GWYNEDD MERCY UNIVERSITY

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Gwynedd Valley, PA 19437-0901
Telephone: (215) 646-7300
www.gmercyu.edu
Admissions Office: 1-800-DIAL-GMERCYU

Sponsored by
The Sisters of Mercy of the Americas

Chartered by
The Commonwealth of Pennsylvania as a non-profit organization

Accredited by
The Middle States Association of Colleges and Schools Commission on Higher Education
Middle States Association of Colleges and Schools
3624 Market Street
Philadelphia, PA 19104-2680
(215) 662-5600

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

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

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

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

Gwynedd Mercy University is committed to maintaining a positive learning, working, and living environment that is free from unlawful discrimination and harassment. Gwynedd Mercy University does not discriminate against any applicant for admission to or employment at the University because of race, religion, age, gender, sexual orientation, gender identity, national origin, disability, color, marital status, veteran status, genetic characteristics, or any other characteristic protected by federal, state or local law (“Protected Classes”). This includes, but is not limited to, admissions, financial aid, educational services, and student programs and activities, as well as to all terms and conditions of employment including, but not limited to, recruitment, selection, hiring, placement, transfer, promotion, training, compensation, benefits, discipline, and termination. The University will not tolerate unlawful acts of discrimination or harassment based upon Protected Classes, or related retaliation against or by any employee or student.

This policy applies to all University faculty, administrators, staff and students. Persons who lodge discrimination or harassment complaints or participate in the investigation of such a complaint are protected from retaliation (e.g., adverse action or consequences) for those actions. Retaliation will not be tolerated at Gwynedd Mercy University. Although discrimination and harassment described and prohibited by this policy include a wide range of behaviors, certain discriminatory conduct is addressed elsewhere. For example, sexual harassment is addressed in the University’s Sexual Misconduct Policy. Individuals who violate this policy shall be disciplined or subjected to corrective action, up to and including termination or expulsion.
Graduate Programs

School of Business
Master of Business Administration -4+1
Master of Business Administration

School of Graduate & Professional Studies (GPS)
Doctor of Education in Educational Leadership
  Leadership in Higher Education
  Leadership in Special Education
  PK-12 Schools and School District Administration

Master of Business Administration

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 4-8 Mathematics Certification
  Grades 4-8 Science Certification
  Grades 4-8 Mathematics and Science Certification
  Grades PK-4 Certification
  Secondary Biology Certification
  Secondary English Certification
  Secondary Mathematics Certification
  Secondary Social Studies Certification
  Master Teacher Program (without Certification)

Master of Science in School Counseling
  Post Master's Certification School Counseling

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

Post Master's Certification
  K-12 Principal
  PK-12 School Counseling
  Supervisor of Curriculum and Instruction
  Superintendent Letter of Eligibility
  Supervisor of Special Education

Post Bachelor's Certification:
  PreK-8 Special Education Certification
  PreK-8 Special Education Certification with Autism Endorsement
Frances M. Maguire School of Nursing and Health Professions

Doctor of Nursing Practice

Post Master's Certificate
- Adult-Gerontology Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner

Master of Science in Nursing
- Pediatric Primary Care Nurse Practitioner
- Adult-Gerontology Primary Care Practitioner
- Clinical Nurse Specialist-Adult with Gerontology
- Nurse Educator

Master of Science in Occupational Therapy (anticipated to start in 2018)
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Academic Year 2017-2018

Fall 2017

Accelerated X1 Begins (8/21-10/11)                  August 21
University Assembly                                   August 23
Saturday Classes Begin                                 August 26
Regular Classes Begin                                  August 28
Labor Day (University Closed)                         September 4
Last Day to Drop/Add Regular Classes                 September 5
Deadline for January 2018 Graduation Application     October 16,17
Fall Break (No regular classes)                       October 18
Accelerated X2 Begins (10/18-12/12)                  November 6
Spring 2018 Registration                              November 10
Last day to Withdrawal from Regular Classes          November 22, 23, 24
Thanksgiving Holidays (University Closed) Last        December 11
Day of Regular Classes                                December 12-16
Final Exams                                           December 18
Deadline for May 2018 Graduation Application

Spring 2018

Accelerated X3 Begins (1/8-2/27)                     January 8
University Assembly                                   January 9
Regular Classes Begin                                 January 11
Graduation – No Ceremony                              January 15
Last Day to Drop/Add Regular Classes                 January 18
Spring Break (No regular classes)                    March 5-9
Accelerated X4 Begins (3/12-5/3)                     March 12
Summer & Fall 2018 Registration                      March 26
Easter Holiday (University Closed)                   March 29- April 2
Last Day to Withdrawal from Regular Courses          April 6
Last Day of Regular Classes                          April 30
Final Examinations                                   May 1-5
Commencement                                         May 12
SUMMER SESSION                                       May 7- August 15
Memorial Day (University Closed)                      May 28
Independence Day (University Closed)                  July 4
Graduation – No Ceremony                              August 15

SUMMER I SESSION                                      May 14 – June 25
Memorial Day (University Closed)                      May 28

SUMMER II SESSION                                    June 27 – August 8
Independence Day (University Closed)                  July 4
Graduation – No Ceremony                              August 15
# Academic Year 2018-2019

## Fall 2018

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## Spring 2019

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**SUMMER SESSION** (May 6 – August 15)

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**SUMMER I SESSION** (May 13 – June 24)

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<tr>
<td>Graduation – No Ceremony</td>
<td>August 15</td>
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GENERAL INFORMATION

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

Core Values:

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

Integrity in Word and Deed
Respect for the Dignity of Each Person
Service to Society
Social Justice in a Diverse World*
*With a special focus on the Critical Concerns of the Sisters of Mercy: Earth, Immigration, Racism, Non-Violence, Women

Philosophy of Graduate Education
The philosophy of graduate education 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.

UNIVERSITY LEARNING OUTCOMES
Learning Outcomes Assessment is a process designed to measure a student’s social, academic and cultural development. The Gwynedd Mercy University Learning Outcomes were created as an extension of the University’s mission.

1. Communication Skills: Communication skills include listening, speaking, reading, writing and observation. Students demonstrate:
   a. A facility in their use of language in spoken and written forms that is precise, clear and effective;
   b. The ability to listen actively and to participate effectively in the communication process with a variety of persons (e.g., colleagues, students, parents, clients);
   c. A knowledge and understanding of non-verbal communication;
   d. A command of the terminology of their chosen profession; and
   e. The ability to use and practice forms of scholarly communication (footnotes, citations, bibliography, etc.).
2. Professional Competency: Professional competency includes the skills and knowledge necessary for students to be satisfactory entry-level professionals in their chosen fields. Students demonstrate:
   a. Mastery of the technical skills essential in one’s chosen profession;
   b. Acquisition of social and scientific literacy;
   c. Responsibility and accountability;
   d. Awareness of interpretive frameworks appropriate to particular discipline; and
   e. Knowledge of content.
3. **Moral and Ethical Judgment**: Moral and ethical judgment includes awareness of the historical, philosophical and religious foundations of ethical decision-making. Students demonstrate through personal and professional actions:
   a. Awareness of current ethical dilemmas in their chosen fields of practice;
   b. Respect and care for the dignity and worth of individuals with whom they interact as well as the global community;
   c. Regard for the environment; and
   d. Sense of values reflecting the Mercy tradition.
4. **Problem Solving**: Problem solving involves the ability to identify and address problems and to apply systematic and creative methods or processes. Students demonstrate:
   a. The ability to initiate, adapt and/or create steps in working toward solutions in groups or alone;
   b. The ability to evaluate the effectiveness of solutions;
   c. The ability to assess personal learning; and
   d. The ability to plan for future problem-solving activities.
5. **Critical Thinking**: Critical thinking is the ability to consider and evaluate effectively. It is a process that includes inquiry and logical deduction. Students understand different situations and make thoughtful and accurate assessments. Students demonstrate:
   a. A process of inquiry and logical deduction;
   b. The ability to recognize gaps in their knowledge;
   c. The ability to identify and evaluate sources of information;
   d. The ability to evaluate information for accuracy, relevancy and credibility;
   e. Synthesize the new information from collected information or apply knowledge or information to a new situation; and
   f. Transfer knowledge.
6. **Leadership in Society**: Leadership involves service to society and the awareness of the individual’s role in society and the impact of one’s actions. Students demonstrate:
   a. Sensitivity to individuals with diverse beliefs and ethnic backgrounds;
   b. The ability to organize and manage group projects;
   c. The ability to identify and evaluate various leadership styles in Western and non-Western cultures and how these leaders function in time and place; and
   d. The ability to effect change in the profession and in society.
7. **Critical and Competent Use of Technology**: Critical and competent use of technology involves the individual’s ability to locate, select, create, process, evaluate and distribute information. Students demonstrate:
   a. The effective application of computers and other technologies appropriate to the discipline;
   b. The evaluation of various technologies appropriate to the discipline;
   c. Awareness of the impact of all technologies on society; and
   d. Ethical use of intellectual property.

**Student Learning Outcomes**

Students will:

**MBA**

1. Effectively research and communicate in writing (APA format) ideas and arguments associated with business leadership and management operations, finance, and marketing.
2. Apply critical thinking to real life work problems through the application of theoretical and experiential knowledge.
3. Students will identify issues and strategies related to ethics and corporate social responsibility and its implications for business.
**MS in Education (Master Teacher)**

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

**MS in Education**

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

**MS in Educational Administration**

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

**MS in School Counseling**

1. Apply theoretical and practical knowledge in support of their professional practice.
2. Articulate school counseling history and theory.
3. Develop a comprehensive school counselor curriculum.
4. Recognize stages of human development and identify best practices in working with differing stages of development.
5. Apply career development models and guide career development.
6. Demonstrate knowledge and use of evidence-based intervention and assessment techniques that are appropriate and effective in meeting the developmental needs of students.
7. Provide consultation and assistance to all students, their families, school personnel and related agencies.

**MS in Special Education**

1. Identify and use instructional methods and curricula that are appropriate and effective in meeting individual needs of persons with exceptionalities.
2. Select and use appropriate instructional materials, equipment, and supplies in meeting the individual needs of persons with exceptionalities
3. Create safe and effective learning environments.
4. Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.
5. Apply disciplinary methods and behavioral procedures which will not undermine the dignity of the individual or the basic human rights of persons with exceptionalities.
6. Utilize assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation or exceptionality.
7. Specify goals and objectives for behavior management practices.
8. Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures.
9. Develop communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.
10. Seek and use parents’ knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.
11. Inform parents of the educational rights of their children and of any proposed or actual practices, which may violate those rights.
12. Recognize and acknowledge the competencies and expertise of members representing other disciplines who serve persons with exceptionalities.
13. Cooperate with other agencies involved in serving persons with exceptional abilities through such activities as the planning and coordination of information exchanges.
14. Provide consultation and assistance to both general and special educators as well as other school personnel serving persons with exceptionalities.

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

**MS in Nursing**
1. Collaborates with colleagues and consumers to provide and improve advanced nursing care.
2. Contributes to advanced nursing knowledge through scientific inquiry.
3. Demonstrates expertise as an advanced practice nurse through the diagnosis and treatment of complex responses of individuals, families, and communities to actual or potential health
problems or as a nurse educator by the assessment of the needs of learners, selection of content, and implementation of a curriculum to achieve specified learning outcomes.

4. Demonstrates professionalism as a nurse practitioner grounded in the Mercy tradition.

5. Demonstrates social responsibility for individuals, families, and communities within the context of a multicultural society.

6. Utilizes knowledge to provide holistic care in a defined area of advanced practice nursing or nursing education in accordance with standards of practice and codes of ethics.

7. Strategize to improve health for all by influencing policy.

8. Synthesize knowledge from nursing and related disciplines as a foundation for evidence-based practice as a clinical nurse specialist, nurse practitioner, or nurse educator.

9. Assume a leadership role in interpreting and promoting advanced nursing to members of the profession, to other disciplines, and to consumers.

10. Contribute to advanced nursing knowledge through scientific inquiry.

**MS in Occupational Therapy (anticipated to start in 2018)**

1. Demonstrate the use of foundational knowledge of practice, critical and creative thinking, effective communication, teamwork, and problem solving to effectively function as an intra- and inter-professional team member.

2. Design and implement client-centered practice that is inclusive of client cultural values, beliefs, needs, and abilities.

3. Demonstrate effective use of the occupational therapy process to design and implement occupation-based practices across multiple contexts of service delivery.

4. Demonstrate reflective, ethical reasoning and action to support the occupational needs of individuals, groups, communities, and populations.

5. Employ the use of evidence-based practice to inform clinical reasoning during intervention planning and implementation across multiple contexts of service delivery.

6. Make a plan for lifelong learning and professional development to support professional advocacy, leadership, and continued practice competency.

**DNP - Doctor of Nursing Practice**

1. Prepare Advanced Practice Nurses at the doctoral level within the context of the Mercy tradition of advocacy directed towards social change.

2. Demonstrate information literacy in complex health care decision-making.

3. Advance the practice of nursing as a clinical scholar through dissemination of evidence-based protocols to improve the provision of health care.

4. Demonstrate leadership in interdisciplinary collaboration to effect evidence-based changes in health care systems to facilitate delivery of comprehensive quality care.

5. Function as a mentor for BSN and MSN nurses conducting and utilizing nursing research.

6. Evaluate disparities in health care systems locally, nationally, and globally as a basis for developing innovative health care practices and delivery systems.

7. Critically appraise nursing care to insure the prioritization of culturally competent practice with diverse populations.
Alternative Instructional Equivalencies (AIE)

While Gwynedd Mercy University is committed to an outcome-based approach to curriculum and assessment in accordance with its accreditation by the Middle States Association of Colleges and Schools and other discipline based national accrediting associations, it also complies with and endorses the requirements of the Pennsylvania Department of Education on what constitutes a semester credit hour of instruction (22 PA. Code Chapter 31-21-31.22). The standard states that “a semester hour represents a unit of curricular material that can normally be taught in a minimum of 14 hours of classroom instruction, plus outside preparation or the equivalent as determined by the faculty.” The institution also supports the federal regulations for credit hours as specified in the Higher Education Opportunity Act as: “One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.”

At Gwynedd Mercy University, a three credit course represents 42 hours of classroom instruction or its equivalent, not including final examination or homework as normally interpreted. The following guidelines are intended to assure compliance with the standard across the various course delivery formats offered by the institution, a consistency in when and how the equivalency is applied across formats, and the maximum opportunity for faculty to exercise academic freedom in meeting the extant standard while achieving the goals, objectives, and outcomes of the specific course.

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

Accelerated and Online Formats
There are a number of outcome based formats at the university in which “face-to-face” instructional time is less than the 14 hours per one semester credit, but meet the equivalency standard set forth in the regulation. In these alternative formats, the face-to-face instructional time and the additional outside of classroom alternative instructional activities ("Alternative Equivalent Instruction" or AIE) must meet the one semester credit hour per 14 hours classroom instruction or its equivalent as determined by the faculty (i.e., 42 hours for a three credit course; 56 for a four credit course, etc.). For example, if a three credit course in a seven-week format meets face-to-face for 28 hours, an additional 14 hours of structured, alternative equivalent instruction activities (AIEs) are required. Online courses require 42 hours of appropriate alternate equivalent online instruction activities to meet the minimum threshold. The syllabus for the course should reflect the type of AIE’s to be utilized.
## EXPENSES – 2017-2018

### School of Business

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

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### School of Graduate and Professional Studies

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#### Master Teacher Program

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#### Master of Science in Educational Administration

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#### Master of Science in School Counseling

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<th>Expense</th>
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<td>Application Fee- (nonrefundable)</td>
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<tr>
<td>Tuition (per credit)</td>
<td>$550</td>
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<tr>
<td>Graduation Fee</td>
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<td>Education Resource Fee (per credit)</td>
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<td>Late Fee</td>
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#### Master of Science in Special Education

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<td>Graduation Fee</td>
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<td>Education Resource Fee (per credit)</td>
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<td>Late Fee</td>
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#### Doctor of Education

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<tr>
<td>Graduation Fee</td>
<td>$165</td>
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Education Resource Fee (per credit) $17
Late Fee $50

Frances M. Maguire School of Nursing and Health Professions

Master of Science in Nursing
Tuition (per credit) $825
Malpractice Insurance, Nurse Practitioner Track* $70
Physical Assessment Exam Equipment & Lab Fee $120
Graduation Fee $165
Education Resource Fee (per credit) $17
Late Fee $50
Assessment Tests $275
(Pharmacology, Pathophysiology, Advanced Assessment and Exit Tests)

Master of Science in Occupational Therapy
Application Fee- (see additional fees) $0
Tuition (per credit) $825
Program Fee (per semester) $125
Graduation Fee $165
Education Resource Fee (per credit) $17
AOTA membership (annual) $75
POTA membership (annual) $30
Late Fee $50

Doctor of Nursing Practice
Application Fee- (non refundable) $30
Tuition (per credit) $930
Graduation Fee $165
Education Resource Fee (per credit) $17
Late Fee $50

Additional Fees
Acceptance Deposit Doctor of ED and Doctor of Nursing Practice $500

- 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, 6, and 7 which can include but not limited to: background checks, physicals, current CPR certification, PPD testing, and transportation. Note that fieldwork experiences may be out of state. Students are required to maintain health insurance throughout the duration of the Program. Entry-level Master’s Occupational Therapy applicants will pay application fees to the Occupational Therapy Centralized Application System (OTCAS) [https://otcas.liaisoncas.com](https://otcas.liaisoncas.com) when applying to the Program.
International Students
International students seeking admission to the university must submit:
1. The online application, found at gmercyu.edu/apply.
2. English language test scores from either the TOEFL or the IELTS. A score of 79 on the internet-based TOEFL or its equivalent is required for admission into undergraduate programs. Students whose native language is English are not required to submit language scores.
3. Transcripts from high schools and universities outside of the United States must be evaluated by World Education Services (www.wes.org).

Applicants who have had nursing education outside of the U.S. must have transcripts evaluated by CGFNS (www.cgfns.org).

International students are eligible for all merit scholarships awarded by Gwynedd Mercy University. Upon acceptance to the university, international students must submit proof of ability to pay for their studies.

Student 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. Student Accessibility Services (SAS) 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 college-wide Student Accessibility Committee dedicated to identifying barriers of accessibility that prohibit persons with disabilities from experiencing equal access to educational opportunities a 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 Accessibility Coordinator (AC). Request must be made by the student to the AC in person, by email, or by receipt of the Student Accessibility Services 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. SAS is closed between June 1 and July 31. Any accommodation requests made within those months are recommended to be done via email to the AC. Since the offices are closed, an accommodation request needed within June and/or July may take more time to process. 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 Student Accessibility Services web page. No accommodation can be made by Gwynedd Mercy University without completing this process.

All information provided to the AC confidential is in accordance with FERPA. 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 Student accessibility Services web page: https://www.gmercyu.edu/student-life/campus-resources/student-accessibility-services.
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 the Office of Accessibility Support Services, regardless of his/her experience in the classroom to date. A student who has a grievance/concern regarding his/her disability status, accommodations/modifications or lack thereof, the “reasonableness” presented by Gwynedd Mercy University, or any decisions based on their presentation by faculty, staff or a department, will first contact the Accessibility Coordinator, who 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 Coordinator of Accessibility Support Services as an integral party to the grievance/concern, the student will contact the Director of Counseling Services for attempts at informal mediation/negotiation. To increase the likelihood of successful resolution, such processes must be initiated at the time of the conflict. If the student is not satisfied with the outcome of this process, he/she may proceed to a Formal Complaint.

Format 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 Director of Counseling Services within 30 days of the initiation of the grievance process. The summary should include the following:

1. The specifics of the concern including any applicable sections of the above laws
2. The steps already taken by the student to resolve the issue
3. The outcomes of those steps
4. The requested resolution to the concern

The Director of Counseling Services will, as expeditiously as possible, present the complaint to a committee comprised of representatives from Health Services, Counseling, the academic program the student is pursuing or other faculty/staff on campus with relevant expertise, Academic Resource Center, and Institutional Technology, for a full investigation. The Director of Counseling Services 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 Director of Counseling Services may meet with the Coordinator of Accessibility Support Services for briefing on information relevant to the case. This communication may occur though a verbal account and/or through review of material documentation previously submitted to the Coordinator of D Accessibility Support Services, 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 Director of Counseling Services 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, he/she may appeal to the Vice President for Student Services 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, he/she may pursue other federal or state remedies. The above process should not be considered a pre-requisite to such external remedies.
Life Together: Basic Assumptions
Gwynedd Mercy University operates as a learning community under specific and explicit norms of behavior. These standards have as their purpose the desire to maintain respect for the rights of individuals, respect for freedom of thought and expression and fair and equitable treatment of all. The following Code of Conduct was established to support these goals. These standards are to be followed at all university functions on or off campus.

In general each standard is intended to bring benefit to others and to confront those behaviors that would bring physical or psychological harm to another. The standards assume that individual members of the Gwynedd Mercy University community value loyalty, truthfulness and contractual fidelity.

Code of Conduct
To support the mission of the University and the academic goals of all students, the University community upholds the following standards of conduct:

1. Respect and equitable treatment for all individuals
2. Social responsibility and Christian moral behavior
3. Respect for lawful authority

Conduct systems and procedures are substantially secondary to the use of example, guidance, counseling and admonition in the development of responsible student conduct. When these preferred means fail to resolve problems of student conduct, procedural safeguards allow for the imposition of appropriate sanctions while protecting the student from unfair imposition of serious penalties. The Student Code of Conduct can be found in the Gwynedd Mercy University Student Handbook.

Affirmative Action Statement
Admission or employment is based solely on an applicant’s qualifications and ability to meet established requirements for admission or employment. Gwynedd Mercy University does not discriminate against any applicant for admission to or employment at the University because of race, religion, age, gender, national origin, or physical disability. In addition, Gwynedd Mercy University will take affirmative action in the recruitment of students and employees and in all matters concerning their involvement on campus.

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

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

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

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

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

A. Informal Resolution
   There are a variety of forms of informal resolution that include, but are not limited to:
   1. the direct approach – confronting the alleged respondent directly; or
   2. third-party intervention – having a liaison address your concerns with the respondent.

For information about how to address third party intervention, please contact the Office of Student Services.

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

B. Formal Resolution
A student may choose the formal complaint resolution for a complaint of harassment. This option may result in sanctions against the respondent. A signed, written complaint must be submitted to the Vice President for Student Services. The complaint should include the following:

1. Description of behavior
2. Name of respondent
3. When the harassing behavior occurred
4. What effect the behavior had on the complainant
5. Any witnesses
6. Whom the complainant spoke to about the behavior
The Vice President for Student Services will work as expeditiously as possible to conduct a full investigation. The Vice President will give the respondent a reasonable opportunity to be heard, orally and/or in writing.

Confidentiality will be maintained for everyone involved, in so far as possible. Only those persons who have a “need to know” within the investigation and resolution of complaints are entitled to information regarding a complaint.

A written report regarding findings will be provided by the Vice President to both the complainant and the respondent.

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

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

Academic Complaints
The purpose of the University’s Academic Complaint procedure is to ensure that students have the opportunity to raise concerns which have remained unresolved after previous attempts to do so, and that these concerns will be dealt with in a just and fair manner. Student life-related complaints are handled through the University’s Student Complaints procedure, located in Volume VI, Section 6.7 of the Gwynedd Mercy University Policy Manual.

An academic related action or decision is eligible to be addressed through the Complaint procedure only if it involves a violation of federal, state or local law, or a misapplication or misinterpretation of University policy. The validity of University policies themselves may not be challenged through this process. Examples of academic complaints include the misapplication of the University attendance policy, inconsistent application of class syllabi policies, etc.

In addition, this procedure may not be used to resolve complaints regarding:

1. Claims based on purchases or contracts; or
2. Claims against a University employee on matters that are unrelated to the employee’s job or role at the University; or
3. Grade grievances.

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

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

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

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

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

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

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

**Final Appeal**

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

1. A determination that the complaint was valid;
2. A determination that the complaint was not valid; or
3. A modification of the remedy proposed by the Dean.

The Vice President for Academic Affairs will forward his or her decision to the complainant, respondent, and the Dean. The Vice President for Academic Affairs’ decision is final and cannot be appealed.

**Distance Education Student Academic Complaints**

In compliance with Federal Regulations for Title 34 Education § 668.43 (b) Institutional Information, Gwynedd Mercy University is required to provide current and prospective students with information for filing complaints. The University strives to resolve complaints in a fair and timely manner. Students residing outside of the State of Pennsylvania while attending Gwynedd Mercy University who desire to resolve a complaint should refer to the University’s grievance procedures. If after following the University procedures the issue is not satisfactorily resolved internally and the student seeks additional resolution, the resources below may be used to file complaints in the student’s state or the institution’s accrediting body.

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


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

http://www.msche.org/documents/ComplaintsInvolvingMemberCandidate.pdf.
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 in writing to the 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. Suspension (minimum 1 semester, maximum 2 semesters);
6. Dismissal from the University.
7. Sanctions 1-4 can be enacted at the discretion of the faculty member, who should check with the Vice President for Academic Affairs’ Office on whether there are reports of other violations before determining a sanction.

A report of the warning or a notice that sanctions 1-4 have been imposed is to be sent to the Vice President for Academic Affairs’ Office. The report should also include a description of the violations and the date the faculty member became aware of the violation. The report is to be signed by both the faculty member who is reporting the violation and the student acknowledging the student’s awareness of the report. The faculty member should file the completed report within 10 calendar days of discovering the violation.

Sanctions 5 and 6 are imposed in consultation with the Dean and the Vice President for Academic Affairs 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 and 6. Students are to be notified that sanctions 5 or 6 have been imposed within 14 calendar days of the violation being discovered. 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.

1. To appeal a report of a violation of the Academic Integrity Policy:
2. Within 7 calendar days of being made aware of the report of violation by the faculty member, the student will send a written appeal, outlining why he or she believes the report is incorrect, to the Dean of the School (or Dean’s Council representative from the School of Arts and Sciences) in which the course is offered.
3. Note: If the faculty member reporting the violation is also the Dean of the School offering the course, the student should send the appeal to the Vice President for Academic Affairs who will then assign the appeal to another Dean.
4. The Dean hearing the appeal will –
5. Review the report of violation and the student appeal;
6. At his or her discretion, meet individually with the parties involved.
7. If the Dean finds the report of violation correct, the records and sanctions stand.
8. If the Dean finds that the report of violation is incorrect, the report will be removed from the Vice President for Academic Affairs’ files and the sanction removed.
9. Written notice of the outcome of the appeal is to be sent to the Vice President for Academic Affairs’ office, the student and the faculty member originating the report of violation of the Academic Integrity Policy within ten (10) calendar days of the Dean receiving the student appeal.
10. If the student wishes to appeal further, a written appeal, outlining why the finding is incorrect is to be sent to the Vice President for Academic Affairs within seven (7) calendar days of the notice from the Dean regarding the initial appeal. The Vice President will then uphold or overturn the report of violation. If the finding is upheld, the records will be retained. If the report is overturned, all records regarding the incident will be removed from the student’s records. Written notice of the outcome of the appeal is to be sent to the Dean of the school offering the course, the student and the faculty member originating the report of violation of the Academic Integrity Policy within ten (10) days of receiving the appeal.

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

Grade Appeal

If a student believes that his/her final grade is the product of the instructor’s bias or caprice, rather than a judgment on the merits or demerits of his/her own academic performance, the student must follow the procedure described in this subsection.

Complaint Procedure:
1. In most instances, a grade concern is handled by speaking with a faculty member. The student should initiate the complaint procedure by speaking first with the professor.
2. If the student has tried to resolve the matter, but has not been able to meet with the instructor or professor, the student should present, in writing, an appeal within twenty (20) calendar days of the grade report being mailed/posted on the web to the instructor of the course offered. This written appeal should include the specific reasons why the grade should be reviewed, and may be electronically sent. The instructor must contact the student within fourteen (14) calendar days to discuss the complaint.
3. If the student is not granted a meeting with the instructor within the allotted time period, or is dissatisfied with the explanation that has been provided by the instructor, the student may appeal, in writing, to the Dean within 14 calendar days.
4. The Dean/chair will request the student and faculty member to submit relevant materials within 14 calendar days after the written complaint has been received. The administrator’s decision will be provided in writing, to the student within 14 calendar days after receiving the requested materials.
5. In the event that the student does not feel there has been any resolution to the student’s perception that a grade was biased or capricious, the student may appeal to the Vice President for Academic Affairs.
6. The appeal must be a formal, written request to the Vice President for Academic Affairs. The appeal letter should include dates and summaries of all other meetings or attempted meetings. The summary should also include names of all parties including faculty, and the reason for the initial appeal of a grade. All supporting documentation must be included with the appeal letter, the summary of the meetings, and the chronology of dates.
a. Within 14 calendar days of the written appeal, the Vice President for Academic Affairs may exercise the option to select a panel of three independent faculty members who will work with the Vice President for Academic Affairs to hear the student’s case and assist the Vice President for Academic Affairs in development of resolution.

b. The faculty member who is accused of bias or caprice will have an opportunity to present to the Vice President for Academic Affairs a verbal analysis of the facts of the case accompanied by relevant documentation.

c. The burden of proof in the process shall be upon the student complainant.

7. Decision reached by the appeals procedure:

a. If it is found that the final grade given was neither biased nor capricious, the case shall be dismissed, and the Vice President for Academic Affairs shall inform the student in writing within 14 calendar days of the decision.

b. If it is found that the final grade was the result of bias or caprice, the faculty member and the Vice President for Academic Affairs will meet and reach consensus to resolve the dispute and award an appropriate final grade. The Vice President of Academic Affairs will notify the student within 14 calendar days.

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

Technology at Gwynedd Mercy University:
The following technology resources are available for students:

- IT Service Desk – communication and support of technical needs and requests
- Computer Labs – nine computer labs, including 2 at the School of Graduate & Professional Studies locations
- 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 and secure
- Emergency Notification Center – E2 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 and staffed by lab managers or student computer lab aids who help users with the various software and hardware. All labs have access to the Internet so that students are able to save work to their Google Drive 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
Main Campus

Star Schools Learning Center (Saint Bernard Hall, Room 16)
The Star Schools Learning Center features twenty workstations running the Windows 7 operating system and Microsoft Office 2010. All workstations are located in recessed desks to provide an optimal learning environment without the obstructions common in an ordinary computer lab. This lab also features Smart Board technology, a scanner, and a LaserJet network printer.

Academic Resource Center (Isabelle Keiss Library, Upper Level)
The Academic Resource Center features twelve workstations running the Windows 7 operating system. These systems support Microsoft Office 2010, COMPASS/ESL for placement testing, and NCLEX4000. This lab also features a LaserJet network printer.

Natural Science & Mathematics Computer Lab (Francis M. Maguire Hall, Room 203)
The Natural Science & Mathematics lab features twenty workstations running the Windows 7 operating system. These workstations support Microsoft Office 2010, Visual Studio.net 2012, Maple 13, Environmental Science (Computer Lab Simulation), Virtual Chemistry Lab, Geometer’s SKETCHPAD, C & S Solutions software, Adult Clinical Simulation, Pediatric Clinical Simulation, Neonatal Clinical Simulation, SE Clinical Simulation, Math-XL, and GAP4. This lab is also equipped with a LaserJet network printer.

Student Lab (University Hall, Room W108)
The Student Lab features thirty workstations running the Windows 10 operating system and Microsoft Office 2013. All workstations are located in recessed desks to provide an optimal learning environment without the obstructions common in an ordinary computer labs. This lab also features a LaserJet network printer.

Finance Trading Lab (University Hall, Room E204)
The Finance Trading is a Virtual Desktop Infrastructure (VDI) lab, features sixteen Wyse thin-clients with dual monitor display units running a Windows 7 operating system. These virtual desktops computers support MS office 2010, Google Earth, Picasa, MorningStar and Respondus LockDown Browser. This computer lab also features a 42 feet stock ticker, two digital signage displays for new information about financial markets, a projection system and network printer.

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 2010.

Bensalem Campus

Main Lab (Room 114)
The Main Lab features sixteen workstations running the Windows 7 Professional operating system along with Microsoft Office 2010.

Keiss Library and Learning Commons
Keiss Library and Learning Commons provides students with the resources and assistance they need to be successful. Resources include large book and audiovisual collections, access to over 32,000 full-text electronic journals through subscription databases, as well as subscriptions to more than 215 periodicals in print. Professional librarians are available during all library hours to help students use the available resources. Instruction is given to both individuals and to classes.
The library webpage (GMercyU.edu/library) provides access to the library’s catalog, full-text online resources, selected websites, and information about library hours and policies. All resources can be accessed from any available internet connection. Those users off-campus are required to log-in using their GMercyU network username and password in order to access the databases and newspapers.

The Gwynedd Mercy University librarians staff the reference desk whenever the library is open and are available to assist users in developing research strategies, using online resources and general reference. Assistance is also available during library hours via text, IM, email and telephone. When the library is closed, reference assistance is available 24/7 via a link to AskHerePA.

A current GMercyU student ID is required to borrow materials. Students may print from computers in the library. Each student is allotted 250 free prints per semester and after that number is reached, additional prints may be purchased at the Campbell Solution Center. Student IDs will be bar-coded the first time they are used. Books and book-on-tape/CD circulate for three weeks to students. Videos of feature films circulate for seven days and reserve materials, most media (videotapes, art prints, DVDs, etc.) must be used in the library. Arrangements can be made for use of non-circulating media for class presentations. Contact the library circulation desk at ext. 21474 for assistance.

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

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

Through its membership in several other consortia, Keiss Library and Learning Commons can either borrow needed materials from another library or can give a student a letter of introduction that will allow direct borrowing from more than 45 other academic libraries in the Philadelphia area. Contact the library circulation desk at ext. 21474 for more information about these services.

The library has photocopiers available for student use. Photocopies are 15 cents per page.

For assistance or more information, call ext. 21474 (Circulation Desk) or ext. 21484 (Reference Desk) or check the library webpage at GMercyU.edu/library.

The Academic Resource Center (ARC)
The Academic Resource Center (ARC), located in the Keiss Library Learning Commons, provides academic support for current Gwynedd Mercy University Gwynedd Valley students, faculty and staff. The ARC offers peer tutorials for individuals and groups, writing assistance, academic coaching, academic workshops, mathematics modules, math refresher sessions, and a small academic computing lab. The ARC also provides testing accommodations for students registered with Student Accessibility Services (SAS). For appointments or more information, call 267-448-1370 or email arc@gmercyu.edu.
Smarthinking
Students enrolled in academic programs through the School of Graduate and Professional Studies have access to academic support through Smarthinking. Smarthinking provides free online tutoring in a variety of subjects, as well as a Writing Center. Tutoring is available in most academic subjects. Students can choose a live drop in session, or may choose to schedule time with a tutor. Tutoring availability varies by subject but all subjects have some evening and weekend availability. The Writing Center offers review and feedback on papers. Students must allow a minimum of 24 hours for paper review. Students access Smarthinking through their course in Bb.

Transfer of Credit

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.

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

The same policy as above applies for state certification applicants.

Concurrent Enrollment Policy GPS

Because of the intensive nature of the University’s accelerated courses, concurrent enrollment in courses at the University or another institution while enrolled at GPS is highly discouraged. However, under certain circumstances and on a case-by-case basis, students may request approval to concurrently enroll in more than one course. Graduate students are not permitted to enroll concurrently in more than two courses. Concurrent or overlapping enrollment in two courses is prohibited for new students.

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

Change of Major
Students who would like to change their major must complete a “Change of Major/Minor” form and submit it to the Registrar’s Office by the deadline published on the form. Forms can be obtained through the student’s advisor and are also found on the Registrar’s Office website. Changes of majors are normally processed immediately and for the term in which the Registrar’s Office receives the form.

Course Withdrawal- Main Campus
Students who desire to withdraw from one or more courses may do so within the course withdrawal period. Students who do not complete the requirements for a passing grade and do not officially withdraw from a course through their School will receive a grade of “F” for that course.
Any student who seeks to withdraw from courses must submit a course withdrawal 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 Academic Affairs.

Students who withdraw from the University for medical reasons after the end of the withdrawal period must submit medical documentation that supports their request to the Vice President of Enrollment and Student Services (see Volume VI, Section 6.3.15 of the Gwynedd Mercy University Policy Manual).

Withdrawal from Regular Semester Courses
Official withdrawal from Gwynedd Mercy University for personal and academic reasons must be authorized by the Office of Academic Affairs. In order to effect an official withdrawal, the student must fill out a withdrawal form and submit it to the Registrar’s Office. Refunds as a result of official withdrawal will be made according to the following schedule.

Gwynedd Valley Campus Course Withdraw Refund Policy
Withdrawal prior to the first day of class - 100%
Withdrawal through the first week of class - 75%
Withdrawal through the second week of class - 50%
Withdrawal through the third week of class - 25%
Withdrawal after the third week of class - None

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

Course Add, Course Drop and Course Withdrawal - GPS
The pace of an accelerated degree program requires students to maximize opportunities to learn. Any breaks in attendance or schedule changes that will cause a break may change the expected graduation date of the student’s program and financial processing of student account. The policy is intended to encourage students to make choices that support their educational goals and to remain compliant with Title IV Federal Regulations.

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

Adding a Course at GPS (on ground & online):
● Student must submit a Course Drop & Add form or individual plan to their Academic Advisor.
● A registration deadline for adding a course will be enforced. To make sure the student is prepared for the course, the Course Drop & Add form or individual plan must be received one week before the course begins.
● All email requests must come from student’s GMERCYU email.
● Student will not be permitted to take more than 1 course per five-week term unless they meet certain criteria (see Concurrent Enrollment Policy for details).
● If student has a HOLD on his/her account, request will be denied, student will be informed via GMERCYU email, and student will not be permitted to attend class.
Dropping an On Ground Course at GPS:
- In order to drop a course, the student must submit the Course Drop & Add form to their Academic Advisor prior to the first date of class. This form will explain to the student the consequences surrounding this type of schedule change.
- All email requests must come from student’s GMERCYU email.
- If a request is made to drop a course after the first class session, it will be treated as a WITHDRAWAL (see Withdrawing from an On Ground Course below).
  - 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 class session) if they no longer wish to be enrolled in their program.

Withdrawing from an On Ground Course at GPS:
- 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 adjusted according to the Bursar’s Office Refund Policy.
- Students will not be permitted to withdraw from a course after the third night of a course.
- If request is submitted after the policy deadline, withdrawal request will be denied. The student will be informed via GMERCYU email and a final grade for the course will be submitted by instructor.

Dropping an Online Course at GPS:
- In order to drop a course, students must submit a Course Drop & Add form to their Academic Advisor before the first night of class.
- Online courses open at 6pm on the Monday of the first week of a session. This is considered the course start date. The Monday of the first week of a session, prior to 6pm EST, is the deadline for dropping from an online course.
- All email requests must come from the student’s GMERCYU email.
- If a request is made to drop a course after the first class session, it will be treated as a WITHDRAWAL (see Withdrawing from an Online Course below).
  - 1 week drop period for new students: A new student must communicate to their Academic Advisor via GMERCYU email during the 1st week of their 1st course (prior to the 2nd Monday at 6pm) if they no longer wish to be enrolled in their program.

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

GPS Course Withdrawal Refund Policy

Drop prior to the first day of class - 100%
Withdrawal after one (1) class session - 90%
Withdrawal after two (2) or more class sessions - None

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

**Withdrawal from University**
All students who wish to withdraw from the University must complete a course withdraw form/program withdraw form. 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 1 calendar year (GPS). Students who wish to withdraw from the Gwynedd Valley Campus must notify the Dean of their school and the Campbell Solution Center, in writing. Students who wish to withdraw from GPS must notify their Academic Advisor by submitting a Program Withdrawal form.

**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 parent 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 record, 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 (where the school official is performing an official task for the institution that requires access to education records).
- 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
School officials at Gwynedd Mercy University have a legitimate education interest in a student’s education record if he or she is performing a task that is part of his/her responsibilities or contract agreement, related to the student’s education, performing a task related to the discipline of a student, or providing a service or benefit to the student such as health care, counseling, job placement, or financial aid.

Disclosure of Directory Information
Schools do not need consent to disclose “directory” information. Directory information is defined by Gwynedd Mercy University as:
  o Student name
  o Address (including telephone number and GMercyU email address)
  o Dates of attendance
  o Course load (full/part time status)
  o Class Level
  o Field of study
  o Degree(s) conferred and dates awarded
  o Honors and awards
  o Date and place of birth

Schools must, however, tell parents and students about the directory information and give them a reasonable amount of time to request that the directory information not be disclosed (See Registrar’s Office website for the “FERPA No Disclosure” form if you would like the University to withhold directory information). This form must be submitted to the Registrar’s Office by the end of drop/add.

Annual Notification of Rights
Each year, schools are required to notify the student and parents of their rights under FERPA. At Gwynedd Mercy University, the student is notified through the distribution of the Undergraduate and Graduate Catalogs.

Non-compliance
A parent or eligible student may file a written complaint with the office regarding an alleged violation under the Act and this part. The office’s address is:
  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202

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

Matriculation
Applicants may take no more than 6 credits before matriculating into a graduate program. In the Graduate Education programs these courses are decided by the Dean and the program director.

In the Graduate Nursing programs the courses are limited to NUR 530, NUR 610, NUR 510 or electives.
University Regulations
According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student’s connection with the University is officially severed by withdrawal or otherwise. No student registered in the University shall at the same time be registered in any other University without the specific authorization of the Dean of one of the Schools.

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

Financial indebtedness to the University will result in the withholding of: an official transcript and diploma.

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

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

A graduate student forced to interrupt his or her studies should, with the approval of his or her advisor, write to the Dean of the appropriate School requesting a leave of absence, and stating the reasons. The student’s request for leave is officially granted by the Dean of the School. Leaves of absence 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.

Medical Leave of Absence- Main Campus
Students who withdraw from the University for Medical Reasons after the end of the withdrawal period must submit medical documentation that supports their request to the Vice President of Enrollment and Student Services (see Volume VI, Section 6.3.15 of the Gwynedd Mercy University Policy Manual).

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

1. Students out of attendance for fourteen (14) days but fewer than forty-five (45) days must submit their scheduled reentry date in writing, via the Course Withdrawal Form or University email. This may affect a student’s financial aid.

2. For students out of attendance 45 days or more, a course withdrawal request becomes a Leave of Absence (“LOA”) request and it must be approved or denied based on LOA criteria.

3. All parts to the LOA request must be completed in order for the Academic Advisor to approve the LOA. These include the student’s Last Date of Attendance (LDA), Scheduled Reentry Date, Reason, and Signature.
4. LOA requests must be competed and submitted prior to the student's LDA.

5. If submitted after the LDA, the request will be reviewed using unforeseen circumstance criteria, which is indicated on the Leave of Absence Request form. Proof is required.

6. LOA requests approved for unforeseen circumstances will allow the course to be DROPPED and all charges to be removed from the student’s account.

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

**Program Attendance and Course Attendance Policies - GPS**

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 on-ground course:** On-ground students are considered present for the week if they have engaged in instructional activities by attending a scheduled face to face class and/or submitting any required Alternative Instructional Equivalency deliverables within the instructional week. Failure to do at least one of these will result in an official absence.

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

- If a student is absent and has not submitted coursework for any 2 consecutive class sessions (putting student out of program attendance for 14 days), then the student will be administratively withdrawn from the student’s current course and earn the grade of “WA”. Additionally, the student will be dropped from all future courses and administratively withdrawn from the program unless attending a concurrent course.
- If a new student is absent and not submitted for the first 2 class sessions of their very first program course, then the student will be dropped from the course and all future courses. Since this student does not have a University transcript, they are considered “never enrolled”
- If student is taking more than one course at a time and he/she is not out of overall program attendance, then only an administrative course withdrawal may be necessary.
- If a student is absent for non-consecutive class sessions, then the student will earn a final grade from instructor based on either the departmental policy or the instructor's individual policy.
- Final grades can include “I” and “F” grades. All “I” grades need to be changed to a final grade within 30 days; otherwise, the Registrar’ Office will change the “I” to an “F”.
- If student needs additional courses to complete degree, courses must be scheduled prior to last date of attendance (LDA) in order to avoid the possibility of being administratively withdrawn from program.
• If courses are not scheduled prior to LDA, student has within 7 days of LDA to communicate with Academic Advisor and schedule remaining requirements.
• If student does not communicate with Academic Advisor within 7 days of last date of attendance, student will be administratively withdrawn from program.
• If student communicates with Academic Advisor within 7 days and is able to schedule program re-entry within 45 days of LDA, no further action is required and student will be able to continue towards degree completion.
• If student communicates with Academic Advisor within 7 days but is not able to schedule program re-entry within 45 days of LDA, student must withdraw from program and then readmit. (A Leave of Absence will not be approved since this situation will not be considered an unforeseen circumstance.)
  ○ When readmitting, student must contact FA directly to reinstate FA funding. This process does not occur automatically.

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

1. Students out of attendance for 14 days but fewer than 45 days must submit their scheduled reentry date in writing.
2. Planned LOA
   a. LOA requests must be completed and submitted prior to student’s Last Date of Attendance (LDA).
   b. For students out of attendance 45 days or more, a course withdrawal request becomes a Leave of Absence (LOA) request and it must be approved or denied based on LOA criteria.
   c. All parts to the LOA request must be completed in order for Academic Advisor to review LOA. These include the student’s LDA, Scheduled Reentry Date, Reason, and Signature.
      i. Students who do not provide a reentry date within the prescribed time frame will be withdrawn from the program.
   d. If submitted after LDA, it will be reviewed using unforeseen circumstance criteria, which is indicated on the Leave of Absence Request form. Proof of unforeseen circumstance is required.
   e. LOA will be denied if over 180 days.
3. Unplanned LOA
   a. Students must complete LOA request and submit documentation.
   b. LOA requests approved for unforeseen circumstances will be evaluated to determine if course is dropped or withdrawn. If dropped, the course will be removed from the transcript and all charges to be removed from student’s account. If withdrawn, the course will remain on the transcript with a “W” grade and charges will be assessed based on the refund policy.
4. If the LOA is not completed or approved, the student must complete a program withdraw request and then be readmitted.
   a. If program withdrawal paperwork is not completed by student, then student will be administratively withdrawn from program.
Academic Progress

School of Business

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

A graduate student whose cumulative grade point average falls below this required minimum will be placed on academic probation for the next three sessions and/or one semester. By the conclusion of the probationary period, a student is expected to have achieved the minimum acceptable cumulative grade point average. Failure to do so will result in dismissal. Notification of academic probation will be made through the Dean.

Graduate students may not be placed on academic probation a second time. Such students will be subject to dismissal.

Frances M. Maguire School of Nursing and Health Professions

Students must earn at least a B in each course in the area of specialization and maintain a B average in order to progress in the MSN program. When students earn a grade below B in an area of specialization course, permission to progress and conditions of progression will be determined by the Dean of the School in consultation with the Track Coordinator and the student.

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

It is a requirement that each graduate occupational therapy student maintain a minimum cumulative grade point average (GPA) of 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Academic probation is a period during which a student is permitted to improve academic performance that does not meet the standards of the Occupational Therapy Program. For Occupational Science and Occupational Therapy major dual-degree students, the calculation of the cumulative GPA will begin with the first semester of professional coursework in the summer following the students’ junior year. To be removed from academic probation, the student must raise the cumulative grade point average to 3.0 or greater. Students placed on academic probation shall be given up to two successive semesters in which to raise their cumulative GPA to 3.0 or better. Failure to raise the cumulative GPA to 3.0 or greater could result in a recommendation of dismissal from the Program. If it is not possible for a student to raise the cumulative grade point average to 3.0 or greater due to mathematical impossibility or if the student has less than two semesters (including a summer session) remaining in the Program and there is a mathematical impossibility to raise the GPA to 3.0 or greater, the student may be dismissed or have the option to withdraw from the Program.

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

**School of Graduate and Professional Studies (GPS) 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.

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.

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. Dismissed students are not eligible for re-admission until six months have passed. In such cases, a formal re-admit application must be submitted in accordance with the admissions procedures of the adult accelerated degree programs. All students must once again meet admissions standards. In addition, the applicant should explain the reason for his or her academic deficiencies and why he or she should be given favorable consideration for re-admission.

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

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

**Practicum 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.

**Grading System**

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

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</tr>
</thead>
<tbody>
<tr>
<td>A: 4.0</td>
<td>B+ : 2.67</td>
</tr>
<tr>
<td>A- : 3.67</td>
<td>C+: 2.33</td>
</tr>
<tr>
<td>B+: 3.33</td>
<td>C: 2.0</td>
</tr>
<tr>
<td>B: 3.0</td>
<td>C- : 1.67</td>
</tr>
</tbody>
</table>

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

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

The grade A reflects exceptional interest and mastery of subject matter; the student has displayed initiative and creativity as well as superior insight in analyzing problems and synthesizing subject matter; he or she manifests exceptional ability in integrating and applying this knowledge to other disciplines.
B: Very Good (3.0 quality points per credit hour)
The grade B evidences intelligent fulfillment of course requirements; the student has demonstrated marked ability to communicate and apply more than merely the basic elements of a course; his or her initiative reveals unusual ability to generalize about course material and displays a marked degree of independence.

C: Satisfactory (2.0 quality points per credit hour)
The grade C indicates a satisfactory grasp of course content; the student can apply and express basic concepts intelligibly and has shown no measurable deficiency in meeting requirements of the course work. A grade of C-, or below is not acceptable in a graduate program. (Refer to specific School requirements.)

D: Passing Grade (1.0 quality point per credit hour)
The grade D indicates only passable achievement in course work and indicates areas of deficiency in basic course content; the student has fulfilled the minimum requirements of the course (Refer to specific School requirements.)

D-: Minimum Passing Grade (.67 quality point per credit hour)
The grade of D- indicates only a minimal passing achievement in course work and indicates areas of deficiency in basic course content; this student has fulfilled the absolute minimum requirements of the course, thus making a failing grade unwarranted (Refer to specific School requirements.)

F: Failure (0 quality points per credit hour)
The grade F indicates deficiency in so many areas of a course that the student's understanding of the course content does not meet minimum requirements. The course must be repeated before credit can be obtained.

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

Student Eligibility
Students must be officially registered at the University in order to attend class. If the student is not on the class list the professor must ask the student to leave that class. Students at the Gwynedd Valley campus must report to the Campbell Solution Center to resolve administration issues and students at GPS should contact their assigned Academic Advisor. The student will not be able to report back to class until they are officially registered.
Payment Policy
Payment of tuition, fees and other charges is due on the published due date. For the Gwynedd Valley campus, tuition is due in August for the fall semester and January for the spring semester. At all other campuses, tuition is due at the beginning of each class. Payment by employer reimbursement or payment plans must be arranged with the Bursar's Office prior to the published due dates in order to avoid charges for late payment. 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.

Health of Students
The University reserves the right to have evidence of good physical and emotional health of enrolled students. In the case of health problems which affect academic performance, specific information relevant to the problem may be requested. Clinical agencies or school districts will require immunization records and/or other health records for students in their practicums, internships, or student teaching.

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

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

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

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

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

Application for Graduation
All students must submit an application for graduation during the semester prior to graduation to the Registrar's Office (see “Academic Year” for deadline). Application forms are available in the
Registrar's Office, in the Office of Academic Affairs, and online at www.gmercyu.edu/students/registrar/.

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

Request for Transcripts
The Family Educational Rights and Privacy Act of 1974, as amended, prohibits the release of educational records by institutions without the specific written consent of the student. Students or alumni may request copies of their transcripts by writing to the Office of the Registrar. Official copies will be sent directly by the University only to a home address, or another University, business firm or a government agency. There is a $5.00 charge for each request. There is no charge for copies sent between divisional offices at Gwynedd Mercy University. Transcript requests are processed in the order received and require 24-48 hours for processing. Specific deadlines should be mentioned when requesting the transcript. A student who has not satisfied all financial obligations in any department of the University will not be able to receive transcripts. Checks accompanying requests should be made payable to: Gwynedd Mercy University.
School of Business
Master of Business Administration (MBA)
Dean: Heather Pfleger, EdD

The Master of Business Administration is a degree program designed to meet the needs of a variety of business professionals.

The overall aim of the Master of Business Administration degree is to produce versatile individuals who will be able to solve current and future problems in organizations, and meet the business needs of society as a whole.

Program Options:
The MBA with a specialization in 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 Health Care 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.

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

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

Graduation Requirements
To graduate from the Master of Business Administration (MBA) program, a student is required to complete 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:**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>21</td>
</tr>
<tr>
<td>MBA Option</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

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:**

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

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

**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

**Sustainability Management – 9 credits**

- MBA 760 Ecopreneurship
- MBA 770 Sustainability Marketing
- MBA 780 Sustainability and Supply Chain Management
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 Health Care Administration** is designed for working health professionals who seek to gain expertise in the management of facilities, operations, and human resources. Students will build on a sound foundation of business skills and competencies developed in the MBA core classes with specialization courses designed to prepare students to manage diverse health care systems.

**The MBA with a specialization in Strategic Management and Leadership** is designed for students and working professionals who seek to advance their knowledge in organizational leadership and management within a global environment. Students will build on a sound foundation of business skills and competencies developed within the MBA core classes with specialization courses in leadership, global management, and managing human capital.

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

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

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

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

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

Core Courses 21 credits
MBA Option 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

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

Master of Science in Education without Certification (30 credits)

EDU 502 The Learning and Teaching Process
EDU 503 Social and Political Foundations of Education
EDU 510 Research Skills for Reflective Practitioners
EDU 522 Inter-Group Theory and Research
EDU 551 Computer Applications for Educators
EDU 580 Multicultural & Diversity Issues in Education
EDU 581 Foundations of Special Education in an Inclusionary Setting
EDU 582 Effective Communication for Educators
EDU 591 Curriculum Development and Peer Counseling
EDU 603 Culminating Project

Total Credits for MS in Education w/o certification – 30 credits

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. Both field experiences and student teaching are required for certification.

### PreK-4 Certification (27 credits)

- **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 580**  Multicultural and Diversity Issues in Education
- **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 Grades 4-8 Mathematics & Science 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 Grades 4-8 (upper elementary/middle school) with math and science education while taking courses at both the graduate and undergraduate levels. Students are required to meet specific competencies within the content area at the undergraduate level in addition to the education program coursework in this Upper Elementary/Middle School program. Prior university level coursework in the content can minimize this requirement. A complete transcript evaluation is recommended before entering the program. 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. Both field experiences and student teaching are required for certification.

### 4-8 Certification Mathematics and Science (27 credits)

- **EDU 502**  The Learning and Teaching Process
- **EDU 503**  Social and Political Foundations of Education
- **EDU 506**  Methods, Materials and Curriculum I
- **EDU 507**  Methods, Materials and Curriculum II
- **EDU 511**  Methods and Theories for Teaching Mathematics
EDU 512  Methods and Teaching Reading and Assessment
EDU 565  Student Teaching and Professional Seminar
EDU 580  Multicultural and Diversity Issues in Education
EDU 581  Foundations in Special Education in an Inclusionary Setting

**MS Completion (9 credits)**
EDU 510  Research Skills for Reflective Practitioner
EDU 582  Effective Communication for Educators
EDU 603  Culminating Project

**Total credits for the MS in Education with 4-8 Certification (36 credits)**

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

**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 24 credits in the certification core (3-6 credits are Student Teaching). Both field experiences and student teaching are required for certification. **Other courses are required in the content area.** A complete transcript evaluation is recommended before entering the program. The number and course names are ascertained through the transcript evaluation.

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 9 graduate credits needed for a 33-credit MS in Education degree.

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

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 580  Multicultural and Diversity Issues in Education
EDU 581  Foundations of Special Education in an Inclusionary Setting
EDU 591  Curriculum Development and Peer Coaching

**MS Completion (9 credits)**
EDU 510  Research Skills for the Reflective Practitioner
EDU 582  Effective Communication for Educators
EDU 603  Culminating Project

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

Content area courses are not offered within the graduate degree program.
Add-on Certification in Special Education
Gwynedd Mercy University will support applications for a certification in special education PreK-8 for Gwynedd Mercy University students who have completed a prior Level I certification.

The following courses and field experience are required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 581</td>
<td>Foundations of Special Education for the Inclusionary Setting</td>
</tr>
<tr>
<td>SPE 560</td>
<td>Diagnosis, Assessment, Prescriptive and Intervention Techniques for the Special Learner</td>
</tr>
<tr>
<td>SPE 561</td>
<td>Researched Based Learning Methods &amp; Materials for the Special Learner</td>
</tr>
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<td>SPE 563</td>
<td>Learner</td>
</tr>
<tr>
<td>SPE 564</td>
<td>Seminar on Current Issues in Special Education</td>
</tr>
<tr>
<td></td>
<td>Behavioral Management Skills for Special Learner</td>
</tr>
</tbody>
</table>

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 3 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 hires 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.” Intern certification is the only “alternative route” teaching in Pennsylvania.
Master of Science in Educational Administration: K-12 Principal Certification

(33 credits)

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

As per Pennsylvania Department of Education regulations, a candidate cannot be certified until he/she has a minimum of three (3) years of full time experience in an educational setting for the K-12 Principal Certificate. Students who complete this program satisfactorily are eligible for Administrative I certification for the public schools of Pennsylvania. The recommendation for this certificate is contingent upon passing the School Leaders Licensure Assessment in the School Leadership Test Series.

Admission Requirements:

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

Required Courses - (33 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>EDU 570</td>
<td>Statistics/Research for Educational Administration</td>
</tr>
<tr>
<td>EDU 571</td>
<td>The Principalship</td>
</tr>
<tr>
<td>EDU 572</td>
<td>Curriculum and Instructional Supervision</td>
</tr>
<tr>
<td>EDU 573</td>
<td>Communications and School-Community Relations</td>
</tr>
<tr>
<td>EDU 574</td>
<td>School Law and Policy Issues</td>
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<tr>
<td>EDU 576</td>
<td>Human Resources and Staff Development</td>
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<td>EDU 577</td>
<td>School Resources Management</td>
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<td>EDU 578</td>
<td>Educational Leadership</td>
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<tr>
<td>EDU 579</td>
<td>Current Issues in Education</td>
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<tr>
<td>EDU 595</td>
<td>Practicum I: Leadership and School Administration</td>
</tr>
<tr>
<td>EDU 596</td>
<td>Practicum II: K-12 Principalship</td>
</tr>
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</table>

Certification Only Program

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

The candidate must also have earned at least a 3.0 grade point average in that master degree program.
Thirty (30) credit hours are required for certification-only students.

Those courses are:

- EDU 571: The Principalship
- EDU 572: Curriculum and Instructional Supervision
- EDU 573: Communication and School-Community Relations
- EDU 574: School Law and Policy Issues
- EDU 576: Human Resources and Staff Development
- EDU 577: School Resources Management
- EDU 578: Educational Leadership
- EDU 579: Current Issues in Education
- EDU 595: Practicum I: Leadership and School Administration
- EDU 596: Practicum II: K-12 Principalship
Master of Science in Educational Administration with Supervisor of Curriculum and Instruction Certification
On-line
(33 credits)

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

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

Admission Requirements:

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

Required Courses - (33 credits)

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

Applicants for certification must meet the following requirements:

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

Post Master’s Certification Only Program

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

Those courses are:

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

The School Counseling Program at Gwynedd Mercy University seeks to provide a strong grounding in the skills necessary for entry into the school counseling profession with particular emphasis on the study of the helping processes and the behavioral sciences.

The curriculum, which aligns with the components of the American School Counselors Association (ASCA) National Model, is designed to encourage reflection whereby the counselor consistently reviews his/her practice in light of its effectiveness and in relation to current research findings. School counselor-trainees are also given the opportunity to apply their knowledge on supervised field experience placements with children and adolescents.

Students who complete the program successfully will be eligible for Elementary and Secondary School Counselor, PK-12 certification within the state of Pennsylvania. Applicants for school counseling programs must meet the requirements of Chapter 354, Preparation of Professional Educators.

Admission Requirements

1. Completion of a Baccalaureate degree from an accredited institution of Higher Education.
2. Completion of the following undergraduate pre-requisites;
   a. General Psychology (3 credits)
   b. Developmental Psychology (3 credits)
3. Submission of official transcripts from all academic institutions attended
4. Have 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. Students taking the GRE must also complete the Analytical Writing test as well.
6. Completion of the Gwynedd Mercy University Graduate Application with payment of appropriate fee.
7. Submission of two letters of recommendation from;
   a. An academic who can attest to the applicant’s academic ability and
   b. A professional or supervisor who can attest to the applicant’s professional qualification, abilities, and temperament for the field.
8. A person statement that address the following;
   a. Who you are and your reasons for choosing a career in counseling
   b. Why you have chosen GMercyU’s online counseling program
   c. What being a counselor means to you and your personal characteristics that make you uniquely suited for such a career
   d. Your expectations of learning in an online program
   e. Your ability to meet these expectations.
   f. How you plan to complete the field placement demands of the program.
9. A personal interview
Requirements for School Counseling - 48 credit hours

Major Requirements - 39 credit hours
CNS 504 Human Development
CNS 505 Foundations of Counseling
CNS 510 Research Skills for Reflective Practitioners
CNS 520 Theories of Counseling
CNS 521 Assessment Techniques in Counseling
CNS 523 Intervention Techniques in Counseling
CNS 525 Organization of School Counseling
CNS 527 Social Justice, Multicultural and Diversity Issues in Counseling
CNS 531 College and Career Readiness
CNS 535 Group Counseling and Facilitation Skills
CNS 581 Foundations of Special Education in an Inclusionary Setting
CNS 582 Effective Communication for Educators
CNS 591 Curriculum Development and Peer Coaching

Field Experience - 9 credit hours
CNS 213 School Counseling Practicum and Supervision Seminar
CNS 608 School Counseling Internship I and Supervision
CNS 609 School Counseling Internship II and Supervision

Note: Completion of Pre-Practicum hours is required prior to EDU 513 Practicum

Post-Master’s School Counseling Certification Requirements
Applicants who hold a Master’s degree in a counseling-related field and who seek Elementary and Secondary School Counseling, PK-12 certification must apply to the School Counseling Certification program. Counselors with one certification (i.e., in either elementary or secondary school counseling) who wish to be certified in the other area must also make application to the certification program. All applications are reviewed individually and a curriculum is designed to assure that all required competency areas are met.

Note: Applicants who seek “certification only” must complete at least 24 credits in the Graduate Education program at Gwynedd Mercy University. For students interested in Elementary and Secondary School Counseling, PK-12 certification (who do not have any school counseling certification) a 100-hour practicum and two 210-hour internships at each level (PK-8 and 9-12) must be satisfactorily completed.

Students who have obtained their first school counseling certification from Gwynedd Mercy University (either elementary or secondary counseling) are required to complete a 100-hour practicum and one 210 hour internship for the second area of certification.

Students who complete this program satisfactorily are eligible for School Counselor Certification in the public schools of Pennsylvania. The recommendation for this certificate is contingent upon passing the Praxis II Professional School Counselor.

Academic Progress Requirements.

Students must earn a B or better in the following Core Program Courses: CNS 505, CNS 510, CNS 520, CNS 521, CNS 523, CNS 525 CNS 535. In addition, School Counseling students must earn a least a “B” in each of the following courses prior to beginning practicum (CNS 513; CNS 504, CNS 505, CNS 520,
CNS 523, CNS 527 and CNS 535 and must earn a minimum of a “B” grade in all field placement courses (CNS 513, CNS 608 and CNS 609) in order to graduate.

Field Placement Information

Students must complete 20 hours of pre-practicum experience (as outlined in CNS 505 Foundations of Counseling and CNS 527 Social Justice, Multicultural and Diversity Issues in Counseling) and earn a “B” or higher in the following courses: CNS 504, Human Development, CNS 505 Foundations of Counseling, CNS 520 Theories of Counseling, CNS 523 Intervention Techniques in Counseling, CNS 527 Social Justice, Multicultural and Diversity Issues in Counseling and CNS 535 Group Counseling and Facilitation Skills in order to begin practicum. Please review the Practicum Handbook for further details on application requirements, site and practicum student expectations.

There are three formal field placement experiences required in the School Counseling Program; Practicum (100 hours), Internship I (210 hours) and Internship II (210 hours). These required experiences are for 15 weeks each and students cannot register for two of these experiences at the same time. Field Placement is not allowed during summer as K-12 schools are not in full session during the summer. Deadlines for application for field experience in the school counseling program are; February 1st for Fall starts and October 1st for spring starts. These formalized field placement experiences are in addition to required pre-practicum experiences that occur in specific program courses. The program strongly discourages any student from completing their field placement in their place of employment for ethical reasons but students may petition the program’s Field Placement Committee for an exception. For more information School Counseling field placement please see the appropriate Handbook.
Master of Science in Special Education
(30 credits)

The program seeks to provide a strong grounding in the skills necessary for further professional development in the field of education specifically dealing with students with special needs in PreK through 8th grade. The curriculum is designed to encourage reflective practice whereby the teacher consistently reviews his/her behavior in light of its effectiveness and in relation to the scientific researched based data.

The program course sequence integrates theory and research knowledge with appropriate field experiences in the various competency areas. As a requirement for certification by the Pennsylvania Department of Education, a student teaching supervisor will conduct a formal observation of certification candidates. Students who complete the graduate program successfully will be eligible for certification in special education within the Commonwealth of Pennsylvania.

The Master of Science in Special Education Program is presented in an accelerated cohort model. Courses are offered online and, where appropriate, through field experiences. All courses are 7 weeks long.

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

1. Master of Science in PreK-8 Special Education – 30 credits
2. Master of Science in PreK-8 Special Education with Autism Endorsement – 42 credits
3. Master of Science in PreK-8 Special Education with Behavior Analyst Certification Program (BCBA) - 45 credits
4. Special Education certification only – 18 credits

Program Purpose
Gwynedd Mercy University’s accelerated graduate education programs are designed to provide educators with a strong theoretical background and a heavy emphasis of practical application so that they may have all the “tools” and professional characteristics necessary to be a positive and effective educational leader.

Admission Requirements
- A baccalaureate degree from an accredited college or university.
- Official transcript from every college or university attended.
- Completed application form.
- Professional resume.
- Two completed supervisory reference forms.
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case by case basis.
- Applicants aspiring to pursue one of the Masters in PreK-8 Special Education degrees must currently hold a State teaching certification.
- Applicants desiring a Special Education certification only must currently hold a Masters degree.

Master of Science in Special Education Courses
Core Courses for all except Certification only (15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 502</td>
<td>The Learning and Teaching Process</td>
</tr>
<tr>
<td>EDU 510</td>
<td>Research Skills for Reflective Practitioners</td>
</tr>
<tr>
<td>EDU 581</td>
<td>Foundations in Special Education in an Inclusionary Setting</td>
</tr>
<tr>
<td>EDU 582</td>
<td>Effective Communications for Educators</td>
</tr>
<tr>
<td>SPE 562</td>
<td>Special Education Law &amp; Ethics</td>
</tr>
</tbody>
</table>
Concentration Courses for Masters in PreK-8 Special Education (30 credits total)
- SPE 560  Diagnosis, Assessment, Prescriptive & Intervention Techniques for the Special Learner
- SPE 561  Research-based Learning Methods & Materials for the Special Learner
- SPE 563  Standards Aligned System & Seminar on Current Issues in Special Education
- SPE 564  Behavior Management Skills for the Special Learner
- EDU 603  Culminating Project

Concentration Courses for Masters in PreK-8 Special Education with Autism Endorsement (42 credits total)
- SPE 560  Diagnosis, Assessment, Prescriptive & Intervention Techniques for the Special Learner
- SPE 561  Research-based Learning Methods & Materials for the Special Learner
- SPE 563  Seminar on Current Issues in Special Education
- SPE 564  Behavior Management Skills for the Special Learner
- SPE 580  Foundations of Autism Spectrum Disorders
- EDU 581  Foundations of Special Education in an Inclusionary Setting
- SPE 582  Communication, Behavioral Issues & Social Competence for Students on the Autism Spectrum
- SPE 583  Scientifically Researched Based Instructional Practices
- EDU 603  Culminating Project

Concentration Courses for Masters in PreK-8 Special Education with Behavior Analyst Certification (45 credits total)
- SPE 506  Foundations of Behavior Analysis
- SPE 507  Applied Behavior Analysis
- SPE 508  Applied Behavior Analysis Extended Principles
- SPE 511  Autism & Applied Behavior Analysis
- SPE 512  Ethics and Professionalism for Behavior Analysis
- SPE 560  Diagnosis, Assessment, Prescriptive & Intervention Techniques for the Special Learner
- SPE 561  Research-based Learning Methods & Materials for the Special Learner
- SPE 563  Seminar on Current Issues in Special Education
- SPE 564  Behavior Management Skills for the Special Learner
- SPE 581  Foundations of Special Education in an Inclusionary Setting
- EDU 603  Culminating Project

Special Education Certification Only (18 credits)
- SPE 560  Diagnosis, Assessment, Prescriptive & Intervention Techniques for the Special Learner
- SPE 561  Research-based Learning Methods & Materials for the Special Learner
- SPE 562  Special Education Law and Ethics
- SPE 563  Seminar on Current Issues in Special Education
- SPE 564  Behavior Management Skills for the Special Learner
- SPE 581  Foundations of Special Education in an Inclusionary Setting
School of Graduate & Professional Studies
Dean: Mary Sortino, PsyD

Doctor of Education (EdD)

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

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

Program Purpose
The purpose of the program, which can be completed in less than three years, is to impart in students the skills, knowledge, and attitudes necessary to fulfill leadership roles in U.S. and international schools, school districts, colleges, universities, and nonprofit organizations that support education. This program proposes to develop the next generation of educational leadership. Schools, higher education, and education-related organizations are challenged to address the needs of diverse learners and to raise the achievement bar for all students. More is expected of the next generation of educational leaders than ever before. To meet the challenge of leadership, this program will prepare students for advanced professional careers in research, policy analysis, and school administration.

Through a rigorous course of studies, an international perspective, field-based research, and an ethical foundation, students will be prepared to lead educational organizations and transform them to meet the needs of all learners in an increasingly global economy and diverse, global society.

Admission Requirements
- A master’s degree in a field related to the student’s preferred area of concentration from an institution accredited by the Middle States Association, or comparable accreditation, with a cumulative GPA of 3.0 or above.
- Official graduate and undergraduate transcripts.
- A Graduate Record Examination score of 155 or higher or a Miller Analogy Test percentile of 65 or higher (waived for applicants with a graduate GPA of 3.5 or greater).
- A resume showing professional experience. A minimum of three years’ relevant experience is recommended.
- Three letters of reference from persons in leadership roles in the applicant’s chosen area of concentration attesting that the applicant has the ability to engage in studies at the doctoral level and to conduct research.
- A personal interview with a member of the graduate faculty representing the applicant’s preferred area of concentration. For applicants where distance is a factor, an electronic medium may be utilized for the interview.
- A written statement of professional goals and topic of research interest.
- A 750-1000 word sample of applicant’s writing abilities.
• Evidence that non-US applicants have received a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination.

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

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

Requirements for Graduation

1. **Course of Study:** Students must complete a total of 54 semester hours in a prescribed Ed.D. course of study to fulfill course requirements for graduation. Students must complete all coursework with a grade of “B-” or higher. A student may not earn more than two grades of C+ or less and a cumulative grade point average not less than 3.0 must be maintained to continue in the program.

2. **Comprehensive Exam:** Prior to EDU 814, Dissertation Advisement IV, which is typically the last course in the doctoral program course sequence, students must pass a written comprehensive examination that gives evidence of content mastery.

3. **Scholarly Article:** Students must also prepare and submit a scholarly article suitable for publication that represents their dissertation research. This article is to be submitted to their Dissertation Advisor for approval prior to submitting it for publication and immediately after acceptance of the dissertation in electronic form and Oral Defense. Academic tradition suggests that the first such article submitted for publication is to show the Dissertation Advisor as co-author with the student’s name shown first.

4. **Dissertation and Oral Defense:** The doctoral student’s dissertation must be formally accepted by all members of the Dissertation Committee through two forms:
   a. In academic writing style that meets APA requirements.
   b. Through an Oral Defense of Dissertation. The Oral Defense shall be scheduled after all members of the committee agree that the dissertation is ready to be accepted. The Oral Defense is a celebration, not an obstacle.
   c. After acceptance of the dissertation in electronic form and through Oral Defense, the student must submit a bound copy to Keiss Library.
   d. The student must also submit form IRB 011, Research Completion Report, to the Institutional Review Board (IRB). After receiving form IRB 011, the IRB will issue a letter of receipt to the student for presentation to the Dissertation Advisor.

5. When the student has met all of the above requirements, the Program Director shall submit a written statement to the Dean, School of Graduate and Professional Studies, attesting that the student has done so and is eligible to graduate. Upon receipt of copy of such letter from the Program Director, the student must formally apply for graduation with the Office of the Registrar. At graduation, a Doctoral Hood is conferred, pursuant to centuries-old tradition.

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

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 801</td>
<td>Educational Policy in Research and Practice in the U.S.*</td>
</tr>
<tr>
<td>EDU 811</td>
<td>Dissertation Advisement I</td>
</tr>
<tr>
<td>EDU 802</td>
<td>Organizational Research &amp; Theory Development</td>
</tr>
<tr>
<td>EDU 803</td>
<td>Statistical Analysis, Methods &amp; Research</td>
</tr>
<tr>
<td>EDU 804</td>
<td>Cross-Cultural Perspectives &amp; Educational Leadership</td>
</tr>
<tr>
<td>EDU 805</td>
<td>The Ethics of Educational Leadership and Policy</td>
</tr>
<tr>
<td>EDU 806</td>
<td>Equity, Equality and Equal Opportunity</td>
</tr>
<tr>
<td>EDU 807</td>
<td>Advanced Statistical Analysis, Quantitative &amp; Qualitative Research</td>
</tr>
</tbody>
</table>
EDU 812  Dissertation Advisement II
EDU 808  Technology, Data & Program Evaluation
EDU 821  The Superintendency*
EDU 809  Global Educational Policy and Practice
EDU 822  School Boards & School District Governance*
EDU 842  School Law and Policy in Special Education
EDU 813  Dissertation Advisement III
EDU 824  Transformational Leadership, Supervision & School Turn-Around
EDU 825  Labor Relations & Fiscal Management
EDU 814  Dissertation Advisement IV
EDU 828  Practicum I (PA superintendent letter of eligibility only*)
EDU 829  Practicum II (PA superintendent letter of eligibility only*)

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

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

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

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

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

For the Supervisor of Special Education Certificate only:
- EDU 848 Supervision and Administration of Special Education Practicum I"
- EDU 849 Supervision and Administration of Special Education Practicum II*

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

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

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

**For the ABD Option only**
- EDU 838 Practicum for Leadership in Higher Education
Doctor of Education (EdD) Option for the A.B.D.

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

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

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

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

Admission Requirements
- A.B.D., Advanced to Doctoral Candidacy in education, or equivalent documented academic status from a regionally accredited institution.
- A portfolio for Prior Learning Assessment that demonstrates currency in the applicant’s discipline and/or leadership in education. This portfolio shall include evidence of currency of prior coursework, including such documents as transcripts of coursework, work experience in the field, letters, scholarship, certificates, work samples, descriptions of work experiences, and evidence of competitive grant awards. (See rubric on following page). Portfolios may be compiled in a binder or amassed in a website.
- An introduction to the portfolio whereby the applicant shall reflect on how portfolio contents demonstrate the mastery of program outcomes. This introduction shall show how prior learning maps to the competencies.
- Each applicant’s coursework, work experience in the field, grantsmanship, and scholarship will be evaluated independently by two members of the graduate faculty. Currency in the discipline is not
just a function of the recency of coursework. It also can be demonstrated by some combination of the following:
1. Field experience/positions held relating to educational research, practice or Leadership.
2. Scholarship evidenced by publication in print or electronic media.
3. Scholarship evidenced by conference participation and/or presentations.
4. Scholarship evidenced by the award of competitive grants.

- Official graduate transcripts demonstrating doctoral course of study.
- A résumé showing professional experience and academic scholarship.
- Three (3) letters of recommendation attesting to knowledge in discipline or education.
- A personal interview with a member of the graduate faculty. For applicants where distance is a factor, an electronic medium may be utilized for the interview.
- Evidence that non-U.S. applicants have received a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination.

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

Course of Study

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

Statistics
EDU 803 Statistical Analysis: 7 weeks online.

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

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

And

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

PK12 Schools and School Districts
EDU 821 The Superintendency. 7 weeks online.
EDU 824 Transformational Leadership and School Turn-Around. 7 weeks online.
EDU 828 School District Practicum I. 15 weeks online.

Or

Higher Education
EDU 831 Leadership in Higher Education. 7 weeks online.
EDU 835 Future Focused Trends in Higher Education. 7 weeks online.
EDU 838 Practicum in Higher Education Leadership. 15 weeks online

Or
Special Education
EDU 841 Designing Interventions and Assessing Outcomes. 7 weeks online.
EDU 843 Foundations in Special Education Administration. 7 weeks online.
EDU 845 Administration and Supervision of Special Education Programs. 7 weeks online.
EDU 848 Special Education Supervisor Practicum I. 15 weeks online.

Substitutions to the above may be made with approval of the Program Director through the PLA process. Practicum courses will be individualized and may range from three to six credits to allow the student to gain field experience and deep understanding under the supervision of a mentor in any area where the Prior Learning Assessment did not evidence the mastery of competencies.
Frances M Maguire School of Nursing and Health Professions
Dean: Andrea O. Hollingsworth, Ph.D., R.N.

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 and/or nurse practitioners, for careers as nurse educators and to provide a base for doctoral study. The clinical nurse specialty area offered is Adult Health with Gerontology. The nurse practitioner areas offered are Adult Gerontology Primary Care and Pediatrics Primary Care.

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.ccneaccreditation.org).

Length of the Program
The program requires 43 credits for either the Clinical Nurse Specialist or the Nurse Practitioner tracks and normally extends over four semesters and two six-week summer sessions. 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 37 credits. A full time load is nine credit hours. Students must complete the program within five calendar years.

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

*Nurses with baccalaureate degrees in fields other than nursing will be considered on an individual basis.
**This requirement will be waived for applicants who earned a cumulative average of 3.6 or better in their undergraduate nursing program.

Curriculum

Core Courses – required for all students – 19 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>NUR 500</td>
<td>Pharmacotherapeutics for Advanced Practice Nursing Across the Lifespan*</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
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  12 credits

Clinical Specialty*

*Offered during alternate academic years.

Management/Teaching Role Area For Clinical Nurse Specialists  9 credits

NUR 602  Organizational Behavior for APN  3 credits

NUR 603  Clinical Practicum – Management Role  6 credits

OR

NUR 605  Curriculum Design  3 credits

NUR 606  Teaching Role – Clinical Practicum  6 credits

NUR 572  Advanced Practice Role Seminar  3 credits

CNS Total Credits  43 credits

Nurse Practitioner Track – Adult Gerontology  21 credits

NUR 580, 581, 582, 583  Adult Gerontology Primary Care Nurse Practitioner Nursing Courses  18 credits

NUR 590, 591, 592, 593  Pediatric Nurse Practitioner Nursing Courses  18 credits

NUR 572  Advanced Practice Role Seminar  3 credits

NP Total Credits  43 credits

Nurse Educator Track  22 credits

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

Nurse Educator Total Credits  37 credits

Clinical Practicum:

Students are responsible for working collaboratively with the MSN faculty to secure sites and preceptors for clinical practicums. Students must meet with faculty members responsible for their specialty area early in the Spring semester prior to enrolling in NUR 569/570 to confirm clinical placements for the following Fall 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 or pediatric health.

Admission Criteria:

• Master’s degree with a major in nursing from a program approved by the National League for Nursing Accrediting Commission or Commission on Collegiate Nursing Education.
• GPA 3.0 on a 4.0 scale.
• Current registered nurse 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 School of Nursing graduate faculty member.
- Completion of Statement of Advanced Practice Nursing Professional Goals.
- Evidence that foreign applicants have received a minimum score of 575 on the TOEFL examination.
- Evidence of current professional liability insurance.
- Submission of completed health form.

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

*Program can be completed in one year of full-time study

Program of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>NUR 569</td>
<td>Advanced Assessment Practicum for Advanced Practice Nursing</td>
<td>1 credit</td>
</tr>
<tr>
<td>NUR 570</td>
<td>Advanced Assessment &amp; Clinical Decision Making for AP Nursing Across the Lifespan</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 572</td>
<td>Advanced Practice Role Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 580, 581, 582, 583</td>
<td>Adult – Gerontology Primary Care Nurse Practitioner Nursing Courses</td>
<td>18 credits</td>
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Or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 590, 591, 592, 593</td>
<td>Pediatric Primary Care Nurse Practitioner Nursing Courses</td>
<td>18 credits</td>
</tr>
</tbody>
</table>

Total Credits: 25 credits
Frances M. Maguire School of Nursing and Health Professions

Master of Science in Occupational Therapy

Program Description: Occupational Therapy (Anticipated to Start in 2018)

The Division of Occupational Science and Occupational Therapy is anticipating to offer an entry-level Master of Science (MS) degree in Occupational Therapy in 2018 pending its approval of “Candidacy Program” status from the Accreditation Council for Occupational Therapy Education (ACOTE®) of the American Occupational Therapy Association (AOTA). Our Occupational Therapy Master's program achieved “Applicant Program” status in 2016 and is in the process for applying for “Candidacy Program” status in 2017. Once candidacy is achieved, we will be permitted to admit our first cohort of Occupational Therapy students for a program start as early as May of 2018. We are committed to a favorable ACOTE® accreditation review of our new Occupational Therapy Master’s program prior to the first class that is projected to graduate in August 2020. For more information on the accreditation process, see “Accreditation” below.

The philosophy of Gwynedd Mercy University’s Occupational Therapy Master’s 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 occupational therapy 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 will be two paths to complete a Master’s of Science degree in Occupational Therapy at Gwynedd Mercy University. First, a select number of Gwynedd Mercy University undergraduate dual degree majors in Occupational Science and Occupational Therapy will take three years of pre-professional courses in liberal arts, occupational science, and health science. The remaining two years will include the professional phase studies in the Occupational Therapy Master’s Program. The entire dual degree program in Occupational Science and Occupational Therapy can be completed in 13 terms with 124 undergraduate credits and 40 graduate credits. The second path to earn a Master's of Science degree in Occupational Therapy are the entry-level Master’s students who complete 7 terms with 77 graduate credits. The course sequence for both paths are listed below.

Admission Requirements to Entry-level Master’s in Occupational Therapy Program

The following are the requirements for admission:

- Complete a bachelor's degree from an accredited college or university.
- Should hold a cumulative undergraduate GPA of 3.0 or greater.
- Complete the following prerequisite courses with a minimum combined GPA of 3.00. Anatomy and Physiology I & II must be completed within the past 5 years, the remainder of the prerequisites must be completed within the past 10 years.
- Anatomy and Physiology I & II (with a laboratory component): 8 credits
- General Psychology: 3 credits
- Abnormal Psychology: 3 credits
- Developmental Psychology: 3 credits
- Sociology/Anthropology: 3 credits
- Statistics: 3 credits
- Complete an online application to OTCAS (centralized application service for occupational therapy programs). This application will include submitting two letters of recommendation attesting to the applicant’s academic and professional abilities (one must be from an OTR®), a written essay, verification of at least 50 hours of volunteer or paid work experience under an Occupational Therapist Registered (OTR®), and attestation of being able to meet the essential functions of occupational therapy practice (below).
- Prospective students will be invited to campus for an interview with members of the Occupational Therapy faculty.

Students with incomplete prerequisite courses may still apply; however, they must state how they will satisfy the prerequisites prior to the start of the program. College Level Examination program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) credits cannot substitute for prerequisite courses required for admission. Anatomy & Physiology Lab I and II will not be accepted as an online course in fulfillment of this prerequisite. 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.

**Essential Functions for Occupational Therapy Practice**

Students entering into the Occupational Therapy Master’s Program must possess essential skills (sensorimotor, process, social interaction) to perform all educational (classroom, laboratory and clinical), fieldwork, and experiential preceptorship tasks in an **accurate, safe, and efficient manner**, to the satisfaction of the faculty, **with or without reasonable accommodation**. These essential skills include, but are not limited to, the ability to possess the:

**Sensory and Motor Skills**

1. Assume a variety of body postures that can include continuous sitting, standing, walking, bending, reaching, pulling, lifting, stooping, kneeling, and crawling.
2. Demonstrate manipulation skills to effectively carry and use therapeutic equipment (i.e. assistive devices, weights).
3. 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 ambulation with and without an assistive device.
4. Push 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.
5. Demonstrate eye-hand coordination, postural control, strength, endurance, and integrated function of the senses (vision, hearing, smell, and touch) during the therapeutic process.

**Process Skills**

1. Demonstrate the mental capacity to understand, problem solve, and make judgements in order to promote safety.
2. Demonstrate the mental capacity to understand, problem solve, and make judgements in order to promote ethical reasoning.
3. Demonstrate verbal and written insight into one’s own academic and clinical performance.

**Social Interaction Skills**

1. Interact with others in a professional, courteous, and collaborative manner while using good
judgment for confidentiality.
2. Demonstrate respect for the dignity of each person.
3. Read, speak, and write in English effectively using proper grammar, spelling, and punctuation.
4. Demonstrate mature and professional behaviors with other students, faculty, colleagues and clients.
5. Be receptive and open to mentor feedback about academic or fieldwork performance and adherence to academic and fieldwork policies and procedures.

Accreditation

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

Curriculum: Entry-level Master’s in Occupational Therapy Major

Year 1: Graduate School

<table>
<thead>
<tr>
<th>Term 1</th>
<th>8 Credits</th>
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<tbody>
<tr>
<td>OSC 501</td>
<td>Foundations of Occupational Science</td>
</tr>
<tr>
<td>OSC 502</td>
<td>Neuroscience of Occupational Behavior</td>
</tr>
<tr>
<td>OSC 503</td>
<td>Functional Anatomy for Occupational Therapy</td>
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Year 1: Graduate School

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<tr>
<th>Term 2</th>
<th>15 Credits</th>
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<tr>
<td>OSC 505</td>
<td>Foundations of Occupational Therapy</td>
</tr>
<tr>
<td>OSC 506</td>
<td>Creativity and Activity Analysis</td>
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<tr>
<td>OSC 507</td>
<td>Kinesiology for Occupational Therapy</td>
</tr>
<tr>
<td>OSC 514</td>
<td>Research Methods I: Evidence-based Practice</td>
</tr>
<tr>
<td>OSC 510</td>
<td>Professional Development I: Ethics, Values, and Responsibilities</td>
</tr>
<tr>
<td>OSC 508</td>
<td>Professional Skills I: Therapeutic Use of Self</td>
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Year 1: Graduate School

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<th>Term 3</th>
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<tbody>
<tr>
<td>OSC 511</td>
<td>Health and Medical Conditions: Children and Youth</td>
</tr>
<tr>
<td>OSC 512</td>
<td>Occupational Therapy Process: Children and Youth</td>
</tr>
<tr>
<td>OSC 513</td>
<td>Occupational Therapy Fieldwork I: Children and Youth</td>
</tr>
<tr>
<td>OSC 518</td>
<td>Wellness and Health Promotion through Occupation</td>
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<tr>
<td>OSC 516</td>
<td>Professional Development II: Healthcare, Policy, and Advocacy</td>
</tr>
<tr>
<td>OSC 515</td>
<td>Professional Skills II: Safety, Mobility, ADL, IADL, and Work</td>
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Year 2: Graduate School

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<tr>
<th>Term 4</th>
<th>8 Credits</th>
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<tbody>
<tr>
<td>OSC 601</td>
<td>Health and Medical Conditions: Adults</td>
</tr>
<tr>
<td>OSC 602</td>
<td>Occupational Therapy Process: Adults</td>
</tr>
<tr>
<td>OSC 603</td>
<td>Occupational Therapy Fieldwork I: Adults</td>
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## Year 2: Graduate School

<table>
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<tr>
<th>Term 5</th>
<th>16 Credits</th>
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<tbody>
<tr>
<td>OSC 604</td>
<td>Health and Medical Conditions: Older Adults</td>
</tr>
<tr>
<td>OSC 605</td>
<td>Occupational Therapy Process: Older Adults</td>
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<td>OSC 606</td>
<td>Occupational Therapy Fieldwork I: Older Adults</td>
</tr>
<tr>
<td>OSC 609</td>
<td>Research Methods II: Applied Research</td>
</tr>
<tr>
<td>OSC 607</td>
<td>Emerging Areas of Occupational Therapy Practice</td>
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<tr>
<td>OSC 610</td>
<td>Professional Development III: Management and Leadership</td>
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<tr>
<td>OSC 608</td>
<td>Professional Skills III: Environmental Adaptations and Assistive Technology</td>
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<tr>
<td>OSC 608</td>
<td>Professional Skills III: Environmental Adaptations and Assistive Technology</td>
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## Year 2: Graduate School

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<tr>
<th>Term 6</th>
<th>8 Credits</th>
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<tbody>
<tr>
<td>OSC 611</td>
<td>Fieldwork Level IIA</td>
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<tr>
<td>OSC 612</td>
<td>Professional Development IV: Fieldwork Education</td>
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## Year 3: Graduate School

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<tr>
<th>Term 7</th>
<th>8 Credits</th>
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<tbody>
<tr>
<td>OSC 701</td>
<td>Fieldwork Level IIIB</td>
</tr>
<tr>
<td>OSC 702</td>
<td>Professional Development V: Career Success and Meaningful Life</td>
</tr>
</tbody>
</table>

### Transfer of Credits

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.

### MS in Occupational Therapy Graduation Requirements

To complete the Occupational Therapy Master's Program at Gwynedd Mercy University successfully and graduate, students must complete all 7 terms of the professional Occupational Therapy Program which includes 2 terms for full-time Level II fieldwork. 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. All students must complete Level II fieldwork within 24 months following completion of academic preparation.
Frances M. Maguire School of Nursing and Health Professions

Doctor of Nursing Practice

Curriculum:
The Doctor of Nursing Practice curriculum is comprised of 39 credits to include 400 clinical hours. Courses are offered in a hybrid format that includes both face-to-face instructions and online courses during a traditional semester.

Doctor of Nursing Practice Program – 39 credits

Core Courses – 21 credits
NUR 700 Healthcare Ethics for the Advanced Practice Nurse (3)
NUR 701 Statistical Analysis for Evidence Based Practice (3)
NUR 720 Organizational Behavior & Social Policy (3)
NUR 721 Leadership as an Advanced Practice Nurse (3)
NUR 722 Technology for Advanced Practice Nurses (3)
NUR 730 Research Utilization (3)
NUR 731 Evidence Based Practice (3)

Clinical Core Courses – 18 credits
NUR 800 DNP Scholarly Project 1 (3)
NUR 801 DNP Scholarly Internship 1 (3)
NUR 810 DNP Scholarly Project 2 (3)
NUR 811 DNP Scholarly Internship 2 (3)
NUR 820 DNP Scholarly Project 3 (3)
NUR 821 DNP Scholarly Internship 3 (3)
COURSE DESCRIPTIONS

BUS 500  Introduction to Graduate Studies (1)
This course will provide an introduction to and an overview of the philosophy of the graduate management program and its policies and procedures. Adult learning concepts, useful academic skills, aspects of group dynamics and team-building strategies will be emphasized. Students will be introduced to learning resources, research material and other information-gathering tools necessary for successful graduate work. (3 weeks)

BUS 501  Foundations of Executive Management (3)
This course is a study of management as an organized body of knowledge, focusing on the role of executive management in directing an organization and improving organizational performance. Concepts include the nature and purpose of organizations; humanistic, ethical and behaviorist challenges facing modern institutions in a rapidly changing environment; and the development of managerial skills and techniques needed for the contemporary business environment. The first section of the research project will focus on strategic management. (6 weeks)

BUS 503  Advanced Economic Theories (3)
This course will study economic measurement, review of statistics, theoretical models and analysis of economic data and forecasting. Gathering, analyzing and presentation of economics information will be included. This course embodies the essence of managerial economics, which, as described in the first chapter of the text, combines the disciplines of economics and management sciences in decision-making. (6 weeks)

BUS 504  Organizational Leadership, Culture and Dynamics (3)
Drawn from behavioral and social sciences, this course examines leadership theories, research and models. It includes a 360-degree inventory of leadership behaviors and relationships, an assessment of emotional intelligence. The role of the leader is studied with emphasis on the leader’s role in communication, team formation and team dynamics. (6 weeks)

BUS 505  Executive Decision Making Systems (3)
This course will help meet the needs of the marketplace for combining information systems with the management decision process and executive communications. Topics will include business information, computers, telecommunications, global networks, distributed systems, total quality management, six-sigma, strategic planning and business process re-engineering. Pre-requisite: BUS 504 (6 weeks)

BUS 506  Marketing Management (3)
The course is a study of marketing from a strategic management perspective. Emphasis is placed on strategic evaluation of internal (marketing mix) and external (competitive, economic, social) forces. Critical evaluation beyond an introductory level is necessary. Ethical issues related to marketing management are an integral part of this course. Contemporary issues in marketing and the practical application of marketing concepts to the student’s research project are also features of this course. Pre-requisite: BUS 505 (6 weeks)

BUS 507  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. Pre-requisite: BUS 506 (6 weeks)
BUS 508 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 development (R&D) portfolio analyses. A research project is a requirement for this course. (6 weeks)
Pre-requisite: BUS 507

BUS 509 Global Trade, Theories and Practice (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 operation in a global environment. The concepts presented here will be analyzed and used to prepare a section of the research project. (6 weeks)
Pre-requisite: BUS 508

BUS 510 Corporate Social Responsibility (3)
This course is a theoretical and practical overview of ethics theory, values formation and ethical decision-making within the context of management and leadership. Ethics and values are presented with an emphasis on identifying workable models for ethical decision-making and social responsibility at both the professional and personal level. A research paper is a part of this course. (6 weeks)
Pre-requisite: BUS 509

BUS 511 Emerging Trends in Management (3)
This course reviews management themes as they relate to emerging trends in the business environment that have been generated by technological advances, new management theory, and global enterprise. It is designed to promote innovative thinking through an examination of critical success factors for effective and efficient management. (6 weeks)
Pre-requisite: BUS 510

BUS 512 Strategic Planning – Capstone (3)
A capstone course in which students will be expected to demonstrate that they have the ability to integrate the various disciplines in the program and practical management experience for the purpose of solving management and leadership problems through case analysis and critique. This course is designed to complete the student’s research project. This must be the last course completed in the degree program.

BUS 514 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.
Counseling

CNS 504 Human Development (3)
This course explores human growth and development across the lifespan 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 lifespan, 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.

CNS 505 Foundations of Counseling (3)
This course is an introduction to the profession of counseling, and is designed to acquaint individuals who are preparing to enter the counseling profession with a broad overview of the profession’s historical and theoretical foundations, as well as to begin the development of a professional identity. Roles and responsibilities of counselors across a variety of settings will be examined, including involvement in professional organizations and associations, exploration of professional preparation standards, and the need for advocacy in support of the counseling profession and counseling clients. Ethical codes, legal statutes and emerging professional issues and trends in the counseling field will be addressed. Students will be introduced to the basic skills of helping. 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.

CNS 510 Research Skills for Reflective Practitioners (3)
In this course, students will accomplish three goals. The first is to develop an awareness for the role that research plays in their professional lives as reflective practitioners. The second is to examine the various research methodologies commonly employed in research in education and social sciences as well as the writing skills needed to report results in a scholarly manner. The third is to help students become better consumers and critics of the research as reported in the literature.

CNS 513 School Counseling Practicum, Supervision & Seminar (3)
This course is the first in a series of three field experiences that requires 100 hours of direct counseling, individual and group supervision. This field experience provides students with the opportunity to practice advanced counseling methods and techniques in individual and group counseling settings and to integrate professional knowledge. Professional issues, legal issues and ethical behavior related to the counseling profession will be addressed. Emphasis is placed on refining a personal theory of counseling useful in a wide range of counseling settings.

Prerequisites: 20 hours of pre-practicum experiences. Grade of B or better in the following: CNS504, CNS505, CNS520, CNS 523, CNS 527, CNS 535.

CNS 520 Theories of Counseling (3)
This course is designed to survey major theoretical orientations to counseling and the philosophical assumptions underlying the counseling process and the application of psychological services to diverse populations. Students will examine the goals of counseling, the principles and techniques of counseling and their application to professional counseling setting through the lenses of the specific theoretical orientations. Emphasis will be upon evaluating the various theories, synthesizing and generating their own theoretical perspectives for future counseling practices. A grade of a “B” or better must be earned in this class for the student to begin CNS 513 School Counseling Practicum, Supervision & Seminar.

Prerequisite: CNS505
CNS 521 Assessment Techniques in Counseling (3)
This course provides students with an understanding of assessment, evaluation, and measurement in counseling practice. Emphasis will be placed on the concepts underlying psychological testing and interpretation. Students will develop skills in the selection, administration, and interpretations of assessment tools used to evaluate client issues and functioning. The overall learning goal is the development of critical thinking in the informed use of assessment methods.

CNS 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.

CNS 523 Intervention Techniques in Counseling (3)
This course is focused on the development of coordination and collaboration knowledge and skills. Students will apply counseling theory techniques and will learn about evidence-based prevention and intervention techniques aimed at providing comprehensive programming to all students including those with disabilities, ESL, and those who are gifted. Topics include: Student Assistance Programs (SAP), Response to Intervention (RTI), Positive Behavioral Interventions and Support (PBIS), crisis planning and response, substance abuse prevention/intervention, peer programming with emphasis on implications for developing counselor intervention techniques. A grade of a “B” or better must be earned in this class for the student to begin CNS 513 School Counseling Practicum, Supervision & Seminar.
Prerequisite: CNS 520, CNS 525.

CNS 525 Organization of School Counseling (PK–12) (3)
This course provides an overview of the major components of the ASCA National Model (Foundation, Delivery, Management and Accountability) and the Pennsylvania Companion Guide to the ASCA National Model. Students will examine the issues relevant to the role and function of the PK-12 school counselor as an advocate for social justice including the use of evidence-based practice, data-based decision making in planning, implementing, and evaluating a comprehensive school counseling program that is linked to school improvement plans and current education reform issues. Course objectives are directed at developing an understanding of needs assessment and program evaluation.
Prerequisite: CNS 505

CNS 527 Social Justice, Multicultural and Diversity Issues in Counseling (3)
This course focuses on developing a theoretical and skill foundation for developing their cultural competency and working with diverse groups as an advocate for social justice. A broad view of diversity is used in this course, and includes race, ethnicity, socioeconomic-status, culture, gender, sexual orientation, physical/psychological ability, religion and age. Students will explore diversity-related issues as they relate to the counselor, clients/student and counseling relationship. Topics include: theories, goals, skills and techniques for working with diverse individuals and families, with special attention on working with diverse learners and English language learners (ELL). The course is also designed to increase students’ awareness of how their own attitudes, behaviors, perceptions, and biases can impact their ability to provide culturally sensitive approaches to counseling. A grade of a “B” or better must be earned in this class for the student to begin CNS 513 School Counseling Practicum, Supervision & Seminar.
CNS 531 College and Career Readiness (3)
This course provides an overview of career theories and addresses the skills necessary to provide counseling services in the school setting aimed towards college and career readiness. Students will develop the knowledge, skills, and resources for facilitating career development through the PK-12 school experience with an emphasis on career interventions emphasizing the role of the school counselor as advocate for the academic, career and life success of all students including special populations and ELL. Topics included are: career development theories, post-secondary college and career choice, career decision-making, computerized information systems, occupational information, decision-making strategies, and life-work planning.

CNS 535 Group Counseling & Facilitation (3)
This course provides an overview of group development theories, group leadership skills as well as research about interpersonal communication. A basic understanding of group dynamics and behavior is provided with an emphasis on the application of group dynamics in working with clients/students in counseling groups. Methods of developing and organizing group counseling programs will be discussed. Topics include: the process of forming a group, planning groups, and leading groups; the selection, evaluation, and use of group counseling methods and materials. A grade of a “B” or better must be earned in this class for the student to begin CNS 513 School Counseling Practicum, Supervision & Seminar. 
Prerequisite: CNS 520, CNS 523

CNS 581 Foundations of Special Education in an Inclusionary Setting (3)
This course will require students to demonstrate knowledge of and competence in applying the fundamental concepts of teaching students ages 3-21 with cognitive, behavioral and/or physical health disabilities. This will include philosophical, historical and legal foundations of education for students with disabilities, current identification criteria, legal and educational definitions, etiology, incidence and prevalence figures as well as cognitive, behavioral and physical characteristics. Field experience is required.

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. 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

CNS 608 School Counseling Internship I & Supervision (3)
This course is the second in a series of three field experiences. School counselor-trainees will perform all tasks and duties ascribed to school counselors as determined by the ASCA National Model under the supervision of an experienced Professional School Counselor and a University supervisor. Students seeking certification in school counseling must complete a minimum of 210 clock hours. In addition, students are enrolled in a group supervision seminar. Students needing more than 46 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: CNS 513
EDU 609 School Counseling Internship II & Supervision (3)
This course is the third in a series of three field experiences. School counselor-trainees will perform all tasks and duties ascribed to school counselors as determined by the ASCA National Model under the supervision of an experienced Professional School Counselor and a University supervisor. Students seeking certification in school counseling must complete a minimum of 210 clock hours. In addition, students are enrolled in a group supervision seminar. Students needing more than 16-15 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.

Education

EDU 502 The Learning and Teaching Process (3)
Overview of learning theories and their relationship to the facilitation of optimal learning environments. This course examines, through research, human learning over the life span as well as developmental and cognitive learning theories. Students will have the opportunity to apply learning theories to issues of typical and diverse learners. The applied practices of school life such as classroom management, curriculum development, learning standards, intelligence and testing, outcomes assessment and technologies in education will be analyzed and critiqued.

EDU 503 Social and Political Foundations of Education (3)
This course is an inquiry into the fundamental purposes of education in the United States. Students will examine contemporary issues as well as the philosophical, political and cultural of American education.

EDU 504 Human Development (3)
This course explores human growth and development across the life span from infancy to old age and in multicultural contexts. The course focuses on the physical, cognitive, social, personality and emotional development. Topics will include theories of individual and family development across the life span, the family life cycle, theories of learning and personality development, human behavior, community resilience, theories of additions, and strategies for facilitating optimum development over the lifespan. A grade of a “B” or better must be earned in this class for the student to begin EDU 513 School Counseling Practicum, Supervision & Seminar.

EDU 505 Foundations of Counseling (3)
This course is an introduction to the profession of counseling, and is designed to acquaint individuals who are preparing to enter the counseling profession with a broad overview of the profession’s historical and theoretical foundations, as well as to begin the development of a professional identity. Roles and responsibilities of counselors across a variety of settings will be examined, including involvement in professional organizations and associations, exploration of professional preparation standards, and the need for advocacy in support of the counseling profession and counseling clients. Ethical codes, legal statues and emerging professional issues and trends in the counseling field will be addressed. Students will be introduced to the basic skills of helping. A grade of a “B” or better must be earned in this class for the student to begin EDU 513 School Counseling Practicum, Supervision & Seminar.

EDU 506 Methods, Materials and Curriculum I (3)
Students engage the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards in the area of science and technology, social sciences, and citizenship education for typical and diverse learners. Field experience is required.
EDU 507 Methods, Materials and Curriculum II (3)
This course is a continuation of the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology uses and assessment will be highlighted as well as professional and state standards for the areas of children's literature, art, and humanities, music, and health, safety, and physical education for typical and diverse learners. Field experience is required.

EDU 508 Secondary School Methods and Materials (3)
This course includes the study of various methods and materials utilized in secondary education. The rationales for various methods as well as the implementation of these methods in the classroom are examined. Through this course students also study motivational practices, current trends in secondary education, the use of technology to enhance learning, classroom management strategies and assessment practices. Field experience is required.

EDU 510 Research Skills for Reflective Practitioners (3)
In this course, students will accomplish three goals. The first is to develop an awareness for the role that research plays in their professional lives as reflective practitioners. The second is to examine the various research methodologies commonly employed in research in education and social sciences as well as the writing skills needed to report results in a scholarly manner. The third is to help students become better consumers and critics of the research as reported in the literature.

EDU 511 Methods and Theories for Teaching Mathematics (3)
The “Pennsylvania Academic Standards for Mathematics” and the “National Council of Teachers of Mathematics” have delineated the critical nature and the skills necessary for effective mathematics instruction. Students will learn the pedagogical methods and the essential mathematical theory and research. The class is comprised of demonstrations, collaborative learning, modeling and discussion. Field experience is required.

EDU 512 Methods for Teaching Reading and Assessment (3)
This course provides information regarding the relationship between the reading process and the informal and formal assessment of those skills (behaviors) that experts see as crucial to reading success with a particular focus upon the State of Pennsylvania Literacy Standards for elementary school students. Reading instruction that is evident in a balanced literacy program is analyzed and practiced, including reading instruction that is designed to remediate reading difficulties or skills deficits. Field experience is required.

EDU 513 School Counseling Practicum, Supervision & Seminar (3)
This course is the first in a series of three field experiences that requires 100 hours of direct counseling, individual and group supervision. This field experience provides students with the opportunity to practice advanced counseling methods and techniques in individual and group counseling settings and to integrate professional knowledge. Professional issues, legal issues and ethical behavior related to the counseling profession will be addressed. Emphasis is placed on refining a personal theory of counseling useful in a wide range of counseling settings.

Prerequisites: 20 hours of pre-practicum experiences, Grade of B or better in the following: EDU504, EDU505, EDU520, EDU 523, EDU 527, EDU 535
EDU 520 Theories of Counseling (3)
This course is designed to survey major theoretical orientations to counseling and the philosophical assumptions underlying the counseling process and the application of psychological services to diverse populations. Students will examine the goals of counseling, the principles and techniques of counseling and their application to professional counseling setting through the lenses of the specific theoretical orientations. Emphasis will be upon evaluating the various theories, synthesizing and generating their own theoretical perspectives for future counseling practices. 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.
Prerequisite: EDU 505

EDU 521 Assessment Techniques in Counseling (3)
This course provides students with an understanding of assessment, evaluation, and measurement in counseling practice. Emphasis will be placed on the concepts underlying psychological testing and interpretation. Students will develop skills in the selection, administration, and interpretations of assessment tools used to evaluate client issues and functioning. The overall learning goal is the development of critical thinking in the informed use of assessment methods.

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 523 Intervention Techniques in Counseling (3)
This course is focused on the development of coordination and collaboration knowledge and skills. Students will apply counseling theory techniques and will learn about evidence-based prevention and intervention techniques aimed at providing comprehensive programming to all students including those with disabilities, ESL, and those who are gifted. Topics include: Student Assistance Programs (SAP), Response to Intervention (RTI), Positive Behavioral Interventions and Support (PBIS), crisis planning and response, substance abuse prevention/intervention, peer programming with emphasis on implications for developing counselor intervention techniques. 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.
Prerequisite: EDU 520, EDU 525.

EDU 525 Organization of School Counseling (PK–12) (3)
This course provides as overview of the major components of the ASCA National Model (Foundation, Delivery, Management and Accountability) and the Pennsylvania Companion Guide to the ASCA National Model. Students will examine the issues relevant to the role and function of the PK-12 school counselor as an advocate for social justice including the use of evident-based practice, data-based decision making in planning, implementing, and evaluating a comprehensive school counseling program that is linked to school improvement plans and current education reform issues. Course objectives are directed at developing an understanding of needs assessment and program evaluation.
Prerequisite: EDU 505
EDU 527 Social Justice, Multicultural and Diversity Issues in Counseling (3)
This course focuses on developing a theoretical and skill foundation for developing their cultural competency and working with diverse groups as an advocate for social justice. A broad view of diversity is used in this course, and includes race, ethnicity, socioeconomic-status, culture, gender, sexual orientation, physical/psychological ability, religion and age. Students will explore diversity-related issues as they relate to the counselor, clients/student and counseling relationship. Topics include: theories, goals, skills and techniques for working with diverse individuals and families, with special attention on working with diverse learners and English language learners (ELL). The course is also designed to increase students’ awareness of how their own attitudes, behaviors, perceptions, and biases can impact their ability to provide culturally sensitive approaches to counseling. 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 531 College and Career Readiness (3)
This course provides an overview of career theories and addresses the skills necessary to provide counseling services in the school setting aimed towards college and career readiness. Students will develop the knowledge, skills, and resources for facilitating career development through the PK-12 school experience with an emphasis on career interventions emphasizing the role of the school counselor as advocate for the academic, career and life success of all students including special populations and ELL. Topics included are: career development theories, post-secondary college and career choice, career decision-making, computerized information systems, occupational information, decision-making strategies, and life-work planning.

EDU 535 Group Counseling & Facilitation (3)
This course provides an overview of group development theories, group leadership skills as well as research about interpersonal communication. A basic understanding of group dynamics and behavior is provided with an emphasis on the application of group dynamics in working with clients/students in counseling groups. Methods of developing and organizing group counseling programs will be discussed. Topics include: the process of forming a group, planning groups, and leading groups; the selection, evaluation, and use of group counseling methods and materials. 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. Prerequisite: EDU 520, EDU 523

EDU 534 Strategic Reading Assessment (3)
Experiences related to assessment. Examination of multiple measures of assessment as the basis of instructional plans appropriate for classroom and remedial instruction. Prerequisites: EDU 540, EDU 541.

EDU 551 Computer Applications for Educators (3)
This course examines the function, impact, and role of integrated classroom technologies on 21st-Century teaching and learning. Students will explore definitions of technology as both tool and process, and facilitate the development and assessment of technology-based learning activities. Students will learn how to engage students using technology-based teaching tools that support learning theories and conceptual frameworks of teaching.

EDU 565 Student Teaching and Professional Seminar (3-6)
This is a student teaching experience for those seeking their first certification in Pre-K, Grades 4-8, or secondary education. This full-time program experience lasts 14-weeks, Monday through Friday and includes intensive supervision by University personnel as well as participation in an online seminar class. Advisor’s permission is required. Prerequisites: All certification courses for respective major, attainment of all PDE field experience competencies, all required clearances and a minimum 3.0 GPA.
EDU 570 Research Skills for School Leadership (3)
It is important that the principal be able to comprehend and analyze the statistics used in assessment and research design and also utilize statistics as a tool in his/her own educational practice. This course will focus on concepts rather than computation, although computation will be included. This course also includes a study of fundamental principles of educational research. It provides opportunities for the student to become familiar with various research designs, data collection techniques, systems of analysis, and report writing. A critical reading of current research literature will be an important component of the course. The student will be introduced to the writing of a research proposal, especially, the statement of the problem and literature review.

EDU 571 The Principalship (3)
This course will focus on the evolving and growing role of the school principal. An emphasis will be placed on acquiring knowledge, skills, and dispositions in leadership. A theoretical and philosophical base for the principal as a change agent will be established. (20 hours embedded field experience required.)

EDU 572 Curriculum and Instructional Supervision (3)
Instructional leadership is critical to school success. It includes curriculum development and implementation, staff development, and instructional supervision. The course will deal with curriculum trends, new approaches to organizing schools, professional learning communities, instructional methodologies, and research on improving student performance. (20 hours embedded field experience required.)

EDU 573 School-Community Relations (3)
This course is designed to guide the prospective school principal in developing the skills, knowledge, and dispositions found to be vital to communicating effectively with all school constituent individuals and groups, and fundamental to initiating, implementing, managing, and evaluating effective communication strategies and practices with and between all parties in the schooling process. (20 hours embedded field experience required.)

EDU 574 School Law and Policy Issues (3)
As schools have evolved, so have state and federal regulations to guide and direct them. In this course, student will acquire knowledge of the laws and regulations that govern schools and apply this knowledge to identify legal issues, foresee potential liability, and act to reduce risks. Policies reflect the laws, regulations, and guidelines that define the purposes, parameters, and specific actions that establish the responsibilities of the individual and the institution. This course will examine policy-making and policy implementation in relation to schools. (20 hours embedded field experience required.)

EDU 576 Human Resources and Staff Development (3)
This course will focus on the selection, employment, orientation, supervision, development, and evaluation of both professional and non-professional personnel. The course will emphasize the role of the principal and curriculum supervisor in professional development. It will also address the role of school administrators in collective bargaining and contract administration. (20 hours embedded field experience required)

EDU 577 School Resources Management (3)
This course will deal with both the fiscal and facilities resources of a school and their proper management. Site-based management will be a part of the course. The principal's role in school finances and the budgeting process will be emphasized. Assessment of need, establishing priorities, providing justification, and the accounting for expenditures of the budget will be considered. Assessing facilities, making assignments, overseeing housekeeping and maintenance, and maintaining an environment conducive to teaching and learning will be a part of the knowledge and skills presented in this course. (20 hours embedded field experience required.)
EDU 578 Educational Leadership (3)
Education leaders both formally and informally set direction for schools, programs, and services. They may hold such positions as classroom teachers, principals, supervisors, coordinators, and directors. Leaders advance a vision, a purpose, and an agenda. This course will focus on the critical elements and skills needed in effective educational leaders and change agents. (20 hours embedded field experience.)

EDU 579 Current Issues in Education (3)
This course will review topics that are currently critical educational issues within the general public and within professional educational circles. Educational reform in the state, US, and internationally will be compared and analyzed. Attention will be given to accountability systems, the federal role, teacher and principal evaluation systems, and special interest groups. (Embedded competency-based field experience is required.)

EDU 580 Multicultural and Diversity Issues in Education (3)
Designed for educators who recognize the significance that issues of multiculturalism and diversity play in impacting the educational experience of an increasingly diverse population. In this course, students will examine how issues of class, culture, ethnicity, language, gender, etc. are represented in educational settings.

EDU 581 Foundations of Special Education in an Inclusionary Setting (3)
This course will require students to demonstrate knowledge of and competence in applying the fundamental concepts of teaching students ages 3-21 with cognitive, behavioral and/or physical health disabilities. This will include philosophical, historical and legal foundations of education for students with disabilities, current identification criteria, legal and educational definitions, etiology, incidence and prevalence figures as well as cognitive, behavioral and physical characteristics. Field experience is required.

EDU 582 Effective Communication for Educators (3)
This course provides education professionals with the skills and techniques to effectively communicate with students, colleagues, administrators, parents, and the community. The study of communication requires an examination of a wide range of human skills, which includes: speaking, listening, writing, reading, verbal and nonverbal behavior, and the effective use of communication tools available through the media and the internet.

EDU 583 Action Research Seminar (3)
Students engage the processes of action research, ie: reflection, inquiry and action in their own professional context. Through this seminar the student performs research of the literature, plan and develop an action research strategy review.

EDU 590 Statistics, Research, and Assessment for the Reflective Practitioner (3)
It is important that the educator be able to comprehend, analyze, and critique educational research. This course includes the study of: fundamental principles of educational research; statistical concepts; the utility of various research designs; data collection techniques; and report writing.

EDU 591 Curriculum Development and Peer Coaching (3)
This course examines how curriculum is developed; various theoretical approaches to the curriculum design and implementation; the multiple external factors that influence curriculum decisions, etc. Students then develop strategies for working with colleagues in integrating their learning from this course and curriculum issues in their teaching situation.
EDU 595 Practicum I: Leadership and School Administration (3)
This course will involve working with a mentor principal, supervisor, or other school administrator ideally within your own school district. An action plan will be developed with your mentor principal and approved by the course instructor. A major part of this action plan will be a research problem that is "real" and needs resolution within the cooperating school or school district. (90 hours embedded field experience required.)

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

EDU 596 Practicum II: K-12 Principalship (3)
This course will involve working with a mentor principal. An action plan will be developed with your mentor principal and approved by the course instructor. The purpose of the course is to guide the student toward connecting research, theory, and practice through reflective experience. (90 hours embedded field experience required)

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

EDU 602 Professional Portfolio Project (3)
This project is the final activity undertaken to fulfill the requirements of the Master of Science in Reading Program in the Professional Portfolio Option. The project is done in collaboration with the student’s advisor. Results will be presented to a faculty committee.

EDU 603 Culminating Project (3)
The action research thesis is the capstone course. It is meant to insure the integration of the programmatic content and the special research interest of the student. This course is a unique professional experience designed in collaboration with the student and his or her area of professional practice. Through this course, the student will display the ability to develop action research, select journal and conference sites for manuscript submission, and highlight coursework through a self-published website.

Prerequisites: EDU 510

EDU 608 School Counseling Internship I & Supervision (3)
This course is the second in a series of three field experiences. School counselor-trainees will perform all tasks and duties ascribed to school counselors as determined by the ASCA National Model under the supervision of an experienced Professional School Counselor and a University supervisor. Students seeking certification in school counseling must complete a minimum of 210 clock hours. In addition, students are enrolled in a group supervision seminar. Students needing more than 15 weeks to complete the practicum experience should contact the School Counseling Program Director. Please review the Internship Handbook for further details on application requirements, site and internship student expectations.

Prerequisites: EDU 513

EDU 609 School Counseling Internship II & Supervision (3)
This course is the third in a series of three field experiences. School counselor-trainees will perform all tasks and duties ascribed to school counselors as determined by the ASCA National Model under the supervision of an experienced Professional School Counselor and a University supervisor. Students seeking certification in school counseling must complete a minimum of 210 clock hours. In addition, students are enrolled in a group supervision 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: 100 hours of practicum, EDU 513, EDU 608.

EDU 620 Research, Analysis and Assessment of Outcomes (3)
This course provides the student with 1) a deeper understanding of the role of the supervisor of curriculum and instruction in assessing student learning, and 2) the knowledge and skills necessary to apply research on teaching and learning to more effective practice.
EDU 622 Practicum II: Supervisor of Curriculum and Instruction (3)
This course will involve working with a mentor supervisor or other school administrator with supervisory responsibilities. An action plan will be developed with your mentor and approved by the course instructor. The purpose of the course is to guide the student toward connecting research, theory, and practice through reflective experience.

EDU 650 Special Topics Course
Investigation of a selected topic or topics designed to integrate and enhance the student’s comprehension and application of educational theory and practice.

DOCTORAL OF EDUCATION
EDU 801 Educational Policy in Research and Practice in the U.S. (Residency) (3)
This course provides an analysis of educational policy and research as it relates to the organization, governance, and delivery of educational services in the U.S. Major issues explored and analyzed in this course include school finance and equitable school funding, trends in PK-12 and higher education policy and practice, and the changing role of large and small school districts, private schools, charter schools, colleges and universities, and educational providers of all sorts. This course shall be conducted in a blended format, both online and on-campus. 20 hours of embedded field experience is required for those seeking the superintendent of schools letter of eligibility.

EDU 802 Organizational Research and Theory Development (3)
This course provides an in-depth examination of the research relating to organizational behavior, the development of theories of administration, and the applications of theory in educational institutions. Students will have the opportunity to evaluate their own leadership style by analyzing the major frames for assessing organizational development. Through the lens of these frames and the concept of change theory, students will develop a personal philosophy of leadership.

EDU 803 Statistical Analysis, Methods, and Research (3)
An introduction to quantitative research methods, non-experimental designs, and the analysis of large-scale longitudinal datasets. The logic of inferential statistics and the application of basic analytic techniques are explored as the basis for research related to education policy. Prior knowledge of statistics or quantitative methods is not required.

EDU 804 Cross-Cultural Perspectives and Educational Leadership (3)
Educational leadership is a socially bounded process that is subject to the cultural traditions and values of the society in which it is exercised. This course highlights the cultural and contextual basis of leadership. Instead of focusing on the universalistic nature of leadership, students will identify the particularity and diversity of cultural and contextual conditions in which leadership takes place.

EDU 805 The Ethics of Educational Leadership and Policy (Residency) (3)
This course is a critical and pragmatic examination of ethical leadership and administration within organizations. Social, moral, and ethical philosophies will be explored as they relate to decisions impacting leadership in education. Students will compare and contrast theories of ethical decision making. Students will relate these theoretical perspectives to their own purpose, values, and commitments as leaders.

EDU 806 Equity, Equality, and Equal Opportunity (3)
This course offers students an opportunity to analyze access to educational opportunities through the lens of justice and ethics. The balance and contradictions of equity, equality, and equal opportunity will be explored with a focus on personal, inter-personal and organizational influences that prohibit or promote
educational opportunities for all individuals. Students will also have the opportunity to forecast future trends in educational policy, structures, and practices.

**EDU 807 Advanced Statistical Analysis, Quantitative and Qualitative Research (3)**
An in-depth examination of research and measurement, analysis of experimental data, and qualitative designs. Implications of mixed method research are considered.

**EDU 808 Technology, Data, and Program Evaluation (3)**
Future-focused exploration of learning technology, gathering and using data to drive instructional improvement, and evaluation of educational programs.

**EDU 809 Global Educational Policy and Practice (International Residency) (3)**
A review of global issues in education policy and practice with a focus on how schools are organized, what is taught, how achievement is measured, and the role of cultural context, with an emphasis on global competition. This course shall be conducted in a blended format, both online and at an international location.

**EDU 811 Dissertation Advisement I (3)**
This course offers an introduction to the dissertation: defining the dissertation, research goals, research guiding questions, and literature reviews. Published dissertations will be explored to reflect on theories and gaps in theories to frame a possible dissertation topic. Students will practice how to construct effective research guiding questions for those topics to begin the literature review process. The dissertation committee for each student will also be formed during this course.

**EDU 812 Dissertation Advisement II (3)**
This course is designed to guide you in preparing a draft of Chapter 1 of your dissertation and an application for submission to the Institutional Review Board. You will gain deeper knowledge of how to ensure the ethical treatment of human subjects.

**EDU 813 Dissertation Advisement III (3)**
Developing a comprehensive description of the research approach used for the study, including research-guiding questions, null hypothesis, research design, and selection of subjects for study, data collection, and data analysis.

**EDU 814 Dissertation Advisement IV (3)**
Compiling and analyzing data, review of participants or materials used, answering research guiding questions, reflecting on the results, constructing findings and conclusions, and noting implications for research and practice.

**EDU 815 Dissertation Advisement V (1)**
This one credit hour semester-long course is required for doctoral candidates in educational leadership who have completed all coursework requirements for the degree, but have yet to meet one or more related requirements, including the following:
- Comprehensive assessment accepted by Faculty Committee
- Written dissertation accepted by full Dissertation Committee
- Oral defense of dissertation accepted by full Dissertation Committee
- Journal article based on dissertation research suitable for publication accepted by Dissertation Advisor
- Abstract of dissertation research and key words accepted by Dissertation Advisor

The doctoral candidate who has not met one or more of these requirements shall enroll continuously in this course each semester in order to have access to university facilities, resources, and faculty until all requirements are satisfied, whereupon the doctoral candidate shall be eligible for graduation at the next date. The course shall consist of independent work to complete the above-cited requirements under the direction of the Dissertation Advisor. The course shall be graded on a pass/fail basis.
EDU 821  The Superintendency (3)
This course is an analysis of the role and responsibilities of the superintendent of schools, including preparation for the superintendency. An emphasis is placed on equity, equality, and raising achievement for all students. Twenty hours (20) of embedded field experience are required for those seeking the superintendent of schools letter of eligibility.

EDU 822  School Boards and School District Governance (3)
Considerations of school boardsmanship, internal and external governance, and structures in K-12 education. The course explores analysis the politics of school district governance and the leadership practices necessary to effectively lead in complex relationships. The characteristics of effective boardsmanship are defined through research and best practice. Twenty (20) hours of embedded field experience are required for those seeking the superintendent of schools letter of eligibility.

EDU 824  Transformational Leadership, Supervision, and School Turn-Around (3)
The application of theory and experience to school and school district improvement, including effectively supervising instruction, managing internal and external influences, and changing the culture of schools.

EDU 825  Labor Relations and Fiscal Management (3)
Personnel administration, contract administration, collective bargaining, and fiscal management, including the economics of education.

EDU 828  School District Practicum I (3) (for superintendent certificate letter of eligibility only)
School District Practicum I provides students with first-hand experience in a broad array of responsibilities that are inherent to the position of superintendent of Schools. Field-based learning in EDU 828 School District Practicum I and EDU 829 School District Practicum II shall be organized through leadership projects that address each of the Pennsylvania Leadership Standards. Each of the two practicum courses requires 120 hours of embedded field experience.

EDU 829  School District Practicum II (3) (for superintendent certificate letter of eligibility only)
School District Practicum II provides students with first-hand experience in a broad array of responsibilities that are inherent to the position of superintendent of schools. Field-based learning in EDU 828 School District Practicum I and in EDU 829 School District Practicum II shall be organized through leadership projects that address each of the Pennsylvania Leadership Standards. Each of the two practicum courses require 120 hours of embedded field experience.

EDU 831  Leadership and Administration of Higher Education (3)
This course examines current issues, challenges, and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of shifting demographics, and possible challenges for the future.

EDU 832  Legal Issues in Higher Education (3)
This course examines the basic legal concepts common to college student affairs administrators. Topics include the history of higher education law, basic legal theories and their applications in higher education, the student-institutional amendments and federal regulations in the context of student affairs, and legal considerations in student academic issues.

EDU 833  Finance and Fiscal Policy in Higher Education (3)
Accounting principles and policy, record-keeping, financial reporting, budgeting and planning models, and fiscal management.
EDU 834 Enrollment Management in Higher Education (3)
An analysis of current practices and future trends in the recruitment and retention of students, with consideration of financial aid requirements and regulations.

EDU 835 Future-Focused Trends and Innovations in Higher Education (3)
An exploration of research models for continuous improvement, transforming higher education, leadership for strategic change, and models for delivering academic programs and services.

EDU 838 Practicum for Leadership in Higher Education (3-6)
Field experience in post-secondary administrative services, including support services such as enrollment management, student affairs, financial aid, human resources, communications and public relations, information technology, plant management, institutional advancement, and fiscal management. The practicum will be individualized to meet the needs and interests of each student. EdD students only.

EDU 841 Designing Interventions and Assessing Outcomes (3)
Through a review of research and local practices, this course offers an in-depth study, analysis, and discussion of intervention programs and outcomes for students with special needs. Students will examine the organization and administration of special education programs with emphasis on the role of the special education leader within the local agency. A review of the development, implementation, and evaluation of effective program designs will prepare students to make recommendations for future practice.

EDU 842 School Law and Policy in Special Education (3)
Special education law, policy, and regulation are studied as the framework for providing services for all students, with particular consideration of current and predicted trends in law affecting children with disabilities (for both the PK-12 School/School District concentration and the Special Education concentration).

EDU 843 Foundations of Special Education Practices for School Leaders (3)
The purpose of this course is to provide the student an opportunity for in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education. This course provides the Special Education Supervisor candidate with a specified professional knowledge base included in the following aspects of leadership: decision making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, and supervision/assessment practices.

EDU 844 Neuroscience of Learning (3)
A re-examination of programs and services for diverse learners from the viewpoint of cognitive neuroscience of learning. Viewing learning as essentially a process of neurological change, neurological research about learning offers practitioners and policy-makers insights and perspectives to change educational practice.

EDU 845 Supervision and Administration of Special Education (3)
The purpose of this course is to provide the student an opportunity for a more in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education at a deeper level. This course follows EDU 843, The Foundation of Special Education Administration. This course provides the Special Education Supervisor candidate with a specified professional knowledge base included in the following aspects of leadership: decision-making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, supervision/assessment practices.
EDU 848  Supervision and Administration of Special Education Practicum I (3) (for Supervisor of Special Education Certification only)
This course provides field experience in a school setting to perform the functions required of a special education supervisor in local educational agencies (LEAs), including charter schools, private schools, and intermediate units. The student enrolled in this course will be supervised by faculty or by an approved mentor. The student will be provided with experience in self-evaluation and reflection, administrative shadowing, departmental and school improvement plans, student evaluation and placement processes in special education, staff observation and supervision, clinical supervision of a peer and development, and planning for staff professional development.

EDU 849  Supervision and Administration of Special Education Practicum II (3) (for Supervisor of Special Education Certification only)
This course provides field experience in a school setting to perform the functions required of a special education supervisor in LEAs, including Charter Schools, private schools and intermediate units. The student enrolled in this course will be supervised by faculty or an approved mentor. The student will be provided with experience in: Leading Change, Discipline and manifestation determination, 504 Service Agreements, Related Service Providers, School Finance and budgeting, Resources within the District, Inter-Agency Coordination, Community Partners and the Mental Health System, School Board, Child Find and the Referral Process, Mediation and Due Process, and working with Parents.

SPECIAL EDUCATION

SPE 506  Foundations of Behavior Analysis (3)
This course examines the concepts and principles of behavior analysis including, history, experimental analysis of behavior, as well as the dimensions of conditioning and reinforcement.

SPE 507  Applied Behavior Analysis (3)
This course focuses on all principles of Applied Behavior Analysis as the basis for techniques utilized to improve socially significant behavior to a meaningful degree. Topics will include: basic concepts, selecting, defining and measuring behavior, evaluating and analyzing behavior change, reinforcement, punishment, antecedent variables, developing new behavior, and decreasing behavior with non-punishment procedures. Field Experience is required.

SPE 508  Applied Behavior Analysis Extended Principles (3)
This course is a continuation of the first Applied Behavior Analysis course (SPE 507). Particular consideration will be given to Functional Analysis and Verbal Behavior. Field Experience is required.

SPE 511  Autism and Applied Behavior Analysis (3)
The course will analyze the basic process of behavior in a person on the autism spectrum. The course will present more advanced learning in basic principles of behavior analysis which will be applied to the behavioral assessment, intervention methodologies, and programming for the student on the autism spectrum. Field Experience is required.

SPE 512 Ethics and Professionalism. (3)
This course will focus on the Behavior Analyst Certification Board’s Professional and Ethical Compliance Code. Ethics and professional conduct will be analyzed through readings and scenarios. Students will also study a survey of the applications of Applied Behavior Analysis including behavior consultation and behavior therapy as it applies to common mental health and behavior disorders.
SPE 560 Diagnostic, Assessment, Prescriptive and Intervention Techniques for the Special Learner (3)
This course is designed to provide students with a theoretical and practical foundation in assessment techniques. It emphasizes the selection and interpretation of assessment measures as well as the integration and communication of test results. Students will be exposed to current issues and research findings in the assessment literature. They will also receive hands-on experience in test administration and report writing.
This course is an introduction to the assessment process and is not intended to qualify the student to administer tests of a psychological nature in a school or agency with further supervision and training. Field Experience is required.

SPE 561 Researched Based Learning Methods and Materials for the Special Learner (3)
Application of fundamental concepts of teaching students with mild or moderate disabling conditions is presented. Focus is on applied behavioral analysis with problem-solving strategies and preventive methods for challenging classroom behaviors. The development and implementation of appropriate Individual Education Plans (IEP) and Individual Transition Plan (ITP) with behavioral plans are emphasized. The creation of a safe, supportive psychological and physical environment conducive to student learning is examined. Planning for transitions across the lifespan is explored. There will be emphasis on the use of Scientifically Researched Based Practices. Field experience required.
Prerequisite: SPE 560

SPE 562 Special Education Law and Ethics (3)
This course is designed to provide the student with in depth knowledge of the regulations and laws governing special education as they relate to the classroom and families of exceptional students. Students will study history of special education laws, current court and due process hearing results and their current impact on the delivery of special education programs and services.

SPE 563 Seminar on Current Issues in Special Education (3)
With constantly changing state and federal regulations regarding students with special needs, it is necessary for educators to be knowledgeable about these changes as they apply to the school and classroom. This course will emphasize a number of important aspects of special education not covered in other classes such as: public relations, working with parents, related services, working with support staff, determining LRE and FAPE, identifying the core principles of RtI, determining ESY, implementing the Procedural Safeguards, identifying what is “special” about special education, and other needed topics. Field Experience is required.

SPE 564 Behavior Management Skills for the Special Learners (3)
This course is designed to provide students with both the technical and functional understanding of behavioral analysis and the application of behavior management in classrooms and other education populations. A modified student teaching experience is required.
Pre-requisites: SPE 560, 561 and 563.

SPE 580 Foundations of Autism Spectrum Disorder (3)
This course examines the characteristics of individuals diagnosed on the Autism Spectrum an introduction to current trends of interventions will be introduced.

SPE 581 Assessment/Program Development for the Student on the Spectrum (3)
This course focuses on the design and implementation of assessment and program protocols for learners on the autism spectrum. The connection between on-going assessment and its role in individualized program development will be emphasized. The student will be presented with data-based decision-making models which will guide program development. Field Experience is required.
SPE 582 Communication, Behavioral Issues and Social Competence for Students on the Autism Spectrum (3)
This course will address the broad scope of issues relative to effective communication, behavioral and social competence for students on the autism spectrum. The course will analyze the interrelationship between communication and behavior. Language development, pragmatics, augmentative and alternative communication systems will be presented. *Field Experience is required.*

SPE 583 Scientifically Researched Based Instructional Practices (3)
A decision-making framework based on empirically based interventions that allow for the design of effective instructional systems will be emphasized in this course. Practices and procedures that address the core features of autism allowing for application across diverse instructional settings will be presented. The course will emphasize strategies to enhance collaboration with paraprofessionals as well as the representatives of services received by agencies outside of the school realm. *Field Experience is required.*

**Master of Business Administration (MBA)**

**MBA500 Fundamentals of Financial Accounting (1)**
This course develops the skills needed to analyze financial statements and disclosures for use in financial analysis. Topics covered include debit and credit processing, how accounting standards and managerial incentives affect the financial reporting process and the impact of regulatory changes which impact accounting.

**MBA510 Fundamentals of Economics (1)**
This course surveys topics in macroeconomics and microeconomics. Topics explored are scarcity, inflation, unemployment, interest rates, monetary policy, fiscal policy, market structures, the world economy, and current economic problems.

**MBA520 Fundamentals of Marketing (1)**
This course provides the basics fundamentals of marketing management and strategy. Emphasis is placed on a strategic marketing plan, effective marketing Decisions and how consumer behavior drives market research and effectively communicating value.

**MBA530 Fundamentals of Finance (1)**
This course provides the basics fundamentals of corporate finance. Emphasis is placed on firm valuation using time value of money and financial structure through capital budgeting. Corporate decisions to increase stock value with an understanding of risk verses reward. The course also evaluates the impact of liquidity, solvency and profitability in creating shareholder value.

**MBA540 Mathematics and Statistics (1)**
An overview of the quantitative fundamentals needed to successfully begin the MBA program. Course topics include: basic math, algebra, probability, analysis of variance, and basic statistical procedures.

**MBA550 Fundamentals of Management (1)**
This course describes the general nature of management in terms of management levels, functions, roles, and skills. It evaluates

**Core Courses – 21 credits**
MBA 600 Ethical Decision Making and Corporate Social Responsibility (3)
This course involves the study of ethical theory, values formation, ethical decision-making and corporate social responsibility policy formation within the context of management and leadership.

MBA 610 Strategic Management (3)
This course will examine strategic management and its importance to the business organization. The student will examine the relationship of strategy and organizational objectives. The course material included the creation and use of the SWOT analysis and the formulation of corporate, competitive and functional strategies. The student will utilize their assigned companies to complete related assignments.
Prerequisites: MBA510, MBA 550 or comparable undergraduate coursework.

MBA 620 Accounting for Decision Makers (3)
An examination of contemporary accounting issues for managers. Issues related to the principles, techniques, and uses of accounting in the planning and decision making in organizations are studied. The use of information technology plays a key role in this course. Areas of emphasis include the budgetary process, performance evaluation techniques, product costing methods, constraint management, and ethics.
Prerequisites: MBA 500 or comparable undergraduate coursework.

MBA 630 Marketing Planning (3)
This course presents marketing from a strategic management perspective. Emphasis is placed on strategic evaluation of internal (marketing mix) and external (competitive, economic, social) forces. The course will lead students through the marketing management process to the creation of a strategic marketing plan.
Prerequisites: MBA 520 or comparable undergraduate coursework.

MBA 640 Managing Business Operations (3)
The course examines problems faced by the operations manager in the planning operating and controlling of the production of goods and services. The major topics covered in the course include planning and analyzing operations, forecasting, inventory management, quality control and improvement, facility layouts, and supply chain management.
Prerequisites: MBA 540 or comparable undergraduate coursework.

MBA 650 Managerial Finance (3)
This course focuses on the management of economic resources and financing sources to enhance returns to the business entity. Skills developed include: cash flow management, profitability analysis, debt management, control of receivables, capital and operational budgeting and other asset/liability management tactics. This course will be a survey of advanced accounting and finance for managers stressing the analysis of principles and practices of the finance function. Emphasis is on financing methods for internal and external ventures and innovations, capital budgeting, and research and development (R&D) portfolio analyses.
Prerequisites: MBA 530 or comparable undergraduate coursework.

MBA 660 Capstone Business Plan (3)
This course is the culminating course in the MBA program. The capstone course experience requires students to develop a comprehensive, implementable business plan for a company within a specified industry. Drawing on the knowledge obtained in previous classes, students will incorporate marketing, operational, and financial plans into the comprehensive business plan. At the conclusion of the course, students present detailed reports of their findings and recommendations.

MBA 670 Emergency Management to Support Organizational Efficiency (3)
This course offers an examination of contemporary case studies allowing students to analysis elements of successful business leadership of crisis situations. Students will apply theories to practical exercise in a manner that demonstrates a comprehension of the elements of crisis management theory.
**MBA 680 Transportation Leadership and Management (3)**
This course will provide students the opportunity to analyze 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 transportation 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.

**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 health care system. It will examine the relationship between patients, physicians, hospitals, insurers, employers and the government. The course expands on three broad segments of the health care industry: the users, payers and providers. This course will also provide an overview of health care delivery systems in other countries.

**MBA 750 Healthcare Information Systems (3)**
This course is designed to provide students with an overview of the issues and implications of technology systems in health care organizations. Included will be discussion of the electronic medical record, the health information exchange and its effect on the healthcare environment.
Sustainability Option (9 credits)

**MBA 760 Ecopreneurship (3)**
The student will study the principles of environmental entrepreneurship. The course will provide a background in small business practices. The course will discuss the environmental opportunities presented to the small business segment and how these opportunities can be used to create a sustainable, "green" organization.

**MBA 770 Sustainability Marketing (3)**
This course integrates strategic marketing practices with the core environmental, social, and economic principles of sustainability. The potential and challenges of sustainability marketing will be explored as students analyze current sustainability trends that influence marketing and develop a strategic marketing plan.

**MBA 780 Sustainability and Supply Chain Management (3)**
This course identifies and analyzes best-practices in creating, managing, and evaluating sustainability in supply chains. Students will learn how to embed sustainability concepts into supplier selection and management, inventory management, production processes and the distribution function, including customer returns and the reverse supply chain.

**NURSING – Master of Science in Nursing**

**NUR 500 Pharmacotherapeutics for Advanced Practice Nursing Across the Lifespan (3)**
This course covers selected topics in pharmacology and clinical therapeutics that will be encountered by the advanced practice nurse. Content covers the basics of pharmacologic mechanisms, dose-response relationships, pharmacokinetics (in children, adolescents, adults, and the elderly) and factors that alter a drug's bioavailability. Pharmacological agents discussed include: autonomic, analgesics, anti-infective drugs, and agents affecting the central nervous, endocrine, cardiovascular, respiratory and gastrointestinal systems. 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 are discussed.

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

**NUR 510 Pathophysiology for Advanced Practice Nursing Across the Lifespan (3)**
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, and geriatric client. Included are the genetic, environmental, behavioral and organismal contributions to the dysfunctional conditions. The 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 and research, education, and current practice are emphasized. Students develop a personal philosophy and theoretical foundation for their practice.

**NUR 539 Independent Study (variable credit)**
Independent study in advanced practice nursing in which a student develops a program prospectus and secures sponsorship of a faculty advisor.
NUR 547 Computer Technology in Nursing (3)
Designed for the advanced practice nurse, this course examines computer applications within nursing administration, research, clinical practice, education, and health care. Social, legal, and ethical aspects associated with computerization of health care information will be investigated.
Prerequisite: Basic computer literacy skills.

NUR 550 Advanced Adult Health Nursing with Gerontology (3)
Study of the aging process, current theories of aging, and effects of political, social and economic issues on the lifestyles of the aging population. Exploration of the roles of the Clinical Nurse Specialist in promoting the wellness model for adults. Examination of the federal, state and local laws that support and/or discourage promotion, restoration and maintenance of health for the aging population. The synergistic effects of heredity, environment, lifestyle, and access to adequate health care on clients’ risks for morbidity, loss of independent living, and mortality are discussed. Review of current research on normative aging, health belief models, and health promotion strategies.
Prerequisites: Completion of core.
Corequisite: NUR 552.

NUR 551 Advanced Adult Health Nursing with Gerontology II (3)
Further study of the aging process focusing on the roles of the Clinical Nurse Specialist in the provision and management of complex care required by older adults in a variety of settings. Emphasis is placed on the development of strategies to delay, limit, and/or prevent the debilitating effects of chronic illness. Continued investigation of origins and effects of public laws on the social and economic forces that govern health and provision of holistic, restorative care in collaboration with clients, their families, and other health care providers. Discussion of ethical issues frequently encountered in the provision of long-term care. Analysis of current nursing research related to health problems of older adults and the delivery of care in long-term settings.
Prerequisites: NUR 550, NUR 552.
Corequisite: NUR 553.

NUR 552 Practicum - Advanced Adult Health Nursing with Gerontology I (3)
Focuses on application of the roles of the Clinical Nurse Specialist in community-based settings where adults live, work, recreate, and receive health care services. Under preceptor supervision, students utilize the nursing process to promote wellness and reduce the older adult client’s risk for morbidity and loss of independence. Students apply theoretical models in analyzing individual, familial, cultural, political, and socioeconomic forces that enhance or impede the older adult’s health and wellness. Opportunities for collaboration with federal, state and local agencies providing services to older adults and their families are provided.
Corequisite: NUR 550.

NUR 553 Practicum - Advanced Adult Health Nursing with Gerontology II (3)
Focuses on synthesis of the Clinical Nurse Specialist’s roles as clinical expert, educator, manager, researcher, and consultant in caring for older adults requiring long-term care at home or in a variety of institutional settings. Under preceptor supervision, students apply current nursing research to manage nursing diagnoses frequently occurring in clients in long-term care environments. Students also explore legal and ethical issues affecting quality of life and end-of-life decision making such as guardianship, ombudsman programs, residents’ rights, and advanced directives. Issues related to financing/reimbursement, staffing, facility accreditation, certification, licensure, and quality improvement strategies are explored.
Prerequisites: NUR 550, NUR 552.
Corequisite: NUR 551.
NUR 569 Advanced Assessment Practicum for Advanced Practice Nurses (1)
This course is the clinical practice component complementing the didactic and laboratory components of NUR 570. It provides a transition from laboratory practice of assessment skills on peers to actual assessment of pediatric, adolescent, adult, and geriatric clients in a primary care setting under preceptor supervision. Students spend 15 hours/week concurrent with their last 4 weeks of NUR 570 in a clinical setting such as a health clinic, preadmission testing, primary care office, or nurse managed health center performing health assessments on clients. Students in the Adult-Gerontology program are placed in settings with adolescent, adult, and geriatric clients; students in the Pediatric program are in pediatric settings.
Corequisite: NUR 570.

NUR 570 Advanced Assessment and Clinical Decision Making for Advanced Practice Nursing Across the Lifespan (3)
Builds upon the basic skills of physical assessment. Students practice health assessment and physical examination skills in classroom and laboratory settings. Emphasis is on clinical decision making, differentiation of abnormal versus normal findings, and the integration of history and physical examination across the lifespan.

NUR 572 Nurse Practitioner Role Seminar (3)
This course will examine the advanced practice nursing roles. Included is analysis of the domains of the nurse practitioner role: managing patient health/illness status; the healing role of the nurse; teaching and counseling; monitoring and ensuring the quality of health care practice; and organizational and role competencies. The focus is on the historical, social, political, legal, and economic issues related to advanced practice nursing.
Prerequisite: Completion of core

NUR 580 Management of Adult - Geriatric Health Concerns I (3)
This course provides student with the theoretical base to assess, diagnose and manage the primary care of adolescent, adult, and geriatric clients with selected common acute and chronic health problems including appropriate diagnostic procedures, laboratory tests, and follow up care for clients. Evidence-based practice is utilized as the basis for primary care management and decision making. In addition, students will utilize a variety of health technologies including electronic health records, electronic health databases, and personal digital assistants.
Prerequisites: Completion of core.
Corequisite: NUR 581.

NUR 581 Adult - Geriatric Nurse Practitioner Practicum I (6)
This course is a clinical practice component complementing the didactic of NUR 580. Experiences are provided for comprehensive health assessment and beginning management of adolescent, adult, and geriatric clients through interviewing and history taking, physical examination, laboratory testing, clinical decision making and formulation of plans of care in a primary care setting. Focus includes health promotion, disease prevention and management of acute/episodic health care and selected chronic and co-morbid illnesses.
Corequisite: NUR 580.

NUR 582 Management of Adult - Geriatric Health Concerns II (3)
This course builds upon prior content of Adult – Geriatric Health Concerns I. The course utilizes a holistic approach focused upon complicated and complex chronic and acute problems common in the adolescent, adult, and geriatric population in a primary care setting. Critical thinking based on synthesizing knowledge and skills from all previous courses is applied in the development of a comprehensive evaluation and management plan of care for individual clients. The collaborative aspect of the nurse practitioner roles in
educating and particularly in the management of clients with complex needs is addressed. The role of the client and family as active participants in the holistic plan of care is emphasized.

**Prerequisites:** NUR 580, NUR 581.

**Corequisite:** NUR 583.

**NUR 583 Adult - Geriatric Nurse Practitioner Practicum II (6)**

This course is the clinical practice component complementing the didactic of NUR 582 and building upon the foundation and previous experience from Advanced Assessment, Management of Adult-Geriatric Health Concerns I, Adult-Geriatric Nursing Practitioner Practicum I, and core courses in the sciences and research. Ongoing experiences are provided for comprehensive health assessment and management of adolescent, adult, and geriatric clients in the areas of prevention, minor acute/episodic health care needs and stable chronic illness. Emphasis is placed on expanding depth and scope, increasing independence, refining previously acquired skills and managing clients with multiple health problems.

**Corequisite:** NUR 582.

**NUR 590 Management of Pediatric Health Concerns I (3)**

Focuses on the role of the Pediatric Nurse Practitioner as the provider of primary pediatric health care. Uses a developmental approach to the management of children from birth through adolescence. Content focuses on normal growth and development throughout childhood, health promotion and maintenance and the management of minor acute health problems. Emphasizes a holistic approach which incorporates family dynamics, developmental tasks, health beliefs, cultural, spiritual, educational, and economic issues of the pediatric client. Appropriate methods of client/family teaching, anticipatory guidance, support and counseling are taught and demonstrated.

**Prerequisites:** Completion of core.

**Corequisite:** NUR 591.

**NUR 591 Pediatric Nurse Practitioner Practicum I (6)**

Provides the advanced practice nursing student with clinical experience in primary pediatric health care settings. Provides opportunities to practice comprehensive health care with a variety of pediatric clients under the supervision of an approved preceptor. Students are expected to perform comprehensive health histories and physical examinations, order appropriate laboratory tests, utilize clinical decision making and formulate a plan of care within the primary care setting. Areas of clinical experience include routine health care visits for children from birth to adolescence incorporating health promotion and disease and injury prevention as well as care for children with acute episodic health conditions. Emphasizes a holistic approach to ambulatory health care. Case presentation skills are developed within a safe and nurturing environment.

**Corequisite:** NUR 590.

**NUR 592 Management of Pediatric Health Concerns II (3)**

Provides the Pediatric Nurse Practitioner student with the necessary knowledge to diagnose and manage the primary health needs of children from birth to adolescence. Emphasis is placed on a systems approach to diagnosis and management of common acute illnesses and stable chronic illnesses. Integration of concepts of health maintenance and promotion throughout the curriculum. Holistic approach to ambulatory health care which emphasizes the social, spiritual, cultural, educational, developmental, and economic needs of the patient and family.

**Prerequisites:** NUR 590, NUR 591.

**Corequisite:** NUR 593.
NUR 593 Pediatric Nurse Practitioner Practicum II (6)
Culminating clinical experience for the Pediatric Nurse Practitioner student. Focuses on providing students with opportunities to develop knowledge and skills necessary to assist infants through adolescents with the most common health problems. Experiences will include acute episodic illnesses, stable chronic conditions, as well as continued emphasis on health promotion and maintenance. Emphasizes a holistic approach to ambulatory health care which incorporates the social, spiritual, cultural, educational, developmental, and economic needs of the client and family. By the completion of this course, the student is expected to be able to function independently as a beginning Pediatric Nurse Practitioner.
Prerequisites: NUR 590, NUR 591.
Corequisite: NUR 592.

NUR 602 Organizational Behavior for Advanced Practice Nurses (3)
Examination of human behavior within the context of health care delivery systems. Emphasis is on the impact of rapidly accelerating change and effective management of change. Theories of organizational behavior are presented in light of specific organizational problems that impact advanced practice nursing.

NUR 603 Clinical Practicum - Management Role (6)
Examination of management processes as they relate to advanced practice nursing and the health care delivery system. Fiscal responsibility including budget preparation and implementation will be incorporated.
Prerequisites: NUR 602, completion of core and areas of specialization courses.

NUR 604 Learning Theories (3)
Concepts of learning and selected learning theories are explored, compared and contrasted, and applied within nursing education. Students are guided in evaluating the learning process from both research and experiential perspectives. The interface between instructional technology and learning is explored within the context of learning styles and expectations of millennial learners.

NUR 605 Curriculum Design (3)
A study of the components and processes of curriculum design in relation to associate and baccalaureate nursing education. Historical, philosophical, and current educational issues impacting the curriculum are analyzed.
Prerequisite: NUR 604

NUR 606 Clinical Practicum - Teaching Role (6)
Application of theoretical content to the selected functional area of the teaching role. Provides opportunities for students to translate content related to the specialty area, curriculum design, learning theories and teaching strategies into practice in a nursing education setting. Emphasis is placed on teaching and faculty role components which are address within the framework of higher education.
Prerequisites: Completion of core and NUR 604, 605, 609, 614, 650.

NUR 609 Topics in American Higher Education (3)
Explores the history, structure and governance of American high education. Consideration of the influence of social, political and financial environments on University/university functions and academic life.

NUR 610 Research Methodology (3)
This course focuses on the systematic study of the research process and research methodologies appropriate practice and education in nursing. 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 evidence-based practice is addressed. Students will systematically develop a research problem appropriate for investigation for advanced nursing practice or nursing education.
Prerequisite: NUR 530.

NUR 614 Teaching Strategies for Nurse Educators (3)
Explores the teaching roles and responsibilities of the nurse educator in the classroom, laboratory and clinical setting. The theoretical content of teaching/learning and curriculum development will be applied to teaching techniques, strategies and challenges. The emphasis will be on techniques to facilitate student learning.

NUR 615 Research Seminar (3)
This course provides an analysis of the multiple roles of the nurses as researcher. The various roles of the nurse researcher including proposal development and refinement, data collector, data entry, securing funding, and dissemination of findings will be examined. Students will have the opportunity to explore one of these roles in depth by completing clinical hours in the research role of her/his choice.
Prerequisite: NUR 610.

NUR 616 Research Seminar II (variable credit)
Thesis Guidance
Prerequisite: NUR 615.

NUR 620 Research Thesis (3)
Preparation and writing of the fourth and fifth chapters of the master's thesis, plus the pre- and post-text. Incorporates collecting the data; utilizing computer technology for data analysis; analyzing the data; evaluating the data for the purpose of drawing conclusions, interpreting and applying the findings to advanced practice nursing theory and practice; and completing and editing a master's thesis in the approved format and style.
Prerequisite: NUR 615

NUR 621 Research Thesis II (variable credit)
Thesis guidance.
Prerequisite: NUR 620.

NUR 650 Clinical Seminar (4)
Designed to assist the nurse educator student to enhance her or his knowledge base in a selected area of nursing practice. In seminar, students analyze epidemiologic, technological, socioeconomic, cultural and ethical influences on client care. The practicum component includes precepted learning experiences in a student selected clinical environment. Selected settings include but are not limited to hospitals, long-term care facilities, assisted living facilities, rehabilitation facilities, nurse managed health centers, specialty clinics and office practices. Emphasis is placed on identifying and responding to health related concerns through the use of evidence based practice.
Prerequisites: NUR 510, 570, 604, 605, 614.

NURSING – Doctor of Nursing Practice (DNP)

NUR 700 Healthcare Ethics for the Advanced Practice Nurse (3)
This course examines ethical concepts foundational to advanced nursing practice. Application of a variety of decision making frameworks to address ethical dilemmas arising from complex care, use of technology, health care resources, health care policy, national and international health issues.
NUR 701 Statistical Analysis for Evidence Based Practice (3)
Develop the statistical skills necessary to critically evaluate advanced practice nursing research using qualitative and quantitative methods to identify appropriate techniques for interpretation of results of independent research, and for presentation of results to improve clinical practice. Develop beginning proficiency for performing the analysis of clinical datasets using software programs such as SPSS, Excel and SAS/STAT.

NUR 720 Organizational Behavior and Social Policy (3)
This course explores the advanced practice nursing role in health care delivery systems and outcomes in the delivery of health care. Health care delivery models and reimbursement mechanisms from policy and economic perspectives are examined. The advanced practice nursing role in applied research and formation of health care policy is emphasized.

NUR 721 Leadership as an Advanced Practice Nurse (3)
This course explores leadership of the advanced practice nurse as it relates to clinical practice, improving health outcomes, and ensuring patient safety. Leadership and communication strategies will be examined in the role of the advanced practice nurse.

NUR 722 Technology for Advanced Practice Nurses (3)
Designed for the advanced practice nurse, this course examines computer applications within nursing administration, research, clinical practice, education, and health care. Critical thinking concerning the social, legal and ethical aspects of computer technology is emphasized.

NUR 730 Research Utilization (3)
This course builds on prior knowledge of the nursing research process to support practice-based problems, interpretation and analysis of current evidence and literature. The analysis and interpretation of data from qualitative and quantitative research designs will be emphasized. The interrelationship of theory, research and practice will be analyzed.

NUR 731 Evidence Based Practice (3)
This course focuses on the review, analysis, synthesis and application of scientific evidence for advanced practice nursing and health care. The ethical, legal, cultural, and financial implication of evidence based advanced nursing practice is examined. Tools to develop an evidenced based practice project are explored.

NUR 800 DNP Scholarly Project 1 (3)
This is the first course of three courses developing an evidenced based scholarly project for advanced practice nursing. The student will conceptualize a scholarly research project in an area of advanced practice nursing. Synthesize knowledge and skills learned in previous courses to develop an evidenced based research project that makes a contribution to advanced practice nursing.

NUR 801 DNP Scholarly Internship 1 (3)
This course is the clinical practice component complementing the didactic of APN Scholarly Project 1 that requires 135 clinical hours. This course integrates previous knowledge and skills as an advanced practice nurse and focuses on the development of the scholarly project question. The experience provides additional opportunities for clinical practice and expertise development.

NUR 810 DNP Scholarly Project 2 (3)
This is the second course of three courses in the development of an evidenced based scholarly project for advanced practice nursing. In this course the student will continue with the evidenced based nursing project. The focus is the completion of data collection, analysis and preparation of all components of the project. The student will work closely with an advanced practice nursing faculty in the preparation of the evidenced based research.
NUR 811  DNP Scholarly Internship 2 (3)
This course is the clinical practice component complementing the didactic of APN Scholarly Project 2 that requires 135 clinical hours. Students will continue to refine advanced practice nursing skills and integrate the data collection component of their scholarly project.

NUR 820  DNP Scholarly Project 3 (3)
This is the final course of the three courses for the development of the evidence based scholarly project in advanced practice nursing. The focus is the completion, defense and dissemination of the evidence based project.

NUR 821  DNP Scholarly Internship 3 (3)
This course is the clinical practice component complementing the didactic of APN Scholarly Project 3 that requires 135 clinical hours. Students will continue to engage in clinical practice and expertise development. The course will offer the student a venue to complete, evaluate and disseminate the evidence based project.

NUR 830  DNP Scholarly Advisement (3)
This course provides ongoing faculty advisement until completion and defense of the capstone project.

OCCUPATIONAL THERAPY – Master of Science in Occupational Therapy

OSC 501: Foundations of Occupational Science (2)
Introduces the academic discipline of Occupational Science and its relationship to occupational therapy. The complex nature of occupation is explored from an interdisciplinary perspective. Emphasis on how occupational injustices can limit occupational performance and occupational participation, and how the therapeutic use of occupation can influence the development and/or recovery of persons with disabling conditions.

OSC 502: Neuroscience of Occupational Behavior (2)
Covers body functions and structures of the nervous system, including the impact of nervous system impairment on occupational behavior.

OSC 503: Functional Anatomy for Occupational Therapy (4)
In-depth study of the body functions and structures of the human body with major emphasis on functional anatomy within the domain of concern for occupational therapy. Includes a practice lab.

OSC 505: Foundations of Occupational Therapy (3)
Introduction to the foundations of the occupational therapy profession including its history, philosophical base, professional terminology, theory development, frames of reference, and the varied scope and roles of the occupational therapy practitioner.

OSC 506: Creativity and Activity Analysis (2)
Exploration of the historical and contemporary use of creativity in the promotion of health through client-centered activities to promote health and recovery. Emphasis on the analysis, grading, and managing of complexity of therapeutic activities. Includes a practice lab.

OSC 507: Kinesiology for Occupational Therapy (3)
Focus on the understanding and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.
OSC 508: Professional Skills I: Therapeutic Use of Self (2)
Exploration of human behavioral theories and practice of therapeutic use of self within individual and group therapeutic contexts. Focus on understanding the occupational needs of individuals and groups, teaching-learning process, appraisal of effective communication, empathy, mindfulness, and building of rapport to foster effective therapeutic relationships.

OSC 510: Professional Development I: Ethics, Values, and Responsibilities (2)
Examines the ethics and values of the profession of occupational therapy including the ethical standards of occupational therapy practice and review of scenarios to solve ethical dilemmas. Includes professional development regarding the acquisition of professional membership, knowledge, and skills expected of students in a professional program while beginning to develop a plan for lifelong learning.

OSC 511: Health & Medical Conditions: Children & Youth (2)
Examines development and the prevailing health and welfare needs of children and adolescents with or at risk for mental and/or physical disabilities and chronic health conditions. Focus on varying medical conditions that can impact occupational performance and participation of children and youth.

OSC 512: Occupational Therapy Process: Children & Youth (5)
Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. Includes a practice lab.

OSC 513: Occupational Therapy Fieldwork: Children & Youth (1)
Immersion experience into a therapeutic service delivery context with children or youth.

OSC 514: Research Methods I: Evidence-based Practice (3)
Review of quantitative and qualitative research methodologies, appraisal of professional literature and levels of evidence, and the influence of clinical expertise and client values in supporting best therapeutic practices.

OSC 515: Professional Skills II: Safety, Mobility, ADL, IADL, and Work (2)
Review and practice of a wide array of healthcare and practice skills that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Includes a practice lab.

OSC 516: Professional Development II: Healthcare, Policy, and Advocacy (2)
Focuses on understanding healthcare, policy, and reimbursement that influence access to occupational therapy practice across multiple practice areas. Review of intra-professional and inter-professional roles, and the laws and regulations that influence occupational therapy practice. Promotion of occupational therapy to other professionals, service providers, consumers, third-party payers, regulatory bodies, and to the public.

OSC 518: Wellness and Health Promotion through Occupation (2)
Exploration of occupation, health literacy, and diversity factors that influence health and wellness. Review of community-based and institutional-based practice areas in the promotion of health and wellness in individual, group, and population-based contexts.

OSC 601: Health and Medical Conditions: Adults (2)
Examines development and the prevailing health and welfare needs of adults with or at risk for mental and/or physical disabilities and chronic health conditions. Focus on varying medical conditions that can impact occupational performance and participation of adults.
OSC 602: Occupational Therapy Process: Adults (5)
Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults. Includes a practice lab.

OSC 603: Occupational Therapy Fieldwork: Adults (1)
Immersion experience into a therapeutic service delivery context with adults.

OSC 604: Health & Medical Conditions II: Older Adults (2)
Examines development and the prevailing health and welfare needs of older adults with or at risk for mental and/or physical disabilities and chronic health conditions. Focus on varying medical conditions that can impact occupational performance and participation of older adults.

OSC 605: Occupational Therapy Process: Older Adults (5)
Integrate theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with older adults. Includes a practice lab.

OSC 606: Occupational Therapy Fieldwork: Older Adults (1)
Immersion experience into a therapeutic service delivery context with older adults.

OSC 607: Emerging Areas of Occupational Therapy Practice (2)
Emerging areas of occupational therapy practice and identifying opportunities to work in an emerging practice area on a fulltime or contractual basis.

OSC 608: Professional Skills III: Environmental Adaptations & Assistive Technology (2)
Overview of environmental adaptation, compensatory strategies, and types of common assistive devices and technology to improve occupational performance and participation needs identified by individuals and communities.

OSC 609: Research Methods II: Applied Research (3)
Using scholarly literature to develop a research plan to promote evidence based decisions for an innovative therapeutic program. Make a plan to locate and secure a grant to support program development and implementation.

OSC 610: Professional Development III: Management and Leadership (2)
Plan, develop, and market the management and delivery of occupational therapy that includes care coordination, case management, transition of services, consultation, management of staffing occupational therapy assistants, referral and collaboration with other inter-professional partners, and provision of fieldwork education.

OSC 611 Fieldwork IIA (7)
Twelve week immersion into a therapeutic context to perform the occupational therapy process in a selected practice area.

OSC 612 Professional Development IV: Fieldwork Education (1)
Professional responsibility for providing fieldwork education and the criteria to become a fieldwork educator. Discussion of practical solutions to student challenges with occupational therapy service delivery across multiple therapeutic contexts.

OSC 701 Fieldwork IIB (7)
Twelve week immersion into a therapeutic context to perform the occupational therapy process in a selected practice area.
OSC 702 Professional Development V: Career Success and Meaningful Life (1)
Preparation methods to taking the NBCOT® exam, future job interviewing, service to society, and the completion of an e-portfolio with strategies to engage in scholarly activities to become a lifelong learner.
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2017-2018 Curriculum Sheets

School of Business- On Ground
  Master of Business Administration (MBA)

School of Graduate and Professional Studies - Online
  Master of Business Administration (MBA)
  Master of Science in Education (Master Teacher)
    MS in Education- Math and Science Certification
    MS in Education- Mathematics Certification
    MS in Education- Science Certification
    MS in Education- Secondary Education Certification
  Master of Science in Educational Administration: -12 Principal
    Post Master’s Certification
  Master of Science in Educational Administration: w/Supervisor Curriculum
    Post Master’s Certification
  Master of Science in School Counseling
    Post Master’s Certification Only
  Master of Science in Special Education
    With PreK-8 Special Education Certification
    Certificate Only
    Autism Endorsement
  Doctor in Education
    PreK-8 School and District Administration
    Leadership in Higher Education
    Leadership in Special Education

School of Nursing and Health Professions- On Ground
  Master of Science in Nursing
    Post Master’s
  Doctor of Nursing Practice
  Master of Science in Occupational Therapy
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Business Administration (MBA). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

### Admission Requirement

**MBA Gwynedd Valley Campus** - Students must have an earned bachelor degree from a regionally accredited institution with a minimum cumulative GPA of 3.0.

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

### Grade Requirements

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

A minimum of 30 credits is required for the MBA.

### Foundation Requirements

- Financial Accounting
- Principles of Economics
- Principles of Marketing
- Principles of Finance
- Statistics
- Management

### Core Courses - 21 credits

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<tr>
<th>Course</th>
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<tr>
<td>MBA600</td>
<td>Ethical Decision Making and Corporate Social Responsibility</td>
<td>3</td>
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<tr>
<td>MBA610</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA620</td>
<td>Accounting for Decision Makers</td>
<td>3</td>
</tr>
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<td>MBA630</td>
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</tr>
<tr>
<td>MBA660</td>
<td>Capstone Business Plan</td>
<td>3</td>
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</tbody>
</table>

### Students select one of these options:

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA700</td>
<td>Organization Theory &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>MBA710</td>
<td>Global Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA720</td>
<td>Managing Human Capital</td>
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</tr>
</tbody>
</table>

**Healthcare Administration - 9 credits**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MBA730</td>
<td>Healthcare Budgeting, Planning &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA740</td>
<td>Managing Healthcare Delivery Systems</td>
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</tr>
<tr>
<td>MBA750</td>
<td>Healthcare Information Systems</td>
<td>3</td>
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</table>

**Sustainability Management - 9 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA760</td>
<td>Ecopreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MBA770</td>
<td>Sustainability Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MBA780</td>
<td>Sustainability and Supply Chain Management</td>
<td>3</td>
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</tbody>
</table>

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

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

Students select one of these options:

**Transportation Leadership Option - 9 credits** MBAT

| MBA670 | Emergency Mngmnt to Support Organ Eff. | 3 |
| MBA680 | Transportation Leadership and Mngmnt | 3 |
| MBA690 | Public and Private Transportation Finance | 3 |

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

| MBA700 | Organization Theory & Design | 3 |
| MBA710 | Global Management | 3 |
| MBA720 | Managing Human Capital | 3 |

**Healthcare Administration - 9 credits** MBAH

| MBA730 | Healthcare Budgeting, Planning & Finance | 3 |
| MBA740 | Managing Healthcare Delivery Systems | 3 |
| MBA750 | Healthcare Information Systems | 3 |
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the 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.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Degree Requirement
A student must already hold a baccalaureate degree in any content area from an accredited college or university.

An evaluation of transcripts will be necessary to determine the required coursework. Content specific coursework is undergraduate and can be transferred from prior work. The math/science content options of 44 credits are identified below.

Credit Requirement
A minimum of 36 credits is required for the Master of Science in Grades 4-8 (Upper Elem/Middle School) Education Program.

Math/Science content requires 22 credits from Math and 22 credits from Science. Total 44 credits of relevant content competencies.

150 Pre-student teaching hours are embedded within certification courses.

Student teaching is 14 weeks full-time placement. Student is responsible for all required clearances in their respective state.

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

PA Certification
To qualify for Pennsylvania Instructional I certification a student must complete all certification specific coursework (pedagogy and content area), pass required qualifying tests (Pearson:PECT), and validate clearances.

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.

<table>
<thead>
<tr>
<th>Requirements for Certification - 27 credits</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU502 The Learning and Teaching Process</td>
<td>3</td>
</tr>
<tr>
<td>EDU503 Social &amp; Political Foundation of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU506 Methods, Materials &amp; Curriculum I</td>
<td>3</td>
</tr>
<tr>
<td>EDU507 Methods, Materials &amp; Curriculum II</td>
<td>3</td>
</tr>
<tr>
<td>EDU511 Methods &amp; Theories of Teaching Math</td>
<td>3</td>
</tr>
<tr>
<td>EDU512 Methods for Teaching Reading &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU580 Multicultural &amp; Diversity Issues in Education</td>
<td>3</td>
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<tr>
<td>EDU581 Foundations of Special Education in an Inclusionary Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU565 Student Teaching &amp; Professional Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Master Degree Completion - 9 credits
EDU510 Research Skills for Reflective Practitioner 3
EDU582 Effective Communication for Educators 3
EDU603 Culminating Project 3

A student must already hold a baccalaureate degree in any content area from an accredited college or university. An evaluation of transcripts will be necessary to determine the required coursework. Content specific coursework is undergraduate and can be transferred from prior work. The math/science content options of 44 credits are identified below.

Student teaching is 14 weeks full-time placement. Student is responsible for all required clearances in their respective state.
Degree Requirement
A student must already hold a baccalaureate degree from an accredited college or university.

An evaluation of transcripts will be necessary to determine the required coursework. Content specific coursework is undergraduate and can be transferred from prior work. The math content options of 30 credits are identified below.

Credit Requirement
A minimum of 36 credits is required for the Master of Science in Grades 4-8 (Upper Elem/Middle School) Education program. Single subject option requires a minimum of 30 credits in subject coursework addressing required PDE content competencies. 150 Pre-student teaching hours are embedded within certification courses.

Student teaching is 14 weeks full-time placement. Student is responsible for all required clearances in their respective state.

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

PA Certification
To qualify for Pennsylvania Instructional I certification a student must complete all certification specific coursework (pedagogy and content area), pass required qualifying tests (Pearson:PECT), and validate clearances.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

### Degree Requirement
A student must already hold a baccalaureate degree from an accredited college or university.

An evaluation of transcripts will be necessary to determine the required coursework. Content specific coursework is undergraduate and can be transferred from prior work. The science content options of 30 credits are identified below.

### Credit Requirement
A minimum of 36 credits is required for the Master of Science in Grades 4-8 (Upper Elem/Middle school) Education Program. Single subject option requires a minimum of 30 credits in subject coursework addressing required PDE content competencies. 150 Pre-student teaching hours are embedded within certification courses.

Student teaching is 14 weeks full-time placement. Student is responsible for all required clearances in their respective state.

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

### PA Certification
To qualify for Pennsylvania Instructional I certification a student must complete all certification specific coursework (pedagogy and content area), pass required qualifying tests (Pearson:PECT), and validate clearances.

### Requirements for Certification - 27 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU502</td>
<td>The Learning and Teaching Process</td>
<td>3</td>
</tr>
<tr>
<td>EDU503</td>
<td>Social &amp; Political Foundation of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU506</td>
<td>Methods, Materials &amp; Curriculum I</td>
<td>3</td>
</tr>
<tr>
<td>EDU507</td>
<td>Methods, Materials &amp; Curriculum II</td>
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<td>3</td>
</tr>
<tr>
<td>EDU512</td>
<td>Methods for Teaching Reading &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU580</td>
<td>Multicultural &amp; Diversity Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU581</td>
<td>Foundations of Special Education in an Inclusionary Setting</td>
<td>3</td>
</tr>
<tr>
<td>EDU565</td>
<td>Student Teaching &amp; Professional Seminar</td>
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</tr>
</tbody>
</table>

### Master Degree Completion - 9 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU510</td>
<td>Research Skills for Reflective Practitioner</td>
<td>3</td>
</tr>
<tr>
<td>EDU582</td>
<td>Effective Communication for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU603</td>
<td>Culminating Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

**Degree Requirement**
A student must already hold a baccalaureate degree from an accredited college or university for the relevant content areas Biology, English, Mathematics, or Social Studies.

An evaluation of transcript will be necessary to determine the required coursework. Content specific coursework is undergraduate and can be accepted from prior work. See specific audit sheet of content area.

**Credit Requirement**
A minimum of 30 credits is required for the Master of Science in Secondary Subject Education program and needed subject/content area verification.

150 Pre-student teaching hours are embedded within certification courses.

Student teaching is 14 weeks full-time placement. Student is responsible for all required clearances in their respective state.

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

**PA Certification**
To qualify for Pennsylvania Instructional I certification a student must complete all certification specific coursework (pedagogy and content area), pass required qualifying tests (Praxis Specialty test for subject), and validate clearances. Institutions can only certify in subjects where they have prior subject approval status at the undergraduate level. Gwynedd Mercy University has approval for Biology, English, Mathematics and Social Studies (History).

**Requirements for Certification - 18 credits**

<table>
<thead>
<tr>
<th>Major Course</th>
<th>Description</th>
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<tr>
<td>EDU502</td>
<td>The Learning and Teaching Process</td>
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</tr>
<tr>
<td>EDU503</td>
<td>Social &amp; Political Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU508</td>
<td>Secondary School Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>EDU580</td>
<td>Multicultural &amp; Diversity Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU581</td>
<td>Foundations of Special Education in an Inclusionary Setting</td>
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<td>EDU565</td>
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**Master Degree Completion - 12 credits**

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<th>Course</th>
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<tbody>
<tr>
<td>EDU510</td>
<td>Research Skills for Reflective Practitioner</td>
<td>3</td>
</tr>
<tr>
<td>EDU582</td>
<td>Effective Communication for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU591</td>
<td>Curriculum Development and Peer Coaching</td>
<td>3</td>
</tr>
<tr>
<td>EDU603</td>
<td>Culminating Project</td>
<td>3</td>
</tr>
</tbody>
</table>

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.
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.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in 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.

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 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.

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.

Office of the Registrar
3/21/2017
Credit Requirement
A minimum of 33 credits is required for this degree. 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 of administrative certification.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for each education program at Gwynedd Mercy University.
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the 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 degree. 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.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for each education program at Gwynedd Mercy University.
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in School Counseling with Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

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

An evaluation of transcripts will be necessary to determine the required coursework. A total of 6 (six) graduate credits may be transferred into this master program.

Credit Requirement
A minimum of 48 credits is required for this degree with certification.

Pre-practicum hours are embedded within coursework.

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

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
PA certification requires 48 credits including practicum/internship/field experience, MS degree, counseling specialty tests and clearances.

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>Requirements for School Counseling - 38 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS504 Human Development</td>
<td>3</td>
</tr>
<tr>
<td>CNS505 Foundations in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS510 Research Skills for Reflective Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>CNS520 Theories in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS521 Assessment Techniques in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS523 Intervention Techniques in Counseling</td>
<td>3</td>
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<tr>
<td>CNS525 Organization of School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS527 Social Justice, Multicultural &amp; Diversity Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS531 College and Career Readiness</td>
<td>3</td>
</tr>
<tr>
<td>CNS535 Group Counseling &amp; Facilitation Skills</td>
<td>3</td>
</tr>
<tr>
<td>CNS581 Foundations of Special Education in an Inclusionary Setting</td>
<td>3</td>
</tr>
<tr>
<td>CNS582 Effective Communication for Educators</td>
<td>3</td>
</tr>
<tr>
<td>CNS591 Curriculum Development &amp; Peer Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Practicum/Field Experience - 9 credits

| CNS513 School Counseling Practicum & Supervision Seminar | 3 |
| CNS608 School Counseling Internship I & Supervision     | 3 |
| CNS609 School Counseling Internship II & Supervision     | 3 |

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for teacher education programs at Gwynedd Mercy University.
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the School Counseling Certification only program. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

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

### Credit Requirement
A minimum of 48 credits is required for the certification program. A minimum of 24 credits must be completed in residence. Up to 24 credits from a related master-level degree can be transferred. An evaluation of transcripts will be necessary to determine the required coursework.

Pre-practicum hours are embedded within coursework.

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

### 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
PA certification requires 48 credits including practicum/internship/field experience, MS degree, counseling specialty tests and clearances.
# Special Education

### Master of Science

**With PreK-8 Special Education Certification**

And BCBA Certification

2017-2018 Curriculum

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## Degree Requirement

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

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

## Credit Requirement

A minimum of 45 credits are required for this M.S. in Special Education program and preparation courses for Board Certified Behavioral Analyst.

## Grade Requirements

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

## PA Certification

Special Education is not a standalone certification in Pennsylvania. A prior initial subject/content area certification is required in the matching concentration/grade level. PA certification requires a subject certification, Special Education coursework, Special Education specialty tests, and field experience.

## BCBA Approval

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

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### Core Requirements - 15 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU510</td>
<td>Educational Skills in Reflective Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>EDU552</td>
<td>Effective Communication for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU502</td>
<td>The Learning and Teaching Process</td>
<td>3</td>
</tr>
<tr>
<td>EDU581</td>
<td>Foundations of Special Education in an Inclusionary Setting</td>
<td>3</td>
</tr>
<tr>
<td>SPE562</td>
<td>Special Education Law and Ethics</td>
<td>3</td>
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### Concentration Courses - 15 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPE560</td>
<td>Diagnostic, Assessment, Prescriptive &amp; Intervention Techniques for Special Education</td>
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<tr>
<td>SPE561</td>
<td>Researched-Based Learning Methods &amp; Materials for the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>SPE563</td>
<td>Current Issues in Special Education</td>
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</tr>
<tr>
<td>SPE564</td>
<td>Behavior Management Skills for the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDU603</td>
<td>Culminating Project</td>
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### Concentration for BCBA - 15 credits

<table>
<thead>
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<th>Course Code</th>
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<tbody>
<tr>
<td>SPE506</td>
<td>Foundations of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SPE507</td>
<td>Applied Behavior Analysis</td>
<td>3</td>
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<td>SPE508</td>
<td>Applied Behavior Analysis Extended Principles</td>
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<td>SPE511</td>
<td>Autism and Applied Behavior Analysis</td>
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<tr>
<td>SPE512</td>
<td>Ethics and Professionalism for Behavior Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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*Office of the Registrar*

*3/21/2017*
**Degree Requirement**
A student must already hold a baccalaureate degree from an accredited college or university for this degree.

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

**Credit Requirement**
A minimum of 30 credits are required for this M.S. in Special Education Program.

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

**PA Certification**
Special Education is not a standalone certification in Pennsylvania. A prior initial subject/content area certification is required in the matching concentration/grade level. PA certification requires a subject certification, Special Education coursework, Special Education specialty tests, and field experience.

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### Core Requirements - 15 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU510</td>
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<tr>
<td>EDU528</td>
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<td>Foundations of Special Education in an Inclusionary Setting</td>
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<td>SPE562</td>
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</tbody>
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### Concentration Courses - 15 credits

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>SPE561</td>
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</tr>
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<td>SPE563</td>
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</tr>
<tr>
<td>EDU603</td>
<td>Culminating Project</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

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

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

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

**PA Certification**
Special Education is not a standalone certification in Pennsylvania. A prior initial subject/content area certification is required in the matching concentration/grade level. PA certification requires a subject certification, special education coursework, special education specialty tests, and field experience.

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

Certification in Special Education PreK-8 requires an instructional content area. Autism Endorsement in Pennsylvania requires a prior instructional content area. Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education.
Admission Requirements:
A master’s degree in a field related to the student’s preferred area of concentration from a nationally accredited institution with a GPA of 3.0 or higher. A graduate GPA less than 3.5 also requires a GRE score of 150 or higher or a MAT percentile of 65 or higher.

Credit Requirements:
A minimum of 64 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. 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 Pennsylvania 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.
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.

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.

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

Credit Requirements
Minimum total credits required for MS: Clinical Nurse Specialist is 43; Nurse Practitioner is 43; Nurse Educator is 37. A maximum of 6 credits may be transferred into this program.

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

GPA Requirements
The minimum major GPA is 3.0 and minimum cumulative GPA is 3.0.

MASTERS CORE COURSES - 15 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR510</td>
<td>Pathophysiology for APN</td>
<td>3</td>
</tr>
<tr>
<td>NUR530</td>
<td>Theoretical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR570</td>
<td>Adv Physical Assessment for APN</td>
<td>3</td>
</tr>
<tr>
<td>NUR610</td>
<td>Research Methodology</td>
<td>3</td>
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<tr>
<td>NUR615</td>
<td>Research Seminar</td>
<td>3</td>
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</table>

CLINICAL NURSE SPECIALIST
AND NURSE PRACTITIONER PROGRAMS

Core - 7 credits

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR500</td>
<td>Pharmacotherapeutics for APN - across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NUR569</td>
<td>Advanced Assessment Practicum</td>
<td>1</td>
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<tr>
<td>NUR572</td>
<td>Role Seminar</td>
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</table>

Elective to be selected from:

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NUR547</td>
<td>Computer Tech for APN</td>
<td></td>
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<tr>
<td>NUR605</td>
<td>Curriculum Design</td>
<td></td>
</tr>
<tr>
<td>NUR602</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>NUR604</td>
<td>Learning Theories</td>
<td></td>
</tr>
<tr>
<td>NUR609</td>
<td>Topics in American Higher Education</td>
<td></td>
</tr>
<tr>
<td>NUR614</td>
<td>Teaching Strategies</td>
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<tr>
<td>NUR620</td>
<td>Research Thesis</td>
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CLINICAL NURSE SPECIALIST (NCG) - 12 credits

**Adult Health with Gerontology**

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<th>Course Name</th>
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<tbody>
<tr>
<td>NUR550</td>
<td>Advanced Adult Health Nursing with Gerontology I</td>
<td>4</td>
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<tr>
<td>NUR551</td>
<td>Advanced Adult Health Nursing with Gerontology II</td>
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<tr>
<td>NUR552</td>
<td>Practicum - Advanced Adult Health Nursing with Gerontology I</td>
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<tr>
<td>NUR553</td>
<td>Practicum - Advanced Adult Health Nursing with Gerontology II</td>
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Pediatric Clinical Nurse Specialist

<table>
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<th>Course Name</th>
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<tbody>
<tr>
<td>NUR540</td>
<td>Advanced Pediatric Nursing I</td>
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<td>NUR541</td>
<td>Advanced Pediatric Nursing II</td>
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<td>NUR542</td>
<td>Practicum - Advanced Pediatric Nursing I</td>
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Management or Teaching Role Requirements - 9 credits

Management

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<tr>
<td>NUR802</td>
<td>Organizational Behavior</td>
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<tr>
<td>NUR603</td>
<td>Clinical Practicum - Management Role</td>
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Teaching

<table>
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<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>NUR605</td>
<td>Curriculum Design</td>
<td>3</td>
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<tr>
<td>NUR606</td>
<td>Clinical Practicum - Teaching Role</td>
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PRIMARY CARE NURSE PRACTITIONER PROGRAM

Adult or Pediatric Track Requirements - 21 credits

All NP students complete

<table>
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<tr>
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<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>NUR572</td>
<td>Nurse Practitioner Role Seminar</td>
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</table>

Adult-Geriatric Primary Care Nurse Practitioner Program - NPA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR580</td>
<td>Management of Adult-Geriatric Health Concerns I</td>
<td>3</td>
</tr>
<tr>
<td>NUR581</td>
<td>Adult-Geriatric Nurse Practitioner Practicum I</td>
<td>6</td>
</tr>
<tr>
<td>NUR582</td>
<td>Management of Adult-Geriatric Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR583</td>
<td>Adult-Geriatric Nurse Practitioner Practicum II</td>
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<td>NUR</td>
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Pediatric Primary Care Nurse Practitioner Program - NPP

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>NUR590</td>
<td>Management Pediatric Health Concerns I</td>
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<tr>
<td>NUR591</td>
<td>Practicum Pediatric Nurse Practitioner I</td>
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<tr>
<td>NUR592</td>
<td>Management Pediatric Health Concerns II</td>
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<tr>
<td>NUR593</td>
<td>Practicum Pediatric Nurse Practitioner II</td>
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<tr>
<td>NUR</td>
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NURSE EDUCATOR PROGRAM - NEDU

Nurse Educator Courses - 22 credits

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<tbody>
<tr>
<td>NUR604</td>
<td>Learning Theories</td>
<td>3</td>
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<tr>
<td>NUR605</td>
<td>Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>NUR609</td>
<td>Topics in American Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>NUR614</td>
<td>Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NUR650</td>
<td>Clinical Seminar</td>
<td>4</td>
</tr>
<tr>
<td>NUR606</td>
<td>Clinical Practicum - Teaching Role</td>
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</table>

Office of the Registrar
3/21/2017
Nurse Practitioner
Post Master's Certification
Nurse Practitioner in Adult Health Option
Nurse Practitioner in Pediatric Health Option

PROGRAM PURPOSE
This program is designed for professional nurses who have earned a Master of Science in Nursing and seek further education to qualify for state and national certification as a nurse practitioner in adult or pediatric health.

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

Academic Progress
Students must earn at least a "B" in each course in the area of specialization and maintain a "B" average in order to progress in the program.

Credit Requirements
This certificate requires a minimum of 25 credits.

GPA Requirements
The minimum major GPA is 3.0 and minimum cumulative GPA is 3.0.

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

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Post Master's Certificate in Nurse Practitioner in Adult Health or Nurse Practitioner in Pediatric Health. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

REQUIREMENTS

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>CREDITS</th>
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<tr>
<td>All Students Complete - 7 credits</td>
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<tr>
<td>NUR569 Advanced Assessment Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NUR570 Advanced Assessment/Clinical Dec Making</td>
<td>3</td>
</tr>
<tr>
<td>NUR572 Nurse Practitioner Role Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

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

| NUR580 Management Adult Health Concerns I | 3       |
| NUR581 Practicum Adult Nurse Practitioner I | 6       |
| NUR582 Management Adult Health Concerns II | 3       |
| NUR583 Practicum Adult Nurse Practitioner II | 6       |

Pediatric Primary Care Nurse Practitioner Option requires the following 18 credits

| NUR590 Management Pediatric Health Concerns I | 3       |
| NUR591 Practicum Pediatric Nurse Practitioner I | 6       |
| NUR592 Management Pediatric Health Concerns II | 3       |
| NUR593 Practicum Pediatric Nurse Practitioner II | 6       |

Office of the Registrar
3/21/2017
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.

GPA Requirements
The minimum major GPA is 3.0 and minimum cumulative GPA is 3.0.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR700</td>
<td>Health Care Ethics for the APN</td>
<td>3</td>
</tr>
<tr>
<td>NUR701</td>
<td>Statistical Analysis for EBP</td>
<td>3</td>
</tr>
<tr>
<td>NUR720</td>
<td>Organizational Behavior &amp; Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>NUR721</td>
<td>Leadership as APN</td>
<td>3</td>
</tr>
<tr>
<td>NUR722</td>
<td>Technology for APNs</td>
<td>3</td>
</tr>
<tr>
<td>NUR730</td>
<td>Research Utilization</td>
<td>3</td>
</tr>
<tr>
<td>NUR731</td>
<td>Evidenced Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR800</td>
<td>DNP Scholarly Project 1</td>
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</tr>
<tr>
<td>NUR801</td>
<td>DNP Scholarly Internship 1</td>
<td>3</td>
</tr>
<tr>
<td>NUR810</td>
<td>DNP Scholarly Project 2</td>
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</tr>
<tr>
<td>NUR811</td>
<td>DNP Scholarly Internship 2</td>
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<tr>
<td>NUR820</td>
<td>DNP Scholarly Project 3</td>
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<tr>
<td>NUR821</td>
<td>DNP Scholarly Internship 3</td>
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</table>
### Major - Occupational Therapy - 77 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OSC 501</td>
<td>Foundations of Occupational Science (post-baccalaureate students only)</td>
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<tr>
<td>OSC 502</td>
<td>Neuroscience of Occupational Behavior</td>
<td>2</td>
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<tr>
<td>OSC 503</td>
<td>Functional Anatomy for Occupational Therapy</td>
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<tr>
<td>OSC 504</td>
<td>Therapeutic Use of Self</td>
<td>2</td>
</tr>
<tr>
<td>OSC 505</td>
<td>Foundations of Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OSC 506</td>
<td>Creativity and Activity Analysis</td>
<td>2</td>
</tr>
<tr>
<td>OSC 507</td>
<td>Kinesiology for Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OSC 508</td>
<td>Therapeutic Environments and Service Delivery</td>
<td>2</td>
</tr>
<tr>
<td>OSC 509</td>
<td>Development of Humans as Occupational Beings</td>
<td>2</td>
</tr>
<tr>
<td>OSC 510</td>
<td>Professional Development I: Ethics, Values, and Responsibilities</td>
<td>2</td>
</tr>
<tr>
<td>OSC 511</td>
<td>Health and Medical Conditions: Children and Youth</td>
<td>3</td>
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<tr>
<td>OSC 512</td>
<td>Occupational Therapy Process: Children and Youth</td>
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<tr>
<td>OSC 513</td>
<td>Occupational Therapy Fieldwork: Children and Youth</td>
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<tr>
<td>OSC 514</td>
<td>Research Methods I: Evidence-based Practice</td>
<td>3</td>
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<tr>
<td>OSC 515</td>
<td>Ethics in Occupational Therapy</td>
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<tr>
<td>OSC 516</td>
<td>Professional Development II: Scholarship</td>
<td>2</td>
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<tr>
<td>OSC 601</td>
<td>Occupational Therapy in Health and Wellness</td>
<td>3</td>
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<tr>
<td>OSC 602</td>
<td>Occupational Therap'y in Mental Health</td>
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<tr>
<td>OSC 603</td>
<td>Occupational Therapy Fieldwork I: Mental Health</td>
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<tr>
<td>OSC 604</td>
<td>Environmental Adaptations and Assistive Technology</td>
<td>2</td>
</tr>
<tr>
<td>OSC 605</td>
<td>Health and Medical Conditions: Adults and Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>OSC 606</td>
<td>Occupational Therapy Process: Adults and Older Adults</td>
<td>4</td>
</tr>
<tr>
<td>OSC 607</td>
<td>Occupational Therapy Fieldwork I: Adults and Older Adults</td>
<td>1</td>
</tr>
<tr>
<td>OSC 608</td>
<td>Upper Extremity Rehabilitation in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OSC 609</td>
<td>Research Methods II: Applied Research</td>
<td>3</td>
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<tr>
<td>OSC 610</td>
<td>Professional Development III: Management and Leadership</td>
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<tr>
<td>OSC 611</td>
<td>Fieldwork Level II</td>
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<tr>
<td>OSC 612</td>
<td>Professional Development IV: Fieldwork Education</td>
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</tr>
<tr>
<td>OSC 701</td>
<td>Fieldwork Level II</td>
<td>6</td>
</tr>
<tr>
<td>OSC 702</td>
<td>Professional Development V: Career Success and Meaningful Life</td>
<td>1</td>
</tr>
</tbody>
</table>

### Prerequisite Requirements:
Pre-requisite courses must be taken within the past 5 years.

Prerequisite courses needed for entry into MSOT Program include:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology I lab</td>
<td>1</td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology II lab</td>
<td>1</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Sociology/Sociology elective/Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Grade Requirement
3.0 major and cumulative GPA must be attained in all prerequisite courses and must be completed within the past 5 years. A grade of "C" or better is required of all OSC 500, 600, and 700 level courses.

### Fieldwork Observation Requirement
50 hours or more of occupational therapy observation is required of all students prior to starting OSC 500 level coursework.

### Letter of Recommendation Requirement
Two letters of recommendation (one from an OTR) are required for post-baccalaureate applicants prior to MSOT admission.

### Credit Requirements
Dual Degree Occupational Science and Occupational Therapy students need to complete 75 major credits to earn a combined BHS in Occupational Science Therapy and MS in Occupational Therapy. **combined undergraduate and graduate credits.

Post-baccalaureate Occupational Therapy students need to complete 77 major credits to earn a MS in Occupational Therapy.

Processed by: ___________________________ Date: ___________________________