as the representatives of services received by agencies outside of the school realm. Field Experience is required.

## **2020-2021 CURRICULUM SHEETS**

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for this certification program. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or the field placement handbooks.

**Degree Requirement**

A student must already hold a Master Degree in Counseling, Education or a closely related major from an accredited college or university for this degree.

**Credit Requirement**

A minimum of 48 credits is required for this school counseling certificate program. A minimum of 24 credits must be completed in residence.

Up to 24 graduate credits of course competencies can be waived. An evaluation of transcripts will be necessary to determine the required coursework for certification.

Practicum (100 hours) and internship (210 hours x2) are required by Pennsylvania for each grade level concentration (PK-8, 7-12)

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

**PA Certification**

PA Certification requires 48 credits including practicum/internship field experiences, counseling speciality tests and clearances.

**MAJOR**

Core Requirements-27 credits				
<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 the field placement handbooks.

**Degree Requirement**

A student must already hold a baccalaureate degree from an accredited college or university for this degree.

**Credit Requirements**

A minimum of 60 credits is required for this clinical mental health concentration degree

Up to 6 credits from a related master level degree can be transferred.

Pre-practicum hours are embedded within the course work: CNS 505 and CNS 527

Practicum (100 hours) and internship (600 hours - 200 in each internship experience are required.

**Grade Requirements**

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

**MAJOR**

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

**Concentration Requirements - 30 Credits**

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

*Mary H. Van Bunt*

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in major. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or the field placement handbooks.

**Degree Requirement**

A student must already hold a baccalaureate degree from an accredited college or university for this degree.

**Credit 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				
<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 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 535</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		

*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	
		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 complete this certificate program. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

**Degree Requirement**

This program is only available to students who have earned the MS in School Counseling degree from Gwynedd Mercy University.

**MAJOR**

Certificate Program- 12 credits			
<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 complete this certificate program. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

**Degree Requirement**

This program is only available to students who have earned the MS in School Counseling degree from Gwynedd Mercy University.

**MAJOR**

Certificate Program- 12 credits			
<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 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.

**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	

*Mary H. Van Bunt*

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Graduate Business Program Certificate. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

**Admission Requirement**

Students must have an earned bachelor degree from a regionally accredited institution with a minimum major and cumulative GPA of 3.0.

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

**Grade Requirements**

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

A minimum of 12 credits is required for the Graduate Business Certificates.

**Graduate Certificate in Health Care Administration**

<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**

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**

<b>Master Degree Requirements - 30 credits</b>			
<b>EDU502</b>	The Learning and Teaching Process	3	
<b>EDU503</b>	Social & Political Foundation of Education	3	
<b>EDU510</b>	Research Skills for Reflective Practitioner	3	
<b>EDU551</b>	Technology Applications for Educators	3	
<b>EDU580</b>	Multicultural & Diversity Issues in Education	3	
<b>EDU581</b>	Foundations of Special Education in an Inclusionary Setting	3	
<b>EDU603</b>	Culminating Project	3	
<b>EDU613</b>	Classroom Management	3	
<b>EDU574</b>	School Law and Policy Issues	3	
<b>EDU614</b>	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*

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**

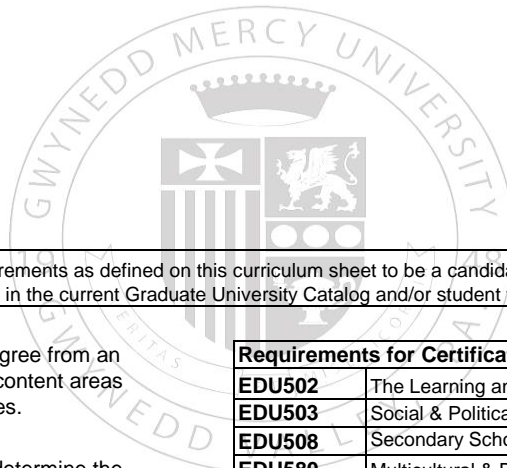
Requirements for Certification - 27 credits				
EDU502	The Learning and Teaching Process	3		
EDU503	Social & Political Foundations of Education	3		
EDU506	Methods, Materials & Curriculum I	3		
EDU507	Methods, Materials & Curriculum II	3		
EDU511	Methods & Theories of Teaching Mathematics	3		
EDU512	Methods 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	Action Research for Teachers I	3		
EDU582	Effective Communication for Educators	3		
EDU603	Action Research for Teachers 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 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 - 18 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 - 12 credits**

EDU510	Action Research for Teachers I	3		
EDU582	Effective Communication for Educators	3		
EDU603	Action Research for Teachers II	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 Special Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook. Additionally, the student needs to be approved on an individual basis by the program director.

**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 33 credits are required for this MS in Special Education Program.

**MAJOR**

Degree Requirements - 33 credits				
<b>EDU 502</b>	The Learning and Teaching Process	3		
<b>SPE 520</b>	Methods, Material and Curriculum	3		
<b>SPE 562</b>	Special Education Law and Ethics	3		
<b>SPE 563</b>	Current Issues in Special Education	3		
<b>EDU 581</b>	Foundations of Special Education in an Inclusionary Setting	3		
<b>SPE 560</b>	Diagnostic, Assessment, Prescriptive & Intervention Techniques for Special Education	3		
<b>SPE 561</b>	Researched Based Learning Methods & Materials for the Special Learner	3		
<b>SPE 564</b>	Behavior Management Skills for the Special Learner	3		
<b>EDU 510</b>	Action Research for Teachers I	3		
<b>EDU 582</b>	Effective Communication for Educators	3		
<b>EDU 603</b>	Action Research for Teachers II	3		

**Grade Requirements**

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

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 A. 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 33 credits are required for this MS in Special Education program.

**Grade Requirements**

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

**MAJOR**

Degree Requirements - 33 Credits				
EDU502	The Learning and Teaching Process	3		
SPE520	Methods, Materials, and Curriculum	3		
SPE562	Special Education Law and Ethics	3		
SPE563	Current Issues in Special Education	3		
EDU581	Foundations of Special Education in an Inclusionary Setting	3		
SPE560	Diagnostic, Assessment, Prescriptive & Intervention Techniques for Special Education	3		
SPE561	Researched Based Learning Methods & Materials for the Special Learner	3		
SPE564	Behavior Management Skills for the Special Learner	3		
EDU510	Teacher Action Research, Part 1	3		
EDU582	Effective Communciaton for Educators	3		
EDU603	Teacher Action Research, Part 2	3		

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

*Mary H. Van Bunt*

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Special Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook. Additionally, the student needs to be approved on an individual basis by the program director.

**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 36 credits are required for this MS in Special Education Program with PK-12 Certification.

**MAJOR**

Degree Requirements - 33 credits				
<b>EDU 502</b>	The Learning and Teaching Process	3		
<b>SPE 520</b>	Methods, Material and Curriculum	3		
<b>SPE 562</b>	Special Education Law and Ethics	3		
<b>SPE 563</b>	Current Issues in Special Education	3		
<b>EDU 581</b>	Foundations of Special Education in an Inclusionary Setting	3		
<b>SPE 560</b>	Diagnostic, Assessment, Prescriptive & Intervention Techniques for Special Education	3		
<b>SPE 561</b>	Researched Based Learning Methods & Materials for the Special Learner	3		
<b>SPE 564</b>	Behavior Management Skills for the Special Learner	3		
<b>SPE 565</b>	Student Teaching and Professional	3		

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.

**Master Degree Completion- 9 credits**

<b>EDU 510</b>	Action Research for Teachers I	3		
<b>EDU 582</b>	Effective Communication for Educators	3		
<b>EDU 603</b>	Action Research for Teachers 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 programs at Gwynedd Mercy University.

*Mary H. Van Bunt*

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Special Education 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 48 credits are required for this MS in Special Education program with PK-12 Certification and 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 a standalone certification in Pennsylvania. PA certification requires special education coursework, special education specialty tests, and field experience.

**MAJOR**

Requirements for Certification - 27 Credits				
EDU502	The Learning and Teaching Process	3		
SPE520	Methods, Materials, and Curriculum	3		
SPE562	Special Education Law and Ethics	3		
SPE563	Current Issues in Special Education	3		
EDU581	Foundations of Special Education in an Inclusionary Setting	3		
SPE560	Diagnostic, Assessment, Prescriptive & Intervention Techniques for Special Education	3		
SPE561	Researched Based Learning Methods & Materials for the Special Learner	3		
SPE564	Behavior Management Skills for the Special Learner	3		
SPE565	Student Teaching and Professional Semina	3		

**Master Degree Completion - 9 Credits**

EDU510	Teacher Action Research, Part 1	3		
EDU582	Effective Communication for Educators	3		
EDU603	Teacher Action Research, Part 1	3		

**Concentration for Autism Endorsement - 12 Credits**

SPE580	Foundations of Autism Spectrum Disorder	3		
SPE581	Assessment/Program Development for the Student on the Austim Spectrum	3		
SPE582	Communicaiton, Behaviroal Issues and Social Competence for Studenets on the Autism Spectrum	3		
SPE583	Scientifically Based Best Practices for the Student on the Autism Spectrum	3		

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

*Mary H. Van Bunt*

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Special Education 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 36 credits are required for this MS in Special Education program with PK-12 Certification.

**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 a standalone certification in Pennsylvania. PA certification requires special education coursework, special education specialty tests, and field experience.

**MAJOR**

Requirements for Certification - 27 Credits				
EDU502	The Learning and Teaching Process	3		
SPE520	Methods, Materials, and Curriculum	3		
SPE562	Special Education Law and Ethics	3		
SPE563	Current Issues in Special Education	3		
EDU581	Foundations of Special Education in an Inclusionary Setting	3		
SPE560	Diagnostic, Assessment, Prescriptive & Intervention Techniques for Special Education	3		
SPE561	Researched Based Learning Methods & Materials for the Special Learner	3		
SPE564	Behavior Management Skills for the Special Learner	3		
SPE565	Student Teaching and Professional Semina	3		

**Master Degree Completion - 9 Credits**

EDU510	Teacher Action Research, Part 1	3		
EDU582	Effective Communication for Educators	3		
EDU603	Teacher Action Research, Part 1	3		

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

*Mary H. Van Bunt*

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Special Education 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 25 credits are required for this MS in Special Education program.

**Grade Requirements**

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

**PA Certification**

Special Education is a standalone certification in Pennsylvania. PA certification requires special education coursework, special education specialty tests, and field experience.

**MAJOR**

Requirements for Certification- 25 Credits				
EDU502	The Learning and Teaching Process	3		
SPE520	Methods, Materials, and Curriculum	3		
SPE562	Special Education Law and Ethics	3		
SPE563	Current Issues in Special Education	3		
EDU581	Foundations of Special Education in an Inclusionary Setting	3		
SPE560	Diagnostic, Assessment, Prescriptive & Intervention Techniques for Special Education	3		
SPE561	Researched Based Learning Methods & Materials for the Special Learner	3		
SPE564	Behavior Management Skills for the Special Learner	3		
SPEXXX	Student Teaching Practicum	1		

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

*Mary H. Van Bunt*

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in 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**

<b>Educational Administration - 21 credits</b>				
<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 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.

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>EDU 619</b>	Instructional Leadership and Technology	3		
<b>EDU 592</b>	Professional Development and Leadership	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 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**

<b>Core Courses for Educational Administration - 18 credits</b>				
<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 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.

<b>MAJOR</b>				
<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>EDU619</b>	Instructional Leadership and Technology	3		
<b>EDU592</b>	Professional Development and Leadership	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.

*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.



A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Doctorate of Education (EdD). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

**Admission Requirements:**

A master's degree in a field related to the student's preferred area of concentration from a regionally accredited institution, with a GPA of 3.0 or higher. A graduate GPA less than 3.5 also requires a GRE score of 155 or higher or a MAT percentile of 65 or higher.

**Credit Requirements:**

A minimum of 54 credits is required for this degree. All courses are 3 credit hours each except EDU838, which may be 3 or 6 credits.

A maximum of 6 credits earned in a doctoral program can be transferred in prior to acceptance.

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

**Grade Requirements**

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

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

Students admitted under the ABD option shall have an individualized plan to insure that they meet all program and course objectives. They shall complete a minimum of 27 credit hours which may include a practicum.

**Foundation Courses for Educational Leadership - 27 credits**

EDU801	Educational Policy in Research & Practice in the US*	3			
EDU802	Organizational Research & Theory Development	3			
EDU803	Foundations of Educational Research Methods	3			
EDU804	Cross-Cultural Perspectives & Educational Leadership	3			
EDU805	Ethics of Educational Leadership & Policy*	3			
EDU806	Equity, Equality & Equal Opportunity	3			
EDU807	Quantitative Educational Research Methods	3			
EDU808	Qualitative Educational Research Methods	3			
EDU809	Global Educational Policy & Practice	3			

**Concentration Courses for Educational Administration - 15 credits**

EDU831	Leadership and Administration of Higher Education	3			
EDU832	Legal Issues in Higher Education	3			
EDU833	Finance and Fiscal Policy in Higher Education	3			
EDU834	Enrollment Management in Higher Education	3			
EDU835	Future-Focused Trends & Innovations in Higher Education	3			

**Dissertation Advisement Courses - 12 credits**

EDU811	Dissertation Advisement I: Hypotheses & Research Guiding Questions	3			
EDU812	Dissertation Advisement II: Research, Theory & Procedures	3			
EDU813	Dissertation Advisement III: Design, Methodology & Procedures	3			
EDU814	Dissertation Advisement IV: Findings and Conclusions	3			

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

EDU838	Practicum for Leadership in Higher Education	3 to 6			
--------	--	--------	--	--	--

\*Residency courses

*Mary H. Van Bunt*

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Doctorate of Education (EdD). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

**Admission Requirements:**

A master's degree in a field related to the student's preferred area of concentration from a regionally accredited institution with a GPA of 3.0 or higher. A graduate GPA less than 3.5 also requires a GRE score of 155 or higher or a MAT percentile of 65 or higher.

**Credit Requirements:**

A minimum of 54 credits is required for this degree.

A maximum of 6 credits earned in a doctoral program can be transferred in prior to acceptance.

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

**Grade Requirements**

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

**PA Letter of Eligibility**

There are three (3) prerequisite Educational Administration courses: EDU571 - The Principalship, EDU574 - School Law and Policy Decisions, and EDU576 - Human Resources and Staff Development, as part of the Letter of Eligibility. Three (3) courses (\*\*) and two (2) practicum experiences (\*\*\*) are identified in this doctoral program for the Letter of Eligibility. PDE requires 360 hours, 2 semesters, of central office practicum hours for Letter of Eligibility for Superintendent. PA requires 3 years of prior professional experience in an educational setting relating to the instructional process and evidence of satisfactory achievement on the required test for Letter of Eligibility.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

**MAJOR**

**Foundation Courses for Educational Leadership - 27 credits**

EDU801	Educational Policy in Research & Practice in the US* **	3			
EDU802	Organizational Research & Theory Development	3			
EDU803	Foundations of Educational Research Methods	3			
EDU804	Cross-Cultural Perspectives & Educational Leadership	3			
EDU805	Ethics of Educational Leadership & Policy*	3			
EDU806	Equity, Equality & Equal Opportunity	3			
EDU807	Quantitative Educational Research Methods	3			
EDU808	Qualitative Educational Research Methods	3			
EDU809	Global Educational Policy & Practice*	3			

**Concentration Courses for Educational Administration - 15 credits**

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.

A maximum of 6 credits earned in a doctoral program can be transferred in prior to acceptance.

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

**Grade Requirements**

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

**PA Certification**

You must possess an Initial Special Education certification with a Subject certification in order to meet the minimum requirements for Supervisor of Special Education (Single Supervisory certificate). Three (3) courses (\*\*) and two (2) Special Education practicum experiences (\*\*\*) are identified in this doctoral program for Supervisor of Special Education. PDE requires 360 hours, 2 semesters, of special education supervisor practicum hours.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education program at Gwynedd Mercy University.

Students admitted under the ABD option shall have an individualized plan to insure that they meet all program and course objectives. They shall complete a minimum of 27 credit hours which may include a practicum.

**MAJOR**

**Foundation Courses for Educational Leadership - 27 credits**

EDU801	Educational Policy in Research & Practice in the US*	3			
EDU802	Organizational Research & Theory Development	3			
EDU803	Foundations of Educational Research Methods	3			
EDU804	Cross-Cultural Perspectives & Educational Leadership	3			
EDU805	Ethics of Educational Leadership & Policy*	3			
EDU806	Equity, Equality & Equal Opportunity	3			
EDU807	Quantitative Educational Research Methods	3			
EDU808	Qualitative Educational Research Methods	3			
EDU809	Global Educational Policy & Practice*	3			

**Concentration Courses for Educational Administration - 15 credits**

EDU841	Design Interventions and Assessing Outcomes	3			
EDU842	School Law and Policy in Special Education**	3			
EDU843	Foundations of Special Education Administration**	3			
EDU844	Neuroscience of Learning	3			
EDU845	Supervision and Administration of Special Education**	3			

**Dissertation Advisement Courses - 12 credits**

EDU811	Dissertation Advisement I: Hypotheses & Research Guiding Questions	3			
EDU812	Dissertation Advisement II: Research, Theory & Procedures	3			
EDU813	Dissertation Advisement III: Design, Methodology & Procedures	3			
EDU814	Dissertation Advisement IV: Finding and Conclusions	3			

**Practicum - 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 be a candidate for the Doctorate of Education (EdD). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

**Admission Requirements:**

A master's degree in a field related to the student's preferred area of concentration from a regionally accredited institution, with a GPA of 3.0 or higher. A graduate GPA less than 3.5 also requires a GRE score of 155 or higher or a MAT percentile of 65 or higher.

**Credit Requirements:**

A minimum of 54 credits is required for this degree. All courses are 3 credit hours each.

A maximum of 6 credits earned in a doctoral program can be transferred in prior to acceptance.

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

**Grade Requirements**

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

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.

Students admitted under the ABD option shall have an individualized plan to insure that they meet all program and course objectives. They shall complete a minimum of 27 credit hours which may include a practicum.

**Courses for Teaching and Learning- 42 credits**

EDU803	Foundations of Educational Research Methods	3
EDU804	Cross-Cultural Perspectives & Educational Leadership	3
EDU806	Equity, Equality & Equal Opportunity	3
EDU807	Quantitative Educational Research Methods	3
EDU808	Qualitative Educational Research Methods	3
EDU809 *	Global Educational Policy & Practice	3
EDU860 *	Foundations in Teaching and Learning	3
EDU861	College Student Development Theory	3
EDU862 *	Critical Perspectives in Underserved Student Populations	3
EDU863	Learning Models and Instructional Design	3
EDU864	Curriculum Development and Academic Program Design	3
EDU865	Teaching Adults and Adult Learning Theory	3
EDU866	Innovative Practices in Online Learning and E-Learning	3
EDU867	Crisis in the Classroom	3

**\*Residency courses**

**Dissertation Advisement Courses - 12 credits**

EDU811	Dissertation Advisement I: Hypotheses & Research Guiding Questions	3
EDU812	Dissertation Advisement II: Research, Theory & Procedures	3
EDU813	Dissertation Advisement III: Design, Methodology & Procedures	3
EDU814	Dissertation Advisement IV: Findings and Conclusions	3

*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			
NUR 510	Pathophysiology for Advanced Nursing Roles	3			
NUR 530	Theoretical Foundations of Nursing	3			
NUR 570	Adv Physical Assessment for Advanced Nursing Roles	3			
NUR 610	Research Methodology & EBP	3			
NUR 535	Leadership & Health Policy	3			

**NURSE PRACTITIONER PROGRAMS - 18 credits**

NUR 572	Role Transition I	3			
NUR 573	Role Transition II	3			
NUR 630	Primary Care Introduction	3			
NUR 633	Primary Care - Adolescent	3			
NUR 634	Primary Care Young Adult	3			
NUR 637	Primary Care - Womens Health & Pregnancy	3			

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

**Adult Health with Gerontology**

NUR 572	Role Transition I	3			
NUR 550	Advanced Adult Health Nursing with Gerontology I	4			
NUR 551	Advanced Adult Health Nursing with Gerontology II	4			
NUR 552	Practicum - Advanced Adult Health Nursing with Gerontology I	2			
NUR 553	Practicum - Advanced Adult Health Nursing with Gerontology II	2			

**Pediatric Clinical Nurse Specialist**

NUR 572	Role Transition I	3			
NUR 540	Advanced Pediatric Nursing I	4			
NUR 541	Advanced Pediatric Nursing II	4			
NUR 542	Practicum - Advanced Pediatric Nursing I	2			
NUR 543	Practicum - Advanced Pediatric Nursing II	2			

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

<b>Management</b>					
NUR 602	Organizational Behavior	3			
NUR 603	Clinical Practicum - Management Role	6			
<b>Teaching</b>					
NUR 605	Curriculum Design	3			
NUR 606	Clinical Practicum - Teaching Role	6			

**PRIMARY CARE NURSE PRACTITIONER PROGRAM**

**Adult-Geriatric Primary Care Nurse Practitioner Program - NPA 7 Credits**

NUR 635	Primary Care - Middle Adult	3			
NUR 636	Primary Care - Older Adult	3			
NUR 638	Primary Care Practicum	1			

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

NUR 631	Primary Care - Newborn	3			
NUR 632	Primary Care Young Child	3			
NUR 638	Primary Care Practicum	1			

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

NUR 631	Primary Care - Newborn	3			
NUR 632	Primary Care Young Child	3			
NUR 635	Primary Care - Middle Adult	3			
NUR 636	Primary Care - Older Adult	3			

**NURSE EDUCATOR PROGRAM - NEDU**

**Nurse Educator Courses - 22 credits**

NUR 604	Learning Theories	3			
NUR 605	Curriculum Design	3			
NUR 609	Topics in American Higher Education	3			
NUR 614	Teaching Strategies	3			
NUR 650	Clinical Seminar	4			
NUR 606	Clinical Practicum - Teaching Role	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 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*

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.

<b>Doctor of Nursing Practice - 39 credits</b>			
<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	

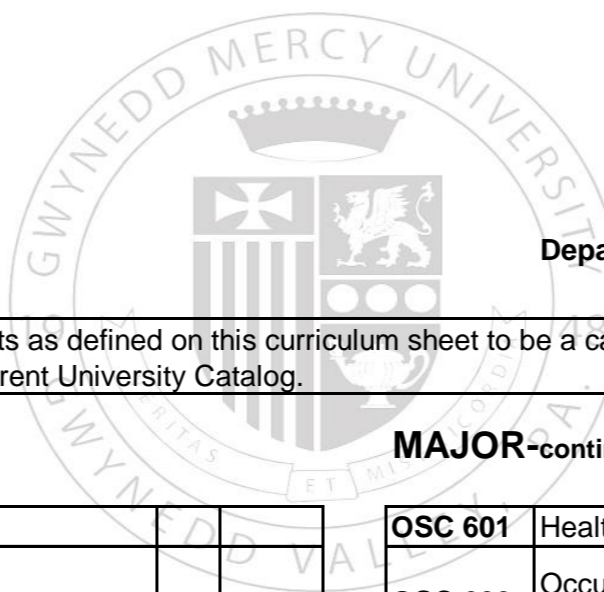
**Grade/GPA Requirements**

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.

<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	

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

*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**

<b>OSC 501</b>	Foundations of Occupational Science	3			
<b>OSC 502</b>	Neuroscience of Occupational Behavior	2			
<b>OSC 503</b>	Functional Anatomy for Occupational Therapy	3			
<b>OSC 505</b>	Foundations of Occupational Therapy	3			
<b>OSC 506</b>	Creativity and Activity Analysis	2			
<b>OSC 507</b>	Kinesiology for Occupational Therapy	3			
<b>OSC 514</b>	Research Methods I: Evidence-based Practice	3			
<b>OSC 508</b>	Professional Skills I: Therapeutic Use of Self	2			
<b>OSC 510</b>	Professional Development I: Ethics, Values, and Responsibilities	2			
<b>OSC 511</b>	Health and Medical Conditions: Children and Youth	2			
<b>OSC 512</b>	Occupational Therapy Process: Children and Youth	5			
<b>OSC 513</b>	Occupational Therapy Fieldwork I: Children and Youth	1			
<b>OSC 515</b>	Professional Skills II: Mobility, ADL, IADL, and Work	3			
<b>OSC 516</b>	Professional Development II: Healthcare, Policy, and Advocacy	3			
<b>OSC 518</b>	Wellness and Health Promotion through Occupation	2			

**MAJOR-continued**

<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	6			
<b>OSC 612</b>	Professional Development IV: Fieldwork Education	1			
<b>OSC 701</b>	Fieldwork Level IIB	6			
<b>OSC 702</b>	Professional Development V: Career Success and Meaningful Life	1			

**Grade/GPA Requirements**

The minimum passing grade of an OSC course is a "C" or better (a grade of C- is not acceptable). Earning less than a "C" will require the course to be retaken with a "B" or better earned on the retake. Students must maintain a GPA of 3.0 or greater during each academic term to remain in good standing.

**Deceleration/Dismissal**

Students earning less than a GPA of 3.0 during an academic term will be placed on probation. Students will have two terms to raise their GPA to 3.0 or greater. If less than two terms remain while on probation, an overall GPA of 3.0 must be attained by the completion of the Program. A GPA of less than 3.0 after two terms on probation, earning less than a "C" in two courses, or failure to earn a "B" or better on a course retake, may result in dismissal from the Program.

**Transfer of Credits-** No more than six graduate credits taken at another accredited occupational therapy program prior to matriculation.

Credits must have been taken within five years with a grade of B or better. Official transcript review and approval must occur prior to transfer of credits.

**Technical Standards for OT Practice:** All students must meet these standards with or without reasonable accommodation.

**Health and Clearance Requirements**

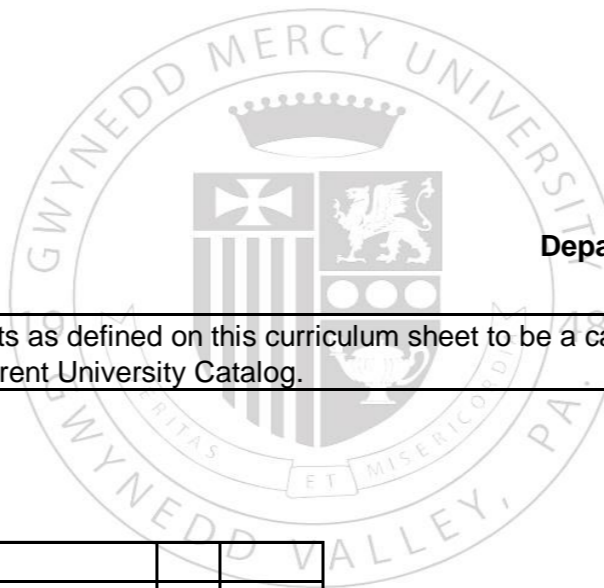
All students must be in timely compliance with all health and clearance requirements as outlined in the graduate course catalog.

**Credit/Graduation Requirements**

Successful completion of all 77 OT graduate credits (including all Level II fieldwork) is required to earn a Master of Science in Occupational Therapy. All students must complete Level II fieldwork within 24 months following completion of academic preparation.

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

*Mary H. Van Bunt*



A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Occupational Therapy. Additional policies and procedures may be found in the current University Catalog.

**MAJOR**

**Occupational Therapy-38 credits**

<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	6			
<b>OSC 612</b>	Professional Development IV: Fieldwork Education	1			
<b>OSC 701</b>	Fieldwork Level IIB	6			
<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 passing grade of an OSC course is a "C" or better (a grade of C- is not acceptable).

Earning less than a "C" will require the course to be retaken with a "B" or better earned on the retake.

Students must maintain a GPA of 3.0 or greater during each academic term to remain in good standing.

**Deceleration/Dismissal**

Students earning less than a GPA of 3.0 during an academic term will be placed on academic probation.

Students will have two consecutive terms to raise their GPA to 3.0 or greater.

If less than two terms remain while on academic probation, an overall GPA of 3.0 must be attained by the completion of the Program.

A GPA of less than 3.0 after two terms on academic probation, earning less than a "C" in two courses, or failure to earn a "B" or better on a course retake, may result in dismissal from the Program.

**Health and Clearance Requirements**

All students must be in timely compliance with all health and clearance requirements as outlined in the graduate course catalog.

**Technical Standards for OT Practice:** All students must meet these standards with or without reasonable accommodation.

**Credit/Graduation Requirements**

Successful completion of all 38 OT graduate credits (including all Level II fieldwork) is required to earn a Master of Science in Occupational Therapy.

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

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

*Mary H. Van Bunt*