

2026-2027

UNIVERSITY CATALOG



GWYNEDD MERCY UNIVERSITY

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The Sisters of Mercy of the Americas

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President's Message

Welcome to Gwynedd Mercy University's course catalog, featuring both undergraduate and graduate academic information.

In this catalog, you'll find everything you need to plan your academic journey with GMercyU, from our academic calendar to each program's curriculum to course descriptions, policies, academic support, accreditation, and more. As you explore the catalog, you'll also learn about the University's mission and core values, which are weaved into every one of our undergraduate and graduate programs. It's why our Distinctive Mercy Graduates go on to lead successful careers but also to make a positive difference in their communities and beyond.

Whether you're taking courses on-campus as an undergraduate student, or you're an adult learner in an online, hybrid, or in-person program, you'll experience the same level of exceptional support from faculty and staff.

I encourage you to take advantage of the academic opportunities featured in this catalog, and I wish you a rewarding and successful GMercyU experience.

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

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



CERTIFICATION STATEMENT

This catalog serves as an explanation of the offerings of Gwynedd Mercy University and is not a contract with the student. The administration reserves the right to change courses, expenses or requirements as the need arises. It is the responsibility of the student to meet all degree requirements. For assistance with the catalog, please contact the Registrar's Office at registrar@gmercylu.edu or 215-641-5595.

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

A handwritten signature in black ink that reads "Stephen J. Grieco". The signature is written in a cursive style.

Stephen Grieco, DMA
Provost and Vice President for Academic Affairs

Academic Affairs

1325 Sumneytown Pike • P.O. Box 901 Gwynedd Valley, PA 19437-0901

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

We sincerely appreciate the cooperation of our entire GMercyU community.

ACADEMIC CALENDAR

Please refer to the link below for the Academic Calendar:

<https://www.gmercyu.edu/academic-calendar>

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ACCREDITATION

Accreditor	Year Last Accredited	# of Years	Degree/Program Name
MSCHE Middle States Commission on Higher Education https://www.msche.org/	2019	8	All
ACOTE Accreditation Council for Occupational Therapy Education https://acoteonline.org/	2019	7	MSOT
CACREP Council for Accreditation of Counseling and Related Educational Programs https://www.cacrep.org/	2024	8	Counseling Program (Clinical Mental Health; School Counseling)
CCNE Commission on Collegiate Nursing Education https://www.ccneaccreditation.org	2022	10	BSN/ABSN, DEMSN, MSN, Post-Graduate APRN Certificate
CSWE Commission on Social Work Education https://www.cswe.org/	2024	8	BS Social Work
CoARC Commission on Accreditation for Respiratory Care https://coarc.com/	2018	10	AS Respiratory Care; BHS Respiratory Care
IACBE International Accreditation Council for Business Education https://iacbe.org/	2021	7	BS Accounting; Business Administration (Finance, Management, Marketing, Sport Management); MBA
JRCERT Joint Review Committee on Education in Radiologic Technology https://www.jrcert.org/	Jan 2019	5	BS, BHS, Radiation Therapy <i>*Affiliate sites hold accreditation for BS in Radiologic Technology</i>
NAACLS The National Accreditation Agency for Clinical Laboratory Sciences 5600 North River Rd/ Suite 720; Rosemont, IL 60018-5119 https://www.naacls.org/about.aspx	*	*	<i>*Affiliate sites hold accreditation for the BS in Medical Laboratory Science</i>
PDE Pennsylvania Department of Education – Approved Teacher Preparation Programs https://www.education.pa.gov/Educators/Certification/BecomeAnEducator/Pages/ACPAll.aspx	*	*	Programs leading to Degrees with Certification; Programs leading to Certification Only

MISSION AND CORE VALUES

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

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

Integrity in Word and Deed

Respect for the Dignity of Each Person

Service to Society

Social Justice in a Diverse World*

**With a special focus on the Critical Concerns of the Sisters of Mercy: Earth, Immigration, Anti-Racism, Non-Violence, Women*

Gwynedd Mercy University's core values of integrity in word and deed, respect for the dignity of all people, service to society, and social justice in a diverse world place inclusive excellence at the center of our daily work and relationships as a Catholic, Mercy university. Inclusive excellence recognizes that to advance our mission successfully, we must value, engage, and include the rich diversity of all the members of our community.

In seeking to live this commitment faithfully, we must first acknowledge how we are continuously influenced by the collective history of systemic inequity in society at large, despite our commitment to inclusivity. We must learn from our failures and build upon our successes to work toward a more inclusive institution that is rooted in Mercy.

To achieve this, our community must meaningfully internalize this work of transformation; it will require all to engage in collaborative implementation that strategically integrates inclusion and **radical mercy** into the curriculum, co-curriculum, administrative structures, practices, decision-making, and culture.

DEFINITIONS OF TERMS

Program Modality

Online Program: 100% of the program is offered using online technologies.

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

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

Course Modality

Face-to-Face Course

A course in which instruction is delivered in person at a designated location and scheduled time. Any online components are supplemental and do not replace required classroom seat time.

Hybrid (Blended) Course

A course in which a portion of in-person (face-to-face) instructional time is replaced with online learning activities, such that students are required to participate in both modalities. Hybrid courses include regular and substantive interaction between students and the instructor and require scheduled on-campus meetings as well as online engagement. The percentage of instruction delivered online is significant but does not meet the threshold of a fully distance education course.

Online Asynchronous Course

A course in which 100% of instruction is delivered online and students engage with course materials on their own schedule within established deadlines. There are no required real-time class sessions. The course includes regular and substantive interaction between the instructor and students in this asynchronous way.

Online Synchronous Course

A course in which 100% of instruction is delivered online and students are required to attend scheduled, real-time class sessions using web-based technologies. The course includes live, structured, and synchronous interaction between students and the instructor.

Student Type

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

Part-Time Student: traditional programs: Undergraduate students taking fewer than 12 credits. Online programs: students taking courses outside of their degree requirements. Graduate fewer than 9.

Other Common Terms

Major: A major is a program of study that offers both depth and breadth in a particular academic discipline. The requirements and the curriculum for a major are determined by the academic department offering the major.

Minor: A minor is an optional, secondary field of study for a degree seeking student.

Concentration: A concentration, or specialization that is a structured plan of study with a special focus within a major.

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

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

Asynchronous: Instruction and coursework takes place at a time that best suits student's schedule, as long as student meets assignment deadlines and requirements.

Drop and Withdrawal: Dropping a course removes the course from the student's transcript. Withdrawing from a course keeps the course on the student's transcript with a "W" grade.

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

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

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

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

ACADEMIC POLICIES

Academic Integrity

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

Violations of the Academic Integrity Policy

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

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

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

Plagiarism is to present the words or ideas of another person as one's own. Any assignment (e.g. written, oral, poster) or computer program (e.g. presentations, power points, webpages) 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

deliberately impedes the process of other students' success. This may include but is not limited to: stealing, hiding or defacing books, journals or media; misrepresentation of identity; falsification of official University records or communications; alteration or destruction of course material, including web-based.

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

Sanctions

In congruence with the mission and core values of GMercyU, 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. Each faculty member has a right to use his or her discretion in determining if an action is in fact a violation of the policy. However, if any sanction is taken, the violation and the sanction imposed must be reported via Maxient to the Provost. Maxient issues notifications of violation reports to the Office of Academic Affairs, the student, the Assistant or Associate Dean of the College and the student's academic advisor.

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 from the University (minimum 1 semester, maximum 2 semesters);
6. Dismissal from the University.

Sanctions 1 through 4 can be enacted at the discretion of the faculty member, who should file the completed report through Maxient within 7 calendar days of discovering the violation. Sanctions 5 and 6 may be administered by the Provost, in consultation with the Dean, when there are repeated instances of violations of the Academic Integrity Policy. Even a first violation, if severe, could move to sanctions 5 and 6.

Notification of suspension or dismissal will be sent from the Provost with a copy to the Dean of the student's College and the student's academic advisor.

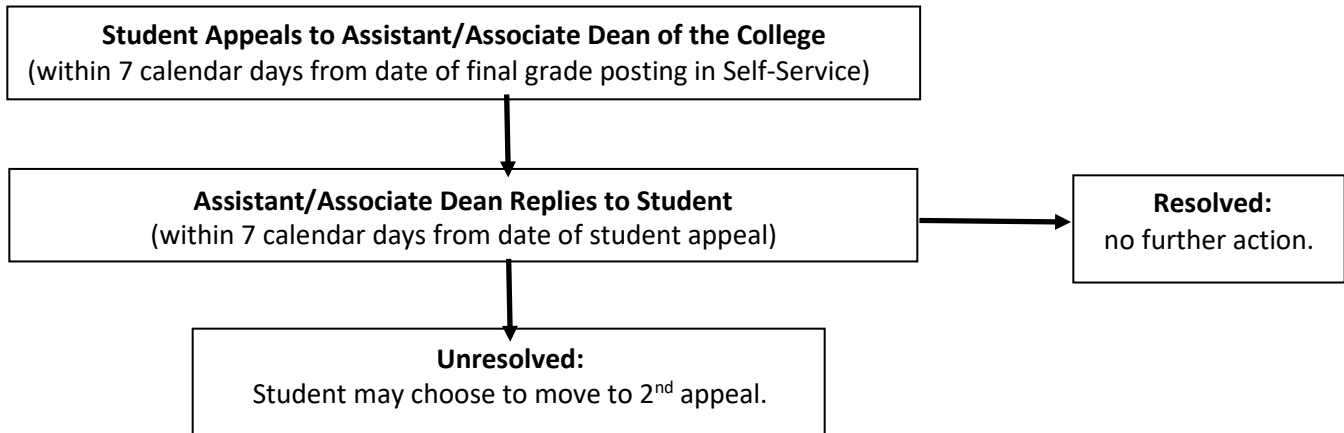
Appeal Process

A student may appeal a faculty member's report of a violation of the Academic Integrity Policy by following the procedure described in the flow chart below, beginning with the first-level appeal. A student may not appeal decisions or sanctions imposed by the Provost. *NOTE: If a student is concurrently appealing an academic integrity violation and the final grade for the same course, the grade complaint process will pause until the academic integrity violation appeal process is completed. Appeals must be submitted separately; combined academic integrity violation and final grade appeals will not be considered. Students are encouraged to consult with their academic advisor, if they have*

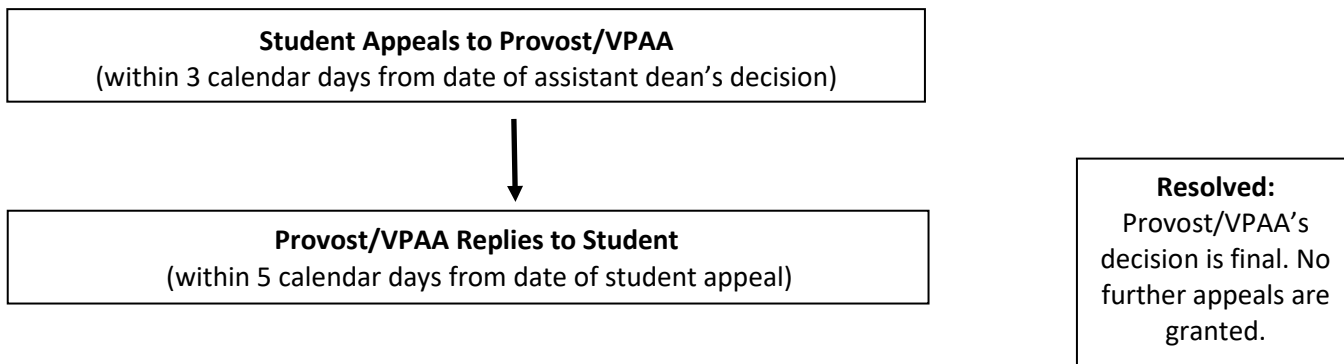
questions about any appeal process.

Academic Integrity Violation Appeal Flow Chart

First-Level Appeal



Second-Level Appeal



Generative Artificial Intelligence Policy

Option 1: Use Prohibited

Students are prohibited from using advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools. Any unauthorized use of AI would be considered cheating and a violation of Gwynedd Mercy University's Academic Integrity Policy.

Example

- Copying or offering unauthorized assistance on tests, quizzes, examinations, reports, papers, or research. Copying and posting verbatim text from GenAI.
- Deception to avoid meeting course requirements.
- Fabrication is the falsification or invention of any information or citation in an academic exercise. ChatGPT frequently hallucinates references. Use of these references would be a fabrication.
- Plagiarism is to present the words or ideas of another person as one's own.

Option 2: Use only with Prior Permission

Students are allowed to use advanced automated tools (GenAI or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Option 3: Use Permitted with Acknowledgement

Students are allowed to use advanced automated tools (GenAI or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. Students are expected to properly cite AI-generated content as required by their respective faculty/instructor's guidelines.

An example of how this could be done: text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other tools should follow a similar citation convention.

Format: Author, A. A. (Year, Month Day). Title of the chat [Generative AI chat]. AI Tool Name (Version). URL.

Example: (ChatGPT): OpenAI. (2025, December 4). Explain the concept of sociology. [Generative AI chat]. ChatGPT (GPT-4). <https://chat.openai.com/share/a1b2c3d4-e5f6-7890-1234-567890abcdef>.

Option 4: Use is Freely Permitted with No Acknowledgement

Students are allowed to use advanced automated tools (GenAI or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course; no special documentation or citation is required.

******Faculty may use a specific option for their specific course with customization as needed.**

Recording Class Lectures

A student may not record lectures or make electronic copies of course materials (e.g., lecture, slides, assignments) using personal recording devices (e.g., smart phone/watch, tablet, computer) unless prior written permission from faculty is obtained. Recordings cannot breach the privacy of other students in the class, especially if students can be identified (e.g., through their voice, name, or image). Faculty will notify students that the lecture will be recorded. This policy applies to all forms of course delivery (e.g., on-campus, online, hybrid).

Students with accommodations may have approved exceptions to record lectures. The student must notify each instructor and provide the Letter of Accommodation prior to using the accommodation.

Any and all classroom recordings must be for personal academic use only. Recordings must be destroyed at the end of each semester. Students who do not destroy recordings and materials may be subject to disciplinary action.

Unauthorized downloading, distribution, sharing, selling, or posting recordings on the internet including social media, in whole or part is prohibited. Distribution of all or part of a recorded lecture or course materials or using information for purposes other than the student's own learning may be deemed a violation of this policy and subject to disciplinary action for academic misconduct.

Attendance

Regular class attendance is necessary for the 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 for face-to-face classes, hybrid and, online synchronous. For online asynchronous, students are required to submit at least one assignment during the first week.

Absence Due to Athletic Contests

Every student at GMercyU has a responsibility to attend classes regularly. However, as representatives of GMercyU, our student-athletes are excused from class attendance in order to participate in contractually obligated intercollegiate athletic competition. As such, they provide recognition and value to the University community. However, in order for student-athletes to be excused from class, the following stipulations must be met:

1. The Director of Athletics will post a link to the Athletics homepage on the GMercyU website at the beginning of each semester, so faculty may access the roster and current game schedule of each sports team associated with the University.
2. Student-athletes are responsible for providing each of their course instructors with a schedule of competition dates and times at the beginning of the semester. Should contest dates be added or changed once the schedule is printed, it is the responsibility of the student athletes to provide an amended schedule to their course instructors as soon as the additional dates and times are available.
3. In the case of schedules that may be altered due to inclement weather, it is the responsibility of the student-athlete to notify the professor of the change, as soon as the revised dates and times are available from the Athletic Department.

4. Student-athletes are advised to meet with the instructor in advance and determine a plan to satisfy the course requirements for the time the student-athlete is likely to miss. At that meeting, the instructor and student will complete an Intercollegiate Athletic Participation Class Absence Form. The instructor will decide the appropriate assignment to compensate for the missed classroom time. This assignment shall not be in excess of the subject matter covered during the student-athlete's absence, according to the syllabus. Clinical experiences, student-teaching days, internships and practicum days, and science labs are not covered by this policy and cannot be missed unless an agreement is reached between the student-athlete and the faculty member.
5. Student-athletes are responsible for submitting completed Intercollegiate Athletic Participation Class Absence Forms to the Department of Athletics. Should a contest conflict with an exam or other graded in-class activity, the student-athlete must meet with the course instructor to establish an alternative method and/or date for testing/assessment.

As per NCAA regulation, student-athletes are not excused from class for practice or to play in a nontraditional-season contest. Students who do not comply with the policy have no recourse for exceptions to attendance policies listed in the course syllabus. The Faculty Athletics Representative is available to answer questions and assist in the coordination and implementation of this policy.

Attendance Policies for an Online Program

Online programs

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, prior to the instructor's posting of the second absence, a student writes to their advisor from their GMercyU e-mail that they intend to be absent for two weeks but wish to continue with the next course, the student will not be withdrawn from the program. The student will only be withdrawn from the course in which the student has been marked absent, for which they will receive a grade of WA. The student will remain enrolled in future courses.

If a new student is absent and has not submitted assignments 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 a student is taking more than one course at a time and they have attended other courses, then only an administrative course withdrawal may be necessary.

Instructional Hour

Federal regulations require that the university confirms all courses meet the required number of in-class instructional hours. For all undergraduate programs and non-lab courses, Gwynedd Mercy University defines an "instructional hour" as a 50-minute session. While GMercyU is committed to an outcomes-based approach to curriculum and assessment in accordance with its accreditation by the Middle States Commission on Higher Education (MSCHE) and other program accrediting associations, it also complies

with and endorses the requirements of the Pennsylvania Department of Education on what constitutes a semester credit hour of instruction (22 PA. Code Chapter 31.21.b). 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 (34 CFR 600.2) 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 period of time.”

At GMercyU, 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 ensure 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.

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

- Online and Accelerated Programs

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

In general, students should expect to spend at least 3 hours of effort outside of class for every credit hour. For example, a 4-credit course will require at least 12 hours each week (homework 2 hours or more; reading and studying 6 ½ hours per week).

Course load

Full-time student status is 12 to 18 credits per term. Students with a minimum 3.0 cumulative GPA who wish to attempt more than 18 credit hours must obtain written permission from the Dean of their college.

Choice of Major

Incoming students may request a major or choose University Studies. Retention in a program is contingent upon satisfactory progress. Refer to program policy within each college. The University strongly suggests that University Studies students declare a major no later than the completion of 60 earned credits. Students with over 60 credits may transfer into the University Studies program for two consecutive semesters before declaring a new major. If, after two semesters in University Studies, a student is not accepted into a major, the student may continue only as a non-matriculated, part-time student up to a total of 12 credits, no more than 9 credits in any given semester.

Course Changes Course Add and Course Drop

A student who desires to change a course or section may do so within the drop/add period of each semester/session (See "Academic Year" section for deadlines). Students should drop/add online via Colleague Self-Service. No student may enter a course after the end of the drop/add period except by permission of their advisor and Dean of the College that offers the course and the submission of a drop/add form. Forms can be found on the Registrar's Office website. Students cannot drop all of their courses via Self-Service. Students should consult with their academic advisor if they wish to drop all of their courses. Non-attendance in a traditional program, does not mean a student is automatically dropped from a course. In addition, students may not attend a course for which they are not enrolled.

Adding an Accelerated or Online Course

Students must submit their requested course(s) to be added using Self-Service, or the student can submit a completed Course Add form to their academic advisor. Students submitting their course add request(s) online through Self-Service are responsible for registering for the course(s) upon advisor approval. Submitting a course for Advisor Review does not equate to registration. The registration deadline for adding a course will be enforced. To make sure the student is prepared for the course, the student must register in Self-Service or submit a completed Course Add form before the course begins. All email requests must come from the student's GMercyU email. Students will not be permitted to take more than one course at a time unless they meet stated criteria (*see Concurrent Enrollment Policy* for details). Students with account holds will be prevented from completing registration in Self-Service until the hold is resolved. Course add requests submitted by a Course Add form will be denied until the hold is resolved, and the student will be informed via GMercyU email.

Dropping an Accelerated or Online Course

Students must complete a course drop request in Self-Service or submit a Course Drop form to their academic advisor prior to 11:59pm EST on the Sunday of the first week of the course; all email requests must come from the student's GMercyU email. If a request is made to drop a course after the Sunday of the first week at 11:59pm EST, it will be treated as a withdrawal (*see Withdrawing from an Accelerated Course*).

A new student must communicate to their academic advisor via GMercyU email during the first week of their first course (prior to the 2nd Sunday at 11:59pm EST) if they no longer wish to be enrolled in their program.

Repeated Courses

Students must refer to their respective program guidelines regarding repeated courses and maintaining eligibility in their major. Students may repeat a course required in their major curriculum or a prerequisite for each course in their major only once, unless otherwise specified.

Repeated Courses with less than the minimum grade requirement.

Failure to meet the minimum grade requirement for the repeated course may result in program dismissal. Credit is earned only once. Both grades are recorded on the transcript. The lower grade is flagged with parentheses {}, and the higher grade noted with an asterisk {*}. Only the quality points for the higher grade are used to calculate the grade point average.

Change of Major

Students who would like to change their major must complete a Change of Major/Minor form and submit it to the Registrar's Office, with all required signatures, by the deadline published on the form. Forms can be obtained through the student's advisor and are also posted on the Registrar's Office website. Change of Major forms received before the end of the drop/add period will be processed immediately. Change of major forms received after the drop/add period are normally processed when received by the Registrar's Office, except for students going into or leaving the Frances M. Maguire College of Nursing and Health Professions and students switching between term and online programs.

- Matriculated students may apply only once to the Nursing Program.
- University Studies students must apply in April of their first year for the Nursing program.
- Students seeking to change majors to Occupational Science must submit an internal change of major application to the Program Director between April 1 and May 1st.

Graduate students interested in changing degree programs should consult their advisor to determine if they need to apply for admission into the new program.

Academic Progress (All Programs)

GMercyU is dedicated to the academic progress of every student. To be considered in "good academic standing" the following criteria must be met:

- Undergraduate Students whose total credits (transferred and earned) are 30 or fewer must maintain a minimum cumulative GPA of 1.80.
- Undergraduate Students whose total credits (transferred and earned) are greater than 30 must maintain a minimum cumulative GPA of 2.00.
- graduate students must maintain a cumulative GPA of at least 3.0 for all work completed at GMercyU
- Students should refer to individual College academic progress policies for any additional academic requirements.

The computation of the cumulative GPA does not include challenge examinations, CLEP, Prior Learning Experience (PLA), developmental courses, or transfer credits. Only credits earned at GMercyU are included in the computation of the cumulative GPA.

Time to Completion for Graduate Students

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

Graduate Student Transfer Credits

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

Academic Probation and Dismissal

Undergraduate Students

A full-time or part-time matriculated undergraduate student whose cumulative grade point average falls below the required minimum (see description under "Academic Progress") during any semester will be placed on University academic probation for the next semester. Students will be notified in writing if they are on University academic probation by the Office of Academic Affairs after a review by the Leadership Team. Students on academic probation will be permitted to register for a maximum of 14 credits. A student on probation is not in good academic standing and is, therefore, not eligible to participate in major extracurricular activities, including intercollegiate athletics.

By the conclusion of the probationary semester, students are expected to have achieved the minimum acceptable cumulative grade point average. Otherwise, they will be academically dismissed from the University by the Provost/Vice President for Academic Affairs. An exception for one additional semester of academic probation may be granted to students who demonstrate significant academic progress.

If a student's cumulative GPA falls below 1.0, they are subject to immediate dismissal. Students who receive notification of dismissal from GMercyU may be given the option to appeal based on extenuating circumstances. The appeal must be made in writing, outline the reasons for the student's unsatisfactory academic performance and the strategies the student will use to improve their academic standing, and be submitted by the date stipulated in the dismissal letter. The appeal is directed to the Provost/Vice President for Academic Affairs who will present it to the Appeals Committee consisting of Academic Affairs Leadership Team, the Dean of Students, and appropriate faculty and staff. The Appeals Committee will review the appeal and determine whether the student may return to Gwynedd. If a student is readmitted, they will return on probationary status, and the Appeals Committee reserves the right to set conditions on which the student may return. These conditions include, but are not limited to, a reduced course load, a revised course schedule, mandatory meetings with an academic coach, and mandatory class attendance. Students are generally allowed only one opportunity to appeal while enrolled at GMercyU.

Students who receive notification of dismissal without the right to appeal, or whose appeal is denied, are immediately dismissed from the University. Dismissal is binding for one calendar year. After one year, students interested in returning to Gwynedd may apply for readmission to the University. The College Dean will evaluate the readmission application for approval. Readmission is not guaranteed.

Undergraduate Accelerated Online Programs

Students whose GPA falls below 1.8 or 2.0 respective to their total credits (transferred and earned) will be placed on Academic Probation. Students who do not bring their GPA above the minimum threshold within the next six credits may be academically dismissed. Students on academic probation may not concurrently enroll in more than one course.

NOTE: Nursing students should follow the Term Program policies.

Undergraduate students enrolled in an online program who earn a grade of F in any course or a grade less than C in a required course within the major, regardless of cumulative GPA, will be subject to Academic Warning. If the course in which the student earned an unsatisfactory grade is a curriculum requirement, it must be repeated at the next available opportunity. Failure to pass a repeated course or a grade below a C in a repeated course within the major is grounds for dismissal. Dismissal is binding for one calendar year. After one year, students interested in returning to Gwynedd, may apply for readmission to the University. The College Dean will evaluate the readmission application for approval. Readmission is not guaranteed.

Graduate Students

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

Individual graduate programs may have additional or more specific requirements. Students should consult the program section in this catalog or their program handbook for more information.

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

All Programs

Each degree program stipulates satisfactory minimum grades with regard to its own major and certain general education courses. See more specific details of program degree requirements in the course listing section of each academic area. Should a student fail to meet these program-specific grade requirements, the College Dean or Program Director in which the student is matriculated may dismiss the student from the program. Students who are dismissed from their program of study under these conditions, but who have a satisfactory cumulative GPA based on the University's policy of Academic Progress, may continue their education if they are accepted into University Studies or another degree program by the Dean of that program.

Students who have more than 60 credits may be enrolled in the University Studies program for no more than two consecutive semesters before declaring a major. If, after two semesters in University Studies, a student is not accepted into a major, the student may continue as a non-matriculated, part-time student.

Grade Appeals

Students who believe that their final course grade is not correct must follow the procedure described in the flow chart below, beginning with the first-level appeal to the instructor. The student is required to provide documentation supporting the appeal and to show that their work warranted a different grade. The appeal must include evidence that the faculty member did not follow grading or other policies in

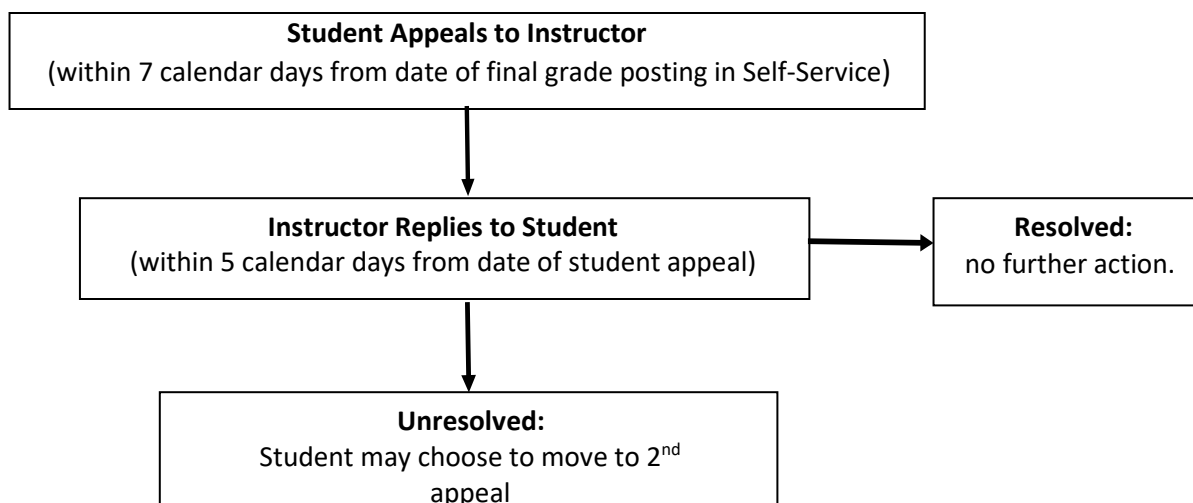
the course syllabus, as well as dates and summaries of all other meetings or attempted meetings with the instructor to resolve the concern.

All email communication must be conducted via the student's, instructor's, and administrator's GMercyU account; communication from non-GMercyU email accounts will not be accepted.

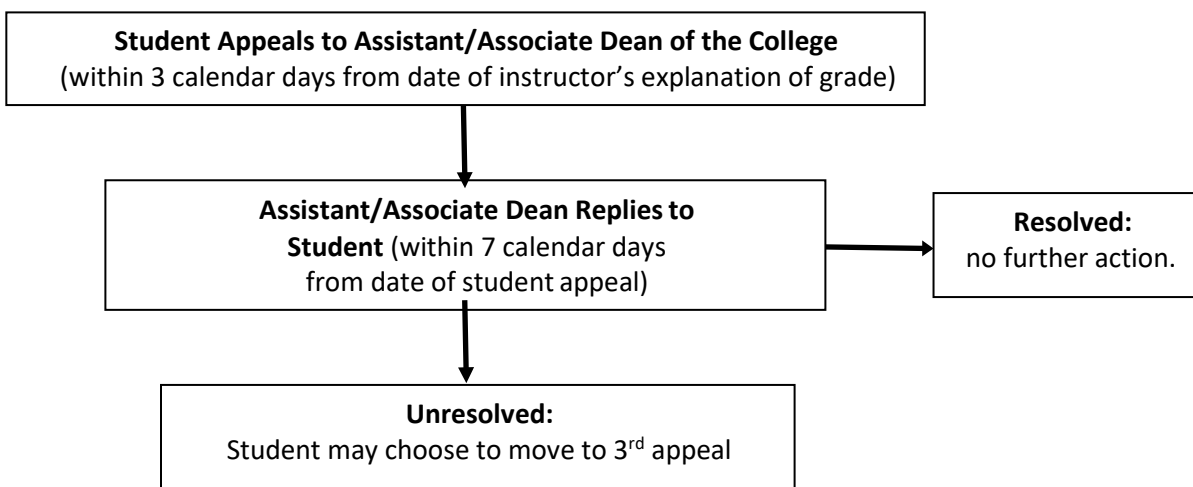
NOTE: If a student is concurrently appealing an academic integrity violation and the final grade for the same course, the grade complaint process will pause until the academic integrity violation appeal process is completed. Appeals must be submitted separately; combined academic integrity violation and final grade appeals will not be considered. Students are encouraged to consult with their academic advisor if they have questions about any appeal process.

Grade Appeal Flow Chart

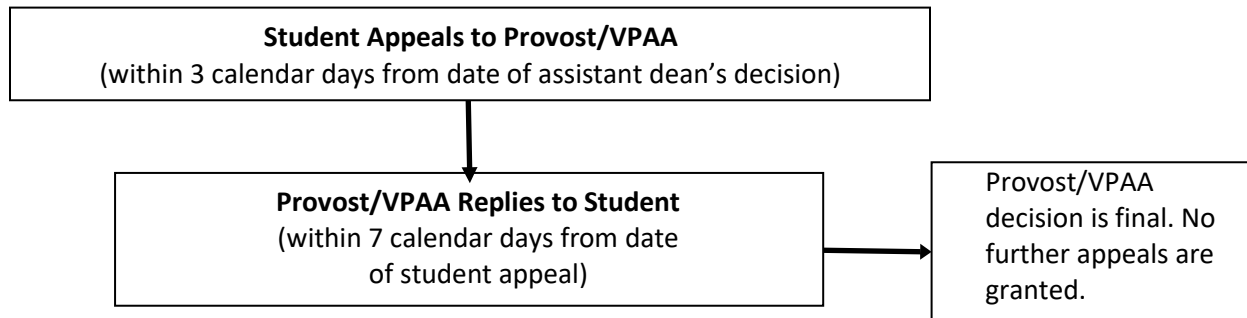
First-Level Appeal



Second-Level Appeal



Third-Level Appeal



Grade Reports

Grade reports are available through Colleague Self-Service at the end of each semester/session. If a student believes that an incorrect final grade has been reported for a particular course, the student must follow the Grade Appeal process in the Catalog.

GPA is determined by dividing the total number of quality points by the number of credit hours attempted. Credit hours for all grades earned at GMercyU are included in the calculation.

Grading Scale:

93-100 A	80-82 B-	67-69 D+
90-92 A-	77-79 C+	63-66 D
87-89 B+	73-76 C	60-62 D-
83-86 B	70-72 C-	Below 60 F

Grading Quality Point System

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

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

A: Excellent (4 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; the student manifests exceptional ability in integrating and applying this knowledge to other disciplines.

B: Very Good (3 quality points per credit hour) The grade B evidences intelligent fulfillment of course requirements; the student has demonstrated a marked ability to communicate and apply more than merely the basic elements of a course; the student's initiative reveals unusual ability to generalize about course material and displays a marked degree of independence.

C: Satisfactory (2 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 the major. (Refer to specific College requirements.)

D: Passing Grade (1 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 College requirements.)

D-: Minimum Passing Grade (.67 quality point per credit hour) The grade 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 College 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.

I: Incomplete 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, the grade of "I" will be automatically updated to a grade of "F". No extension will be granted beyond 30 days unless approved by the instructor and the Assistant/Associate Dean of the College prior to the end of the 30- day extension. If an extension is granted, the instructor must submit a signed "Incomplete Grade Extension" form, along with the student, and submit to the Provost/VPAA office. This form can be found on the Registrar's Office website. Once a final grade is achieved, the instructor will submit a "Change of Grade" form to the Registrar's Office.

W: Withdrawn A grade of W is recorded for students who withdraw from a course by the published withdraw period with the permission of the College Dean or advisor. If a student ceases to attend class but does not officially withdraw, a grade of F will be recorded for that course. Please refer to the course withdrawal policies in this catalog for additional information.

P: Pass/Fail Courses Students are permitted the option of electing a pass/fail grading in courses designated in their curriculum as "open elective." The conditions of the pass/fail policy are:

- The student may exercise their option in a course that would fill an open elective.
- The student declares their intent of the pass/fail option at registration or drop/add period.
- The professor will be informed by the student that they have exercised the pass/fail option in the course.
- The letter grade "P" is listed on the transcript but is not calculated in the quality point average. These credits are not included in the minimum 12 credits required for the Dean's List.

AUP/AUF: Audit Courses may be audited with an advisor's consent. Students are not permitted to change the status of a course from "audit" to "credit" or "credit" to "audit" after the end of the drop/add period. A matriculated student is limited to one audit course per semester.

Unless the student is enrolled in the Integrated Studies program, a student granted audit status will not be responsible for the assignments or examinations required for the course.

Although no credit is received, the faculty will enter a letter grade at the end of the semester. Auditing students earning an A- through D- equivalent (considering modified course work) will earn an AUP on their transcript, demonstrating successful audit completion of a course. Auditing students earning a final grade of F will be assigned AUF on their transcript. The same tuition and fees are charged for an audit as for a credit course. Alumni and senior citizens pay only the registration fee when auditing a class.

Policy for Students Called to Military Service Obligation

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

Policy

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

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

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

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

- a. If the student wishes to drop a course prior to the official drop/add deadline, they may do so and receive a full refund.
 - b. If the student wishes to drop a course after the official drop/add deadline, they may do so and receive a full refund.
2. Receive an "Incomplete (I)" if eligible, according to university policy. If the student chooses this option but is unable to fulfill the course completion requirement(s), regardless of the circumstances, the student cannot later choose option (a) or (b) above. Students should provide advance written notice with supporting documents of their military service obligation to the University Registrar.
 - a. If unable to provide advance notice of the military service due to military necessity, students will submit at the time of reenrollment an attestation that the student performed service in the uniformed services that necessitated the student's absence from the institution.

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

1. Students will be promptly reenrolled with the same academic status when last in attendance or last admitted, subject to paragraphs 2 and 3 below. The University will make reasonable efforts at no extra cost to the students to help them become prepared or to enable the student to complete their program. However, if it is determined after reasonable efforts that any such student is unable to complete their program or resume their program at the point where they left off, GMercyU is not required to readmit the student upon their return.
2. Students will be promptly reenrolled if the cumulative length of the absence and of all previous absences by reason of service in the uniformed services does not exceed five years. Students whose previous absences cumulatively exceed five years are subject to the established reenrollment policy and procedures.
3. Students who seek reenrollment will provide the University Registrar with documentation to establish that the student has not exceeded the service limitation of total cumulative absence of five years.
4. Additional Services: Graduate students who need an extension or adjustment to their programs due to military service obligations should contact their academic program director. Students should speak with their Veteran Certifying Official in the Financial Aid Office to see how their benefits may be affected.

Religious Observances

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. Students must notify faculty in advance and must complete all missed work.

Withdrawal Policies

SEE ACADEMIC PROGRAM for additional Course Withdrawal Policies

Withdrawal from a Course

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

Any student who seeks to withdraw from courses within the course withdraw period must submit a Course Withdrawal form to the Registrar's Office. The Course Withdrawal form can be found on the Registrar's Office website.

Students who request a course withdrawal after the end of the withdrawal period must submit the Course Withdrawal form in addition to the appropriate documentation that supports their request to the College Dean for approval. Students are financially responsible for all courses from which they withdraw. A course withdrawal may affect full time status, campus residency eligibility, or financial aid.

Repeated Withdrawals: Undergraduate Students

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

Withdrawal from the University

All students who wish to withdraw from the University must complete a University Withdrawal form. Students who withdraw from the University will need to re-apply to the University should they wish to return after one calendar year. Once the course begins, students are financially responsible for all courses from which they withdraw. If applicable, the official date when a student withdraws from the university (designated by the date the student notifies the university of the decision to withdraw) is the basis to determine refunds, tuition or financial aid adjustments.

Program Leave of Absence (LOA)

Undergraduate Students: Online Programs and Accelerated Nursing Program

The Federal government has determined that a “break in attendance” of more than 60 days (excluding University scheduled calendar breaks) will affect the student’s success in completing the program. All students with a “break in attendance” must submit a Leave of Absence (LOA) form to their advisor and Financial Aid for approval, or the student will be withdrawn from the program. The LOA form will indicate to the University how long the student will be out of attendance and the reason. LOA request forms must be submitted within 10 days of the student’s Last Date of Attendance (LDA). All parts to the LOA request form must be completed in order for the LOA to be considered for approval by the Financial Aid office. Students can take a maximum of 120 days in one LOA with a total maximum of 180 days in a 12-month period. LOA requests will be denied if the break is under 60 days or if the student has exceeded 180 days.

The twelve-month period begins with the start of the first leave. Students returning from a first leave of absence must complete at least one course, with a grade other than “W” or “I” prior to requesting a second leave. If the LOA is not completed or approved, the student will be withdrawn from the program and may be required to re-apply for admission.

Accelerated Nursing (ABSN): Students enrolled in an Accelerated Nursing Program will only be granted an LOA if they must repeat a course due to failure, and the break in attendance is more than 60 days.

Graduate Students

A graduate student enrolled in an onground Program who is forced to interrupt his or her studies should, with the approval of his or her advisor, write to the College Dean requesting leave and stating the reasons. The student’s request for leave is granted by the College Dean.

Interruptions in a student’s studies are normally granted for no more than one calendar year. The period of a leave granted by the Dean will not be counted toward the time limit applied to the degree. A leave already granted can be extended at the discretion of the College Dean, but more than one leave is not normally granted. This is a program leave of absence and is not to be considered a leave of absence from the University. Students who are not enrolled in courses for a semester will be reported to the National Student Clearinghouse as withdrawn.

Graduate Online Programs

Graduate students enrolled in Online Programs are required to attend all classes and to fully participate in online classes. The Federal government has determined that 60 days or more is a break in attendance and will affect the student's success in completing program as outlined in course schedule. All breaks in attendance must have an approved Leave of Absence (LOA) or student will be administratively withdrawn from program. The Leave request will inform the University how long the student will be out of attendance and the reason.

LOA request forms must be submitted within 10 days of the student's Last Date of Attendance (LDA). All parts to the LOA request form must be completed in order for the LOA to be considered for approval by the Financial Aid office. Students can take a total maximum of 180 days in a 12-month period. LOA requests will be denied if the student has exceeded 180 days. The twelve-month period begins with the start of the first leave.

If the LOA is not completed or approved, the student will be withdrawn from the program and may be required to re-apply for admission. If program withdrawal paperwork is not completed by student, then student will be withdrawn from program by their advisor.

Students out of attendance for 14 days but fewer than 60 days must submit their scheduled reentry date in writing.

Planned LOA

LOA requests must be completed and submitted prior to student's Last Date of Attendance (LDA).

- For students out of attendance more than 60 days, a course withdrawal request becomes a Leave of Absence (LOA) request and it must be approved or denied based on LOA criteria.
- 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.
- Students who do not provide a reentry date within the prescribed timeframe will be withdrawn from the program.
- 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 circumstances is required.
- LOA will be denied if over 180 days, or if a student accumulates periods of non-attendance of 180 days or more within a calendar year period.

Unplanned LOA

- Students must complete LOA request and submit documentation.
- LOA requests approved for unforeseen circumstances will be evaluated to determine if the course is dropped or withdrawn. If dropped, the course will be removed from the transcript and all charges to be removed from the 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.

Academic Amnesty Policy

Students who seek re-admission into one of the programs within a college following a two-year consecutive absence from GMercyU may petition their respective Dean to have their GPA reset at the time of readmission subject to the requirements of the specific academic program. Students are afforded one opportunity for academic amnesty.

Approval of academic amnesty requires both the approval of the Dean and the Provost/Vice President for Academic Affairs. If academic amnesty is approved, the GPA will be reset to 0.00 and the notation of "Academic Amnesty" will be recorded on the student's transcript. Once enacted, the reset GPA cannot be reversed or modified. All prior courses and grades will remain on the student's academic record and transcript. GMercyU courses completed prior to re-admission with a grade of C or above will be reviewed by the appropriate department in the same manner as courses transferred from colleges/universities outside of GMercyU to determine if and how the credits should be applied. Grades earned in these courses will not be calculated into the GPA. Loss of course credit(s) resulting from academic amnesty will not, under any circumstances, constitute grounds for a tuition refund. Students who are granted academic amnesty must meet all degree requirements for graduation at the time of re-application for admission.

Placement Assessment for Writing and Mathematics

NOTE: Does not apply to students enrolled in 2nd Degree ABSN.

To ensure that every student admitted to GMercyU is prepared to succeed in college-level courses, many of which require advanced writing and mathematics skills, the University requires that new first-year, transfer, and non-matriculated students take the GMercyU placement assessments for English and mathematics before registering for their first semester unless they meet any of the exemptions below.

Students are exempt from taking the respective placement exam if they meet one of the following exemptions:

- A score of at least three (3) on the Advanced Placement Test in English (Language and Composition) and/or mathematics (Precalculus, Calculus or Statistics)
- A score of at least 35 on the SAT Reading test
- A score of at least 680 on the SAT Evidence-based Reading and Writing Section and/or Math Section
- A score of at least 29 on the ACT English Test and/or MathTest
- Transfer credits for college-level English composition courses or college-level mathematics courses (earned grade of C or better) through the official acceptance of transfer credits by the Registrar's Office at GMercyU

Students will have access to online placement assessments through Canvas within one week of making their admission deposit. The assessments are available through the GMercyU Portal with login credentials. The online placement assessments include objective questions in mathematics. **The English placement assessment includes reading comprehension questions, a summary response essay, and reflection questions.** The assessments are untimed, and retests are not permitted.

Students will discuss their results with their advisors at the time of course registration. Students' test results indicate whether they may register for ENG 100-WS Critical Reading and Writing Workshop or ENG100 Critical Reading and Writing, depending on the exact placement score. Students whose mathematics scores indicate they are prepared for college-level mathematics may register for most courses that require mathematics skills; courses that require higher -level mathematic skills are identified by a course prerequisite. Students who do not meet the math level for their major or the pre-requisite level for a course, must take either MTH 002, Pathways to Mathematics or MTH 003, Bridge to Mathematics (as determined by their advisor) before enrolling in college-level mathematics and other courses that have mathematics components.

NOTE: The writing you submit should be your own and written without any external assistance.

REGISTRAR

Academic Awards and Honors: Undergraduate Students

Dean's List

Full-time matriculated students who have a semester grade point average of 3.5 and no grades below "B" qualify for the Dean's List for that semester. Credits that carry a pass/fail grade will not be considered part of the minimum full-time load.

Students enrolled and matriculated in online programs may be full-time students but will only be eligible for Dean's List if they have completed 12 or more credits that begin in the Fall or Spring terms. There is no Dean's list for summer enrollment.

Program Honors

Program honors are bestowed on graduating baccalaureate students who have achieved distinction in their major. In order to merit these honors, a student must attain an average of 3.5 in the major and must also receive the recommendation of the Dean. Second degree students are also eligible for program honors.

Honors at Graduation

Baccalaureate students who have achieved academic excellence throughout their respective programs are eligible to receive a degree with honors at graduation. Candidates for the distinction cum laude must have attained a cumulative average of 3.5; for magna cum laude, 3.7; for summa cum laude, 3.9. Students enrolled in the associate degree programs may graduate with distinction if they attain a cumulative grade point average of 3.5.

Student Eligibility

Students must be officially registered at the University in order to attend class. If the student is not on the class list, the professor must ask the student to leave that class. Students enrolled in Term Programs must report to the Campbell Solution Center to resolve administration issues. Students enrolled in Online programs should contact their assigned academic advisor or email adultadvising@gmercycu.edu.

The student will not be able to report back to class until they are officially registered.

Application for Graduation

All students must submit an application for graduation using Colleague Self-Service. 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.

Non-Matriculated Students:

Non-matriculated students may take up to fifteen (15) credits of undergraduate level coursework or six (6) credits of graduate level coursework at Gwynedd Mercy University. After completing these credits, students must contact the admissions office for advice about matriculation into one of the degree programs offered at the University. Non-matriculated students are strictly prohibited from enrolling in courses involving **field experiences, clinical rotations, student teaching, or practicums**. These courses are reserved exclusively for students who have cleared the formal matriculation process, which includes background checks, health clearances, and prerequisite vetting required by our external clinical and educational partners, Teaching, Practicum, or Internship, except with permission of the College Dean. In the Graduate Nursing programs, non-matriculated students may only take NUR 530, NUR 610, and NUR 510 or electives approved by the MSN Program Director.

Concurrent Pursuit of Two Bachelor's Degrees

A student who has been accepted into a bachelor's degree program and wishes to earn a bachelor's degree in a second area of study must have a minimum grade point average of 3.0 after the completion of 30 credits. The permission to pursue this second degree will be granted by the Provost/Vice President for Academic Affairs and the Dean(s) and must be obtained in writing. Students will be required to complete a minimum of thirty (30) credits beyond the minimum specified credits for the first degree in addition to the general education courses required by both degrees. General education courses completed in the primary bachelor's degree do not need to be repeated. The student must meet all minimum grade requirements of both degree programs. Upon meeting the degree requirements for both bachelor's degrees, two degrees will be awarded to the student. *(Example: One major program with BA degree, the second major program with BS or BSN degree).*

Single Degree for Two or More Major Programs

Students with a minimum cumulative grade point average of 3.0, after the completion of 30 credits or permission of the Program Director, may elect to pursue a degree in a second major program, as long as it is the same type of degree as their primary major program. The permission to pursue such a degree must be granted by the Dean(s) and obtained in writing. The student is responsible for all major courses, specified by the Dean of the second major area of study. *(Example: Two major programs, both earning a BA, BS, or BSN degree).*

Evaluation of Transfer and Other Credits: Undergraduate Students

Courses completed more than 10 years (7 years for science courses) from a student's date of acceptance are judged on a case-by-case basis as to their applicability in fulfilling current program requirements. This general University provision does not replace existing provisions of a College that are more restrictive in nature.

Every student is given individual attention at Gwynedd Mercy University. Transcripts from other colleges and universities are evaluated by the Admissions Office and Registrar's Office, in consultation with the Dean, to determine Gwynedd Mercy University's course equivalencies for appropriate transfer credits.

Transfer students who matriculate at Gwynedd Mercy University beginning in Spring 2025 are required to earn a minimum of 30 credits at GMercyU to earn a bachelor's degree; students who matriculate prior to Spring 2025 are required to earn a minimum of 50 credits at GMercyU to earn a bachelor's degree. This credit requirement does not change regardless of the number of credits accepted in transfer. Additionally, transfer students must complete at least half of the credits required for the major at Gwynedd Mercy University. The number of credits in the major varies within each degree program. Programs with discipline-related accreditation may have additional requirements. Credit requirements for students transferring into an associate degree program will be assessed on a case-by-case basis.

Official transfer evaluations will not be completed for students entering the University Studies program. The Registrar's Office may provide, upon request, unofficial notations indicating which courses might be transferred to Gwynedd Mercy University. These unofficial notes are in no way a contract with the student and will only be used as a guide for registration.

The following criteria will be used in the evaluation of transcripts submitted to Gwynedd Mercy University:

1. A minimum grade of "C" or better from a regionally accredited college or university.
2. Developmental courses which carry credit do not satisfy requirements within the major or general education component of the Gwynedd Mercy University degree program. These courses will not be accepted for credit transfer and will not count toward graduation.
3. No transfer credits may replace the Signature Seminars.
4. Grades of "P" (Pass) or "S" (Satisfactory) are generally not acceptable for transfer (except under the "second degree program"). Some Schools do allow for exceptions to this policy; each is evaluated on an individual basis.
5. Challenge examinations carrying a grade of "P" or "S" completed at another regionally accredited institution may be accepted in transfer within the general education or major component of a degree program; each is evaluated on an individual basis.
6. Training and experience within a branch of the military that has been evaluated for credit by the American Council on Education may be acceptable for transfer credits.
7. Gwynedd Mercy University participates in the Advanced Placement Examination Program (AP) and the College Level Examination Program (CLEP). These credits are considered for transfer on an individual basis.
8. Gwynedd Mercy University credits are processed through the Registrar's Office. Although course titles and credits earned appear on Gwynedd Mercy University's transcript, courses accepted in transfer are not included in the computation of semester or cumulative grade point averages.
9. Students may petition to have courses accepted in transfer that were not accepted as a result of an initial evaluation. Usually, the student would need to forward course descriptions and course outlines for any course in question. In all cases, the submitted materials are reviewed by the

Registrar's Office and by faculty within the subject area of the courses in question.

Transcripts received from institutions outside of the United States must be evaluated (course-by-course) by World Educational Services, Educational Credential Evaluators, or Span Tran: The Evaluation Company. Gwynedd Mercy University will generally follow the recommendations of this service. Individual Colleges within the University reserve the right to refuse any credit recommendations made by these credit evaluation agencies.

The Registrar's Office will evaluate only official transcripts accredited by regional accreditors for all schools attended. This official evaluation is done after students accepted.

The Registrar's Office is responsible for the official transfer of credit. Official transcripts from ALL colleges attended must be on file at the time of admission.

Official transcript evaluation is processed after admission to the University. "Issued to Student," unofficial transcripts are not use for transfer evaluation.

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, alumni, or former students may request copies of their transcripts through the National Student Clearinghouse. There is no charge for copies sent between offices at Gwynedd Mercy University. Transcript requests are processed in the order received and require 2 to 3 days for processing. Specific deadlines should be mentioned when requesting the transcript. Students can visit the Registrar's web page at www.GMercyU.edu for instructions on receiving a transcript.

Credit by Evaluation

In order to recognize knowledge and experience attained through non-formal and non-traditional approaches to learning, the University utilizes several evaluation methods. Qualified students, with approval, may take examinations for academic credit as applicable to a given program of study. Students must arrange for non-traditional testing by obtaining an approval form signed by the Dean of the College for their major as well as from the Dean of the College for the course. Demonstrated evidence of "out-of-school" knowledge or experience is considered in the approval decision. Students must complete testing at least one full semester prior to graduation. Unless authorized, thirty (30) Gwynedd Mercy University credits must be earned before credits are posted. Open electives cannot be fulfilled through testing modes. Students may not earn credit for any course which they have audited or for which they have received a grade. Credit by Evaluation cannot be used to replace a previously completed course. A student who fails a challenge must enroll for the regular course in order to complete graduation requirements. Posting charges are listed in the catalog under Expenses. If the applicant is successful, the appropriate Dean will notify the Provost/Vice President for Academic Affairs, who will arrange for proper credit to be entered on the student's transcript.

CLEP: The College Level Examination Program, offered through the College Board, provides a standardized testing program for a variety of courses. Prior to taking a CLEP exam, the approval form must be secured. CLEP credit is not applied to open electives. Appropriate passing scores are

determined by Gwynedd Mercy University. After review of the score, appropriate signatures secured through the Dean and the Vice President for Academic Affairs, and payment through Student Billing, the credit is posted on the permanent record. Payment and posting must be one semester prior to graduation.

Challenge Examination: Departmental challenge examinations may be given in the event that an approved examination is not available. The examination may include written, oral, laboratory tests or a combination of these; it will be significantly comprehensive to establish that the student possesses essentially the equivalent knowledge and skills as that of a student who successfully completed the course. After approval to take the challenge is granted, completing the exam successfully and payment is made, the credit is posted on the transcript. Payment and posting must be one semester prior to graduation.

Prior Learning Assessment: This is a formal process and procedure for the granting of credit for life experience. Students may apply for prior learning credits at any time prior to their last semester before graduation; however, students must have earned at least 30 credits at Gwynedd Mercy University before credits will be applied to the transcript. No credit for life experience can be applied to courses required as part of the Social Work Degree (BSW) program. There is a non-refundable per-credit application fee.

Application for prior learning includes the submission of a detailed portfolio that demonstrates the college-level learning. The learning experience demonstrated and verified through prior learning assessment (PLA) must have the academic equivalence of college-level learning. Developmental, remedial, or self-help courses are not comparable to college-level courses. Portfolios are evaluated by trained faculty assessors, who determine the number of credits awarded. Decisions concerning credit awarded will be communicated to the student by the dean of the program in which the credit request is housed. Consult the *PLA Student Handbook* available through the Office of Academic Affairs for further information. For information on preparing a prior learning assessment portfolio for nursing, see below.

Nursing Portfolio: The College of Nursing offers qualified registered nurses the opportunity to record professional knowledge and competence that reflects content included in a selected bachelor's nursing course. A student must meet with the appropriate nursing faculty member to discuss eligibility and the procedure and to complete the approval form for the portfolio process. Portfolios are submitted prior to the semester in which the selected course is regularly scheduled. A total of 12 credits towards BSN nursing credits may be earned through this method. Following completion of requirements, payment and thirty (30) credits earned at the University, portfolio credit will be recorded. Contact the College of Nursing for further details.

Minor Program

Students interested in earning a minor should consult the specific section of the catalog that pertains to that subject. Students must check with the appropriate Dean and complete a "Change of Major/Minor" form, which is submitted to the Registrar's Office. Forms can be obtained on the Registrar's Office website.

Off-Campus Credit Approval: Undergraduate Students

Students, once matriculated, are expected to complete all coursework at Gwynedd Mercy University. Approval to take courses at another regionally accredited college or university will be granted to students in good academic standing only if special or mitigating circumstances exist. No off-campus courses will be permitted during the student's last semester prior to graduation unless a course is required for graduation and not offered at Gwynedd Mercy University. If a student is required to repeat a course, the repeated course must be taken at Gwynedd Mercy University.

Credits for approved courses taken at another regionally accredited institution will be transferred upon successful completion of the course with a grade of C (2.00) or better and upon receipt by the Registrar's Office of an official transcript from the other institution. Students should confer with their advisor, as some Colleges within the University may require a higher grade for credit transferability. Students who have earned and/or transferred 60 or more credits toward a bachelor's degree may request off-campus courses only at regionally accredited baccalaureate-granting institutions.

Students must submit a completed "Course Off Campus" form (found on the Registrar's Office website) to the Office of Academic Affairs *prior to registering for the course(s) at the other institution*. The University will not accept transcripts or apply credits for courses taken off campus that were not approved by all required parties in advance.

Participation in Physical Education Courses with Academic Credit

Any student seeking a degree at Gwynedd Mercy University may enroll in any two PE courses. These courses are one-credit open electives which meet for eight weeks of the semester. No more than a total of two (2) PE credits may be counted towards the total credits required for any degree. Students are welcome, of course, to enroll in additional PE courses on a non-credit basis.

Pre-Law Option

Gwynedd Mercy University offers a Pre-Law Option within the History Program. Students who select this option receive the bachelor degree in their major field, but the special pre-law component prepares the student for the rigors of law school.

Registration

Students are expected to register within the dates published on the Registrar's Office website (see Academic Year). Priority registration is available for students in the Honors program, students active in the military or reserves, and student athletes in season. Priority registration begins one week before online registration opens and ends the day before.

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

Second Degree Program

Undergraduate Students

A student who has earned a bachelor's degree from a regionally accredited college or university and is accepted into an associate or bachelor's degree program at Gwynedd Mercy University enters the degree through the "second degree" program. The Program Directors will complete an evaluation of previous college work, and a curriculum will be tailored toward the needs of the student. A minimum of thirty (30) credits at Gwynedd Mercy University will be required of all students who are accepted through this program. Student will be awarded 95 credits of advanced standing credits. The student would be required to complete all courses deemed necessary by the Program Director of the major, as well as any general education courses that are listed as requirements for eligibility of graduation.

Graduate Students

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 Program Director to which the student is applying. Once acceptance toward a program has occurred, a curriculum will be tailored to the educational goals of the student. Upon acceptance into the graduate program, all graduate credits must be earned at Gwynedd Mercy University.

Students who have completed one master's degree at Gwynedd Mercy University may apply a maximum of six credits from the first master's degree to the second. A review of coursework will be conducted to determine applicability of credits to a second master's. A minimum of 50 percent of the Gwynedd Mercy courses will be required for the University to sponsor a student for certification.

Honor Societies

Students of Gwynedd Mercy University are eligible for membership in the following honor societies:

1. **Alpha Alpha Alpha** is the national honor society for first-generation graduate and undergraduate students. Students who are considered first-generation and have earned a minimum GPA of 3.5 for graduate and 3.2 for undergraduate may be invited to join Gwynedd Mercy University's Kappa Theta Chapter.
2. **Alpha Eta** is the national honor society for the allied health professions. The purpose of the honor society is the promotion and recognition of significant scholarship, leadership, and contributions to the Allied Health Professions. Students who have a GPA of 3.5 overall and 3.0 in their major are nominated by the faculty for induction into the society.
3. **Alpha Lambda Delta** is the national honor society for first-year academic success. First-time, full-time term students who earn a minimum 3.5 GPA their first semester and/or earn a 3.5 cumulative GPA after their first year may be invited to join. The purpose of the honor society is to celebrate first-year academic excellence and create a community of scholars dedicated to leadership, service, and life-long learning.
4. **Alpha Phi Sigma** is the international honor society for graduate and undergraduate students in the field of criminal justice. Founded in 1942, this society recognizes students for academic excellence and community service. Students with a 3.3 GPA overall and a 3.2 GPA within the major may be invited to join Gwynedd Mercy University's Kappa Delta Chapter.
5. **Kappa Delta Pi** is an international honor society in education. It is the oldest and largest honor

society in education. Invitations to join are based on academic achievement, a commitment to education as a career and a professional attitude that assures the member's steady growth in the field of education.

6. **Lambda Beta** is the national honor society for the profession of Respiratory Care. This honor is conferred by the program faculty to students that exemplify superior academic achievement (top 25% of their class) and exceptional professional growth and leadership.
7. **Lambda Nu** is a national honor society for the radiologic and imaging sciences. Its objectives are to: foster academic scholarship at the highest academic levels, promote research and investigation in the radiologic and imaging sciences and recognize exemplary scholarship. Students who have a GPA of 3.5 overall are nominated by the faculty for induction into the society.
8. **Phi Alpha** is the international honor society for social work. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.
9. **Phi Alpha Theta** is the International History Honor Society. Gwynedd Mercy University's chapter, Tau Omicron, was installed on October 29, 1972. To recognize and encourage excellence in the study of history, the society honors students who have earned B or better in all history courses and maintained at least a 3.0 (B) quality point average.
10. **Pi Theta Epsilon** is a specialized honor society for occupational therapy students and alumni. Its mission is to promote research and scholarship among occupational therapy students. Occupational therapy students who rank in the top 35% of their class, are invited to apply.
11. **Psi Chi**, the international honor society in Psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Psychology majors or minors with a minimum 3.0 grade point average and are in the top 35% of their class may be invited to join.
12. **Sigma Beta Delta** is the international honor society for business, management and administration. The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students of business, management and administration, and to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind.
13. **Sigma Phi Sigma**, The National Mercy Honor Society, is a **working** honor society dedicated to the ideals of Catherine McAuley and excellence in Mercy education, including fidelity, scholarship and service. Freshmen, sophomore and junior students with a minimum 3.2 grade point average who demonstrate evidence of upholding the mission and values of the University and have a clear commitment of service to the University and/or their community may apply. Students accepted for membership in the honor society commit to participation in academic and service events throughout the academic year.
14. **Sigma Theta Tau**, Iota Kappa Chapter, International Honor Society of Nursing, Inc. The purposes of this international honor society are to recognize and foster in nurses' superior achievement, the development of leadership qualities, high professional standards, creative work, and commitment to the ideals of the nursing profession.
15. **Sigma Zeta** is a national science and mathematics honor society. Beta Delta is the Gwynedd Mercy University local chapter. The purpose of this society is twofold: 1) to encourage and foster the attainment of knowledge of the sciences and mathematics; 2) to recognize the attainment of high scholarship among those qualified for membership in this society.

ACADEMIC SUPPORT

Keiss Library

Keiss Library provides students with the resources and assistance they need to be successful in their academic career. Resources include 60,000+ physical materials, including books, audiovisual, and special collections, access to 45,000+ full-text electronic journals through subscription databases, 330,000+ electronic books, and 80,000+ academic streaming films. Librarians and staff are available year-round during library hours to help students navigate resources.

The Keiss Library webpage (<https://gmercyu.libguides.com>) provides access to the library's catalog, online resources, research guides and tutorials, and information about library hours, policies, and services. Electronic resources are available from any internet connection. Off-campus users are required to login with their GMercyU username and password.

The librarians at Keiss Library offer reference services in person and virtually during library hours, assisting users in developing research strategies, using online resources, and accessing scholarly materials. Research assistance is also available via text message, live chat, email, and telephone. When the library is closed, reference assistance is available 24/7 via a link to AskHerePA. Librarians also engage in classroom research skills and information literacy instruction sessions.

Keiss Library offers study spaces equipped with technology for individual and group study, including open tables, quiet spaces, and reservable study rooms.

Students can print from computers in the library or their laptops. Each student is allotted 300 pages of prints per semester; if needed, students can purchase additional prints online. Keiss Library also has a book scanner and photocopier; there is no charge for using the book scanner, and photocopies are deducted from the 300 pages of prints allocated per semester.

The library is fully wireless. Students who bring their own laptops can connect to the campus network and Follow-Me Printer.

If research materials are not available in the Keiss Library collection, users can request journal articles, books, dissertations, theses, and DVDs through the library's interlibrary loan (ILL) service. Requested articles may be available within three business days to a week; physical materials may be available within two weeks.

A current GMercyU ID is required to borrow materials. Books and DVDs circulate for three weeks to students. Reference materials and course reserves, including books and videos that instructors designate for use by a specific class, must be used in the library. Course reserves are available at the circulation desk.

For assistance or more information, call 215-646-7300 ext. 21484, text/SMS 215-642-0918, email Library@GMercyU.edu, or visit the library webpage at [GMercyU.edu/library](https://gmercyu.edu/library).

Student Success Center

The Student Success Center, located in the Keiss Library, provides academic and professional support for Gwynedd Mercy University students. The Student Success Center houses the following departments: the Office of Academic Advising and Coaching, the Office of Accessibility Services, the Office of Career Development, the Office of Tutoring Services and Placement Assessments, and the Office of First-Year Experience.

Professional academic advisors work with first- and second-year nursing students, University Studies students, and Health Studies students, as well as students considering a change of major. Students enrolled in online programs will have an assigned professional academic advisor determined by their program of study. The professional academic advisors guide students through selecting appropriate courses, creating individual academic plans, and exploring academic interests and programs. In addition, they introduce students to the many helpful campus resources designed to support their learning. For an appointment or further information about the Student Success Center and its services, email StudentSuccess@gmercyu.edu.

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

The Office of Career Development supports students with their career goals and empowers and equips students to transition from college to career. To schedule an appointment and learn more information, email CD@gmercyu.edu or visit www.gmercyu.edu/cd.

The Office of Tutoring Services and Placement Assessments offers undergraduate peer tutorials for individuals and small groups and academic workshops. In-person and online tutoring are available through peer and professional tutors. In addition, online tutoring services provide tutoring in a variety of subjects, as well as a Writing Center. Tutoring is available in most academic subjects. Tutoring availability varies by subject, but most subjects have some evening and weekend availability. The online Writing Center offers review and feedback on papers.

For online tutoring options, Select “Brainfuse Online Tutoring” in Canvas or on the Portal for access.

For Placement Assessment information, see *Placement Assessments for Writing and Mathematics* or email placementtesting@gmercyu.edu for new students.

The Office of First-Year Experience oversees and coordinates the first-year seminar courses, which focus on academic success strategies, campus resources and opportunities, mission and mercy, major and career exploration, service experiences, and overall creating a sense of community. See *First-Year Experience: University Success Program for more information*. In addition to the course management, the office collaborates with various departments across campus to enhance students’ first-year experience in and out of the classroom.

University and Health Studies

The Office of Academic Advising oversees the University Studies and Health Studies program. Incoming students may request a major or choose University Studies. The purpose of the University Studies and Health Studies program is to assist students in declaring their major while holistically developing them as college-level learners. Through a lens of exploration, curiosity, and inspiration, the program provides personalized advising and success coaching to support students in reaching their goals. While in University Studies or Health Studies, students navigate pathways of personal and academic success that support their continued development as passionate learners in the Gwynedd Mercy University community.

Program Goals:

- Create an academic foundation for each student based on their needs and interests.
- Provide advising that simultaneously builds upon students' major interests while fulfilling general education requirements.
- Connect students to academic programs of interest during the major exploration process.

Program Information:

- First-time, first-semester students are required to take UNV 002 as part of the University Studies and Health Studies requirements.
- The University strongly suggests that University Studies students declare a major no later than the completion of 60 earned credits.
- Students will be connected to the program faculty of their intended program before/during their change of major process
- Students who have more than 60 credits may be enrolled in the University Studies or Health Studies program for no more than two consecutive semesters before declaring a major. If, after two semesters in University Studies or Health Studies, a student is not accepted into a major, the student may continue only as a non-matriculated, part-time student.

Griffin Connect: Academic/Retention Alert

The University employs an electronic retention alert system to notify students who may be or become academically at-risk. Students will be notified electronically if one of their faculty members submits a retention alert. Students are then urged to reach out to their advisor, instructor, and the Student Success Center to create and implement a success plan.

Accessibility Services

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

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

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

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

Accessibility Services Grievance Procedure

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

Retaliation against anyone who files a grievance or cooperates in the investigation of a grievance is prohibited.

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

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

The Associate Dean for Student Success and Retention will, as expeditiously as possible, present the complaint to a committee which may include representatives from Health Services, Counseling Services, the academic program the student is pursuing or other faculty/staff on campus with relevant expertise, and Institutional Technology for a full investigation. The Associate Dean for Student Success and Retention 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 Associate Dean for Student Success and Retention may meet with the Director of Accessibility Services for a briefing on information relevant to the case. This communication may occur through a verbal account and/or through review of material documentation previously submitted to the Director, which shall then be permissible in the investigation process. A written report regarding findings will be provided by the committee to the complainant and any involved parties if action is required on their part. The Dean of Student Success may wish to meet with the complainant to discuss alternate ways of meeting the student’s concern determined by the committee if the requested resolution is not deemed appropriate and/or necessary.

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

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

ASSESSMENT OF STUDENT LEARNING

GMercyU is committed to providing quality education and to ensuring students gain the knowledge and skills necessary to be successful. Assessment of student learning provides the information faculty and staff need to make improvements in program structure, course content, and pedagogy. To this end, information is collected at the course, program, and institutional levels. All student performance data are aggregated and confidential. For any questions related to the assessment processes, please contact the Director of Assessment and Continuous Improvement.

University Student Learning Outcomes

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

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

ULO2. Intellectual and Practical Skills, including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork

and problem solving. *(Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.)*

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

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

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

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

COMPLAINTS, ACADEMIC

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

Academic Complaint Procedure

The purpose of the University's Academic Complaint procedure is to ensure that students have the opportunity to raise concerns that have remained unresolved after previous attempts to address issues, and that these concerns will be dealt with in a just and fair manner. An academic-related action or decision is eligible to be addressed through the Academic Complaint procedure only if it involves a violation of federal, state, or local law or a misapplication or misinterpretation of University policy. The validity of University policies themselves may not be challenged through this process. Examples of academic complaints include 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 College may extend this time limit at their 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 College Dean. 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, pertains to a matter not applicable under this procedure, or comes from a person without the right to issue a complaint, the Dean will dismiss the case and notify the complainant in writing.

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

Final Appeal

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

1. A determination that the complaint was valid;
2. A determination that the complaint was not valid; or
3. A modification of the remedy proposed by the Dean. The Provost and Vice President for Academic Affairs will forward his or her decision to the complainant, respondent, and the Dean.

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

Interstate Complaint Process (NC-SARA)

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

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

National Accreditation, Commonwealth of Pennsylvania, and Program Accreditation Complaint Processes

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

Gwynedd Mercy University is accredited by the Middle States Commission on Higher Education. Contact the Commission on Colleges at 3624 Market Street, Philadelphia, PA 19104-2680 or call 267-284-5000 for questions about the accreditation of Gwynedd Mercy University. Information regarding MSCHE's complaint process can be found at <https://www.msche.org/> or at <https://www.gmercyu.edu/about-gmercyu/fast-facts/consumer-information>.

Information regarding the Pennsylvania Department of Education complaint process can be found at <https://www.education.pa.gov/K-12/Special%20Education/Complaints/Pages/default.aspx>. For additional information, please contact: Division of Higher & Career Education | Pennsylvania Department of Education - Postsecondary and Adult Education | 333 Market Street, 12th Floor | Harrisburg, PA 17126-0333 | Phone: 717.783.8228 | Fax: 717.722.3622
ra-collunivseminfo@pa.gov | www.education.pa.gov

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

- Middle States Commission on Higher Education (MSCHE)
 - o <https://www.msche.org/complaints/>

- Commission on Collegiate Nursing Education (CCNE)
 - <https://www.aacnnursing.org/CCNE-Accreditation/What-We-Do>
 - Click on "Third-Party Comments for Current Accreditation Reviews"
- Commission on Accreditation for Respiratory Care (CoARC)
 - <https://coarc.com/students/complaint-process/>
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
 - <https://www.jrcert.org/accreditation-for-students/allegations/>
- Council on Academic Accreditation in Audiology & Speech-Language Pathology (CAA)
 - <https://caa.asha.org/programs/complaints/>
- Accreditation Council for Occupational Therapy Education (ACOTE)
 - <https://acoteonline.org/?s=complaints>
 - Section V.B.1 - Click on "Form for Complaints Against Programs"
- International Accreditation Council for Business Education (IACBE)
 - <https://iacbe.org/wp-content/uploads/2017/08/Procedure-for-Third-Party-Complaints.pdf>
- Council on Social Work Education (CSWE)
 - www.cswe.org/accreditation/policies-process/epas-handbook/1-overview/1-2-coa-policies-procedures/1-2-1-complaints-regarding-program-compliance

COMPLIANCE

FERPA Rights and Policy Notice

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

Rights of the Student or Parent

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

- Maintain privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- Inspect and review the student's education records maintained by the school. If the student and parents are unable to review the records at the school, they can request copies from the school (and may be charged a fee for them). Requests to review educational records must be directed to the Registrar and must identify, as specifically as possible, the record(s) that the student wishes to inspect. The Registrar will contact the appropriate record custodian in the University, who will make those records available to the student as soon as possible but no later than 45 days from the date of the request. The University has the right to refuse student access to records under certain circumstances.
- Request that a school correct the student's records if they believe they are incorrect or misleading. If the school chooses not to update the student's records, the student or parent has a right to a formal hearing. If, after the hearing, the school still decides not to modify the student's records, the parent or student can include a statement in the records which contests the information.

Educational Records

Educational records are defined by FERPA as records that are directly related to a student and maintained by the University or a party acting for the University. FERPA does not specify the format of the educational record; therefore, educational records may include video, photo, or audio recordings of virtual classes. **NOTE: *If the recording includes identifiable audio or images of students asking questions, making presentations, engaging in discussion, or leading a class (other than TAs), then the portions containing recordings of the student do constitute protected student education records.***

Exceptions to the definition of an educational record include records kept in the sole possession of the maker and used only as a personal memory aid, law enforcement records, employment records, medical (including mental health) records, and any other exceptions outlined by FERPA. Neither FERPA nor this policy applies to records of applicants (unless they enroll at the University) and/or deceased persons.

When a School Does Not Need Written Consent

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

- School officials with legitimate educational interest
NOTE: A school official is a person employed by Gwynedd Mercy University in an administrative, supervisory, academic, research, athletic, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving in an official capacity, such as on a committee, as a mentor, tutor, teaching assistant, or as a federal work study student. A school official also may include a volunteer or contractor outside of the University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
- Other schools to which the student is transferring
- Specified officials for audit or evaluation
- Appropriate parties in connection with the student's financial aid
- Organizations which are conducting studies for, or on behalf of, the school
- Accrediting organizations
- In order to comply with a judicial order or a lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law

Disclosure of Directory Information

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

- Student Name (legal and chosen names)
- Address (including telephone number and GMercyU email address)
- Dates of attendance
- Student Identification Number
- Course load (full-/part-time status)
- Class level
- Field(s) of study
- Degree(s) conferred and dates awarded
- Honors and awards
- Date and place of birth
- Photograph
- Participation in officially recognized University activities and athletics

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

Annual Notification of Rights

Each year, schools are required to notify the student and parents of their rights under FERPA. At Gwynedd Mercy University, the student is notified through the distribution of the Undergraduate and Graduate Catalogs. A parent or eligible student may file a written complaint with the Office regarding an alleged violation under the Act and this part. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202. For more information on FERPA, see the U.S. Department of Education website at www2.ed.gov.

TITLE IX Pregnancy

Gwynedd Mercy University does not discriminate on the basis of pregnancy, pregnancy-related conditions, and parental, familial, or marital status. The University welcomes and supports pregnant and lactating students as well as students experiencing pregnancy-related conditions, such as childbirth, recovery from pregnancy, termination of pregnancy, lactation, and medical conditions related to any of the above. For more information, please contact Zack Hulings, the Director of Accessibility Services, at hulings.z@gmercyu.edu or (215) 646-7300 ext. 21033, or Tia Brown, the Title IX Coordinator, at brown.t8@gmercyu.edu or (215) 646-7300 ext. 21140.

Gwynedd Mercy University makes reasonable modifications for students experiencing pregnancy or related conditions. Regularly approved modifications may include restroom breaks, lactation breaks, excused absences for medical appointments, and preferred seating assignments, as well as modifications responsive to individualized requests and supported by medical documentation, including voluntary leaves of absence and voluntary access to comparable portions of missed programs/activities and access to lactation spaces. Where appropriate, students may be given an opportunity to make up missed work. Extended deadlines, makeup assignments, and incomplete grades that can be completed at a later date (if agreed between instructor and student) may all be utilized. Leaves and accommodations related to pregnancy and pregnancy-related medical conditions are available to the same extent as those related to other temporary disabilities or physical conditions. In situations where the temporal particularities of the task do not allow for a "break" such as large performances and some labs, clinical assignments, and group work, the student may be granted access to comparable portions of any missed programs/activities available.

Faculty and staff who learn of a student's pregnancy or related condition should tell the student how to contact the Title IX Coordinator for assistance and should provide the Title IX Coordinator's contact information to the student.

Non-Discrimination Policy and Statement

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

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

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

Professional Licensure Disclosure Statements

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

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

ADMISSIONS

ADMISSIONS: UNDERGRADUATE PROGRAMS

First-time Students

All traditional first year applicants that have not attended any other college or university post-high School graduation must submit the following:

- Online application found at <https://apply.gmercyu.edu/apply/>, [Niche Direct Admissions](#) or the Common Application. Students should complete only **one** application for admission consideration.
- Evidence of high school graduation, which can be demonstrated through an official transcript, home school accrediting body transcript, or a copy of their General Educational Development (GED) test results or certificate.
- The minimum GPA requirement for university admission is a 2.5/4.0 cumulative unweighted GPA. Although the student is accepted to the university, some programs require a higher cumulative unweighted GPA. Additionally, the university honors program has admission requirements above and beyond the university minimum. Gwynedd Mercy University reserves the right to rescind admission should the final official transcript(s) reflect a cumulative GPA lower than 2.5.

Gwynedd Mercy University is test blind, which means students may apply with or without submitting scores from the ACT or SAT. Standardized test scores are not required and are not used in the admission decision. If submitted, standardized test scores may be used to support class placement.

Students that are below the minimum requirements for admission will not be accepted to the University. The admission decision of a denial may be appealed within the initial term for which a student applies. This appeal should include an updated transcript with grades as well as a personal statement which speaks to the student's desire to be a part of the campus community and their hopeful contributions. Appeals will be reviewed by a committee and updated decisions will be made within 2 weeks of the receipt of all materials.

Once a student's application file is complete, the Admissions team makes a decision based on University admissions standards and any specific requirements of the applicant's intended program of study. The student is notified of the decision as soon as possible after the requirements listed above have been met.

U.S. citizenship or permanent residency is a requirement for licensure within certain academic programs. International students and students who are under DACA status or are undocumented should carefully review the licensure requirements for their state before enrolling in a degree program that leads to licensure. Additional information can be found on the [National Conference of State Legislatures website](#). In addition, some programs also require a background check to complete experiential learning requirements, such as clinicals and student teaching. The background check requires a U.S. Social Security Number.

Traditional BSN

Gwynedd Mercy University adopts a holistic approach in evaluating each application, taking into account all admission criteria.

Prospective students are required to meet the following additional criteria:

- Earn a cumulative high school GPA of 3.0 or higher.

External Transfer

Students who meet admission eligibility requirements and transfer at least 32 transferable credits may earn a BSN in 3 years. Admissions requirements include:

- Have a minimum cumulative GPA of 3.0.
- Submit transcripts from all college(s) attended.
- All pre-requisite science courses (e.g., Anatomy and Physiology I and II, Microbiology, and Chemistry), must be completed with a grade of "C+" or higher
- Students may not repeat a science or math course more than once.
- Transfer students who have not satisfied the Chemistry course requirement must take Chemistry 111 with lab at Gwynedd Mercy University. Chemistry courses taken outside GMercyU will be evaluated for equivalency on a case-by-case-basis.
- All science courses are required to include a "hands-on" lab experience. Virtual labs for the required sciences are not transferable.
- Science courses must have been successfully completed within the previous 7 years.
- Earn a minimum grade of "C+" in the Nutrition course, taught by a Registered Dietician.

Summer Fast Track

Students with 45 transferable credits may begin their studies in the summer semester before their first Fall term and earn a BSN in 2½ years. Students will take 14 credits during the summer semester and begin the fall semester as a Junior. Requirements for this program include:

- Have a minimum GPA of 3.5.
- Have completed the following courses or their equivalents with a C+ or higher in advance of the start of the program:
 - Fundamentals of Mathematics (or an equivalent of math above the 100 level)
 - Chemistry for Allied Health Professions with Lab
 - Anatomy and Physiology I with Lab
 - Anatomy and Physiology II with Lab
 - Microbiology for Health Sciences with lab
 - Principles of Nutrition (must be taught by registered dietician)
 - Successfully complete Developmental Psychology (must include lifespan) in advance of the start of the program.
- Students may not repeat a science or math course more than once.
- All science courses are required to include a "hands-on" lab experience. Virtual labs for the required sciences are not transferable.
- Science courses must have been successfully completed within the previous 7 years.

Internal Transfer Criteria

For students transferring to the BSN Program from the Health Studies or another major within Gwynedd Mercy University, requirements include:

- Have a minimum cumulative GPA of 3.0.
- All science courses (i.e., Anatomy and Physiology I and II, Microbiology, and Chemistry), are completed with a grade of "C+" or higher.
- Students may not repeat a science or math course more than once.
- Provide an essay explaining the choice of nursing as a profession.
- Health Studies or other majors seeking admission to the BSN program who have between a 2.80 and 2.99 cumulative GPA must have earned at least a "C+" in all and math pre-req courses and earn a 62% (proficiency) or greater score on the TEAS.

Accelerated Bachelor of Science in Nursing; Weekend Bachelor of Science in Nursing

The Accelerated Bachelor of Science in Nursing and Weekend BSN programs at Gwynedd Mercy University are designed for students who hold a bachelor's degree in another field. To be considered for admission to these second-degree bachelor's programs, you must provide the following:

- Completed Online Application
- Official transcripts from all colleges or universities attended, including proof of receipt of a bachelor's degree from an accredited college or university
- Applicants are expected to have earned a cumulative GPA of 3.0 or higher in their first bachelor's degree and to have earned C+ or better in their science courses.
- Students may not repeat a science or math course more than once.
- Applicants also must provide proof of successful completion of required prerequisite courses
 - Nutrition and science courses must have been completed within the past 7 years to be considered for transfer into the program. Statistics and Developmental Psychology must have been completed within the last 10 years.
 - Required courses include Anatomy and Physiology I and II with labs, Microbiology with lab, General Chemistry I and II with lab or Gwynedd Mercy University's Chemistry 111 For Allied Health Sciences and lab (includes organic and inorganic chemistry and biochemistry), Principles of Nutrition (taught by a registered dietitian), Statistics, and Development Psychology (covering the life span).
 - These courses are offered by Gwynedd Mercy University. More information can be found on the [website](#).

Following acceptance to the nursing program, students will need to take the following steps before beginning the nursing coursework:

- Pass a criminal background and child abuse records check
- *Undergo a drug screening and FBI fingerprinting*
- Provide a certificate of health from a primary care provider, including immunization information
- Provide proof of CPR certification and personal health insurance

Students will also need to obtain an annual flu vaccination and PPD screening throughout the duration of your program and meet vaccination requirements of your clinical sites.

***These background checks require a U.S. social security number.**

Advanced Placement Tests

Applicants who have completed work in Advanced Placement Programs in high school may submit the results of the Advanced Placement Examination from the College Board.

College credit will be awarded for a satisfactory examination score of 3 or higher. Students awarded such credit in English or mathematics will not be required to take the placement test in that area. (Refer to Placement Assessments for English and Mathematics). Advanced placement credit evaluations take place the summer before the start of classes and are done by the office of the registrar.

Dual Credit

Students who have completed college credits while enrolled in high school are considered first-time first year status upon enrollment at the University. In order for any college credits obtained in high school to be accepted, transcripts must be received from an accredited institution, and the student must have received a C or higher in the course. Courses will be evaluated by the Registrar's Office and program director for GMercyU course equivalencies and consideration of credit toward degree requirements.

Transfer Students

Applicants who have graduated from high school (or earned their GED) and then completed course work at another college or university with a cumulative GPA of 2.0 or higher on a 4.0 scale will be considered for admission. Some programs may require a higher GPA.

Gwynedd Mercy University reserves the right to rescind admission should the final official transcript(s) reflect a cumulative GPA lower than 2.0.

All transfer students who matriculate at Gwynedd Mercy University are required to earn a minimum of 30 credits at GMercyU to earn a bachelor's degree. This credit requirement does not change regardless of the number of credits accepted in transfer. Additionally, transfer students must complete at least half of the credits required for the major at Gwynedd Mercy University. The number of credits in the major varies within each degree program. Programs with discipline-related accreditation may have additional requirements. Credit requirements for students transferring into an associate degree program will be assessed on a case-by-case basis.

Students that have completed an associate's degree or bachelor's degree and wish to transfer from an accredited college or university to pursue an undergraduate degree at GMercyU are considered to have met the core academic requirements at GMercyU. The academic priority for these students is to meet the pre-requisite requirements of their program if they have not already been met through credit evaluation and to complete the required coursework of their desired bachelor's degree program.

All accepted undergraduate transfer students who have not successfully completed a college-level English composition course or a college-level mathematics course with a grade of C or better must take the respective Gwynedd Mercy University placement assessment(s). Students who have previously earned a two-year or four-year college degree are exempt from taking the placement assessments.

The time in which a transfer student can complete their chosen program of study will vary since it may be necessary to fulfill curricular requirements out of normal sequence.

U.S. citizenship or permanent residency is a requirement for licensure within certain academic programs. International students and students who are under DACA status or are undocumented should carefully review the licensure requirements for their state before enrolling in a degree program that leads to licensure. Additional information can be found on the [National Conference of State Legislatures website](#). In addition, some programs also require a background check to complete experiential learning requirements, such as clinicals and student teaching. The background check requires a U.S. Social Security Number.

Integrated Studies Program

In order to be admitted into GMercyU's Integrated Studies program, each student must meet the following criteria:

- Be between the ages of 18 and 26 at the start of the program
- Have a documented diagnosis of intellectual disability
- Demonstrate interest in pursuing higher education at Gwynedd Mercy University and gaining meaningful employment
- Have exited high school or secondary institution (diploma, GED, special education diploma, certificate)
- Have either received or would have been eligible to receive services under IDEA (i.e., had an IEP/504)
- Demonstrate sufficient emotional stability, safety, and independent living skills to participate with minimal support in all aspects of the Integrated Studies coursework and campus environment
- Have functional literacy skills and basic computer literacy in order to comprehend basic safety signage, complete assignments with supports, and navigate the campus independently
- Have the potential to successfully achieve goals and the course requirements set out for an Audit designation with minimal support
- Be able to appropriately participate in 75-minute classes with necessary accommodations in place to function independently in social situations such as being alone in the Griffin Complex, academic buildings, cafeteria, etc.
- Be able to accept and follow campus rules and policies and behave respectfully towards others
- without supervision
- Have their own cell phone
- Highly desired: enrolled in county supports coordination/OVR/waiver at the start of the program

To apply to Gwynedd Mercy University's Integrated Studies Program, please complete the following steps:

Step 1: Submit the [undergraduate application](#) – be sure to select “Integrated Studies” as your program of interest.

Step 2: Complete supplementary materials:

1. Sign and complete the [Release of Information Waiver](#) online.
2. Send a copy of your most recent Individualized Education Plan (IEP) and/or Individualized Support Plan (ISP) to Zack Hulings, Director of Student Accessibility Services: accessibilityservices@gmercyu.edu with the subject line: Name, IEP/ISP, Integrated Studies.
3. Send a copy of your high school transcript to admissions@gmercyu.edu with the subject line: Name, HS transcript, Integrated Studies.
4. Have one teacher and one employer/coach who know you well complete_

[recommendation forms](#) online. You can share this link for them to complete and submit this online.

5. Complete the [Supplemental Questions](#) form online.

6. Complete an introductory Flip Grid video: <https://flipgrid.com/cb8eeb1e>

Step 3: After all materials have been received, eligible candidates will be invited for a Zoom interview with Integrated Studies program staff.

Admissions decisions will be mailed within 2–4 weeks of interviews.

Gwynedd Mercy University's Integrated Studies Program is not a dual enrollment program.

Academic Criteria for Admission, Progression and Retention

- Program Admissions Requirements and Procedures: Same as university
- Internal/External Transfers: Same as university
- Academic Standards/Grade Requirements: Same as university Attendance Policies: Same as university
- Academic Progress, Probation, and Program Dismissal: Same as university

International Students

All international applicants seeking admission to a Gwynedd Mercy University traditional campus undergraduate program must submit the following:

1. Online application found at <https://apply.gmercyu.edu/apply/> or the Common Application. Students should complete only one application for admission consideration.
2. A professional course-by-course evaluation of all academic work (overseas college/university or high school/secondary foreign transcripts) completed outside of the United States by a NACES approved organization.
3. Evidence of high school graduation, which can be demonstrated through an official transcript or a copy of their General Educational Development (GED) test results or certificate. The high school transcript evaluation should show satisfactory completion of (or current enrollment in) at least 16 units in the following areas:

English	4 units
Mathematics	3 units
Science	3 units
History	1 unit
College pre-electives	3 units

The minimum GPA requirement for university admission is a 2.5/4.0 cumulative unweighted GPA. Specific academic majors and the honors program may have a GPA higher than the university minimum.

4. Evidence of English Language Proficiency: Minimum test score of 79 on the Internet-based TOEFL or 6.0 on the IELTS test or the equivalent. TOEFL or IELTS scores lower than the minimum will be considered on a case-by-case basis.
 - a. Students whose native language is English are not required to submit language scores. In addition, international applicants who score a minimum 500 evidence-

based reading and writing score on the SAT or 22 composite score on the ACT are exempt from submitting TOEFL scores.

- b. All international students who do not have transferrable college credit for English and mathematics are required to take the University's English and mathematics placement assessments. Students must be proficient enough to place into Developmental Writing or College English.

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

The following programs require a meeting/interview with the Program Director: Respiratory Care and Radiation Therapy.

NOTE: Letters of Recommendation are not required, but are recommended. If submitted, the letter of recommendation should discuss the applicant's character and promise as a university student, and should be sent from a high school teacher, principal, or guidance counselor.

Once a student's application file is complete, the Admissions team makes a decision based on University admissions standards and any specific requirements of the applicant's intended program of study. The student is notified of the decision as soon as possible after the requirements listed above have been met.

U.S. citizenship or permanent residency is a requirement for licensure within certain academic programs. International students and students who are under DACA status or are undocumented should carefully review the licensure requirements for their state before enrolling in a degree program that leads to licensure. Additional information can be found on the [National Conference of State Legislatures website](#). In addition, some programs also require a background check to complete experiential learning requirements, such as clinicals and student teaching. The background check requires a U.S. Social Security Number.

NOTE: International students who apply to education, nursing and other programs that require background checks must have the ability to obtain the background screening required for placement in a clinical/school setting and should review state licensure requirements before choosing to enroll.

Provisional Acceptance

Students may be provisionally admitted to a program of study, pending the completion of additional requirements. The student's provisional acceptance letter will indicate the steps they must take to be fully admitted to their program of study.

Readmission

A student who has been accepted to Gwynedd Mercy University is expected to continually progress toward degree completion. A student who withdraws from the University or who does not attempt any credits during two consecutive semesters (fall and spring semesters only) and is therefore considered

withdrawn from the program of study will need to submit an online application for readmission. All applications for readmission will be reviewed and approved by the readmissions committee, including the College Dean.

Non-Matriculated Students

Non-matriculated students may take up to 9 credits of coursework on a part-time basis at Gwynedd Mercy University. After completing 9 credits, students should contact the Admissions Office for information about applying to a degree program. If the student does not intend, at any time, to work toward a degree, the admission requirement will be waived. Students who intend to matriculate in health professions, business, or nursing programs should apply as soon as possible but are required to do so once they have earned 9 credits. This does not include students who are enrolled in a dual-credit course in high school through Gwynedd Mercy University. This policy also does not include students who are in pre-requisite programs for the MS in Speech Language Pathology or the pre-requisites for the Accelerated BSN or Weekend BSN.

Visiting Students

Students who enroll in classes for credit with the intention of transferring those credits to another institution in which they are regularly enrolled are classified as non-matriculated students.

ADMISSIONS: GRADUATE PROGRAMS

Once a student's application file is complete, the Admissions team and Program Director make an admissions decision based on University admissions standards and any specific requirements of the applicant's intended program of study. The student is notified of the decision as soon as possible after all application materials have been submitted and a thorough review has taken place.

Admissions requirements include:

- A baccalaureate degree from an accredited college or university
 - A minimum undergraduate GPA of 3.0 or higher
 - Candidates with a GPA lower than 3.0 will be reviewed on a case-by-case basis.
 - A completed application for your program of choice
 - Official transcripts from every college or university attended
 - Professional resume
 - Two complete supervisory reference forms
 - Personal interviews may be required, as needed
- Some programs may have additional requirements. Please consult the requirements listed within your program of interest for additional information.

Conditional Acceptance

Graduate students may be conditionally admitted to their intended degree program, pending the completion of specific requirements as outlined in their conditional acceptance letter. This option is generally reserved for students who do not meet the program's minimum GPA requirements and must earn a grade of B or better in specified courses prior to being fully admitted to the program.

Conditionally admitted students who are enrolled in courses that count toward their intended degree may be eligible for federal student aid provided they meet satisfactory academic progress standards. Students who do not successfully fulfill the requirements of the conditional admittance within one calendar year will not be admitted to their program of choice and will no longer be eligible for federal financial aid.

International Students

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

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

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

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

FINANCIAL AID

Financial Aid Application Procedures (FAFSA)

New Entering Students

Students who wish to receive consideration for need-based financial aid must:

1. Submit the Free Application for Federal Student Aid (FAFSA) at studentaid.gov. Gwynedd Mercy University's federal code is 003270. You must enter our school code for us to receive the results of your FAFSA.
2. Complete the Federal Verification process, if selected for verification.
3. Regularly check the email you used on your FAFSA. If we have questions or need additional paperwork, we will notify you at the email you provided on your FAFSA.

NOTE: The FAFSA is available on October 1 of each year. Please submit the FAFSA as close to October 1 as possible, and no later than our priority filing date—January 15.

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

*If you were accepted into a campus undergraduate program and chose **not** to submit the FAFSA, please notify the Office of Financial Aid, so we can credit any merit scholarship funding for which you may be eligible to your student account.*

Returning Students

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

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

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

The aid applicant is responsible for filing all required forms by the stated deadlines. An incomplete application cannot be processed and will, therefore, not receive consideration. Once completed, your aid will be processed as time and funding permit.

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

Undergraduate Students

In distributing financial aid, priority will be given to full-time students. Students enrolled on a half-time basis who are carrying a minimum of six credit hours per semester may apply for financial aid and will receive all consideration for every type of assistance for which they qualify based on availability.

Eligibility

To be eligible for any of the federally funded financial aid programs, an undergraduate student must be (1) a U.S. citizen or an eligible non-citizen, as defined by the U.S. Department of Education, (2) a student enrolled for the purpose of obtaining a degree or certificate, (3) making satisfactory academic progress toward completion of a chosen program of study, and (4) in need of financial aid as determined by the federal methodology needs analysis system. Students who have already earned a bachelor's degree are not eligible for Federal, State, or University Grants/Scholarships.

Student Financial Aid Satisfactory Academic Progress Policy

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

Academic Progress Standards

- **Completion Rate (67% Rule):** Students must receive a satisfactory grade in courses attempted by completing at least 67% of the credits for which they are enrolled. This percentage is calculated by dividing the number of credits earned by the number of credits attempted. All withdrawals, failures and incompletes are counted as attempted but not earned credits.
 - o **Exception to the 67% Rule:** It is important to note that the 67% completion rule applies to most types of financial aid. However, specific programs may mandate a higher completion rate. For example, the **PA State Grant** requires that a full-time student earn 24 credits (repeated coursework does not count in this total) in an academic year and requires a minimum of 12 credits for part-time students.
- **Cumulative GPA Minimum Requirements (GPA Rule):** The maintenance of a cumulative grade point average of 2.0 for upperclassmen and 1.8 for freshman students. Graduate, second bachelor's degree, and doctoral students must maintain a 2.0 cumulative grade point average. Additionally, specific grants and scholarships may require a higher minimum cumulative grade point average.
- **Developmental Courses:** Developmental courses are evaluated in the progress calculation, including completion rate, maximum hours, and cumulative grade point average. Federal financial aid may be awarded for 30 semester hours of developmental coursework.
- **Withdrawals, Incompletes, Audits and Repeat Courses:** Withdrawals, Incompletes, and Audits do not count as passing grades. These grades are counted in attempted credits. Once an Incomplete grade has been changed to a passing grade, progress can be recalculated upon written request. Repeated coursework is also counted as attempted credits, with all grades related to this repeated coursework included in financial aid GPA calculation.
- **Change of Major and Double Majors:** Once all the requirements for a program are completed, a student may no longer receive financial aid unless they enter a new degree program. Students may apply for financial aid for the completion of a double major. All applicable courses in the completed program will count as part of the 150% attempted credits in both majors.

When Minimum Standards of Academic Progress are Not Achieved

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

Students may still enroll without financial aid if they do not qualify for financial aid because of satisfactory academic progress issues.

“Never Began Attendance”

Students who never began attendance in any classes are not eligible for federal Title IV funds. If a financial aid disbursement was made prior to determining that the student never began attendance, funds must be returned to the Department of Education.

Satisfactory Academic Progress Appeals

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

If a student’s appeal is approved, the student may be required to develop (with designated University staff) and follow an academic plan and successfully complete courses with a grade of C or better to continue receiving student aid. Failure to follow the academic plan and successfully complete all registered courses during the semester of appeal will result in the student having to successfully complete future courses without any financial aid support until all academic standards are met as described in this policy. Successful completion means receiving a grade of A, B or C. Withdrawals, incompletes and audits do not count as a successful completion grade.

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

Regaining Financial Aid Eligibility

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

scholarships will be reinstated for the student IF funds are still available at the time of awarding.

Normally, students should complete the associate degree in four semesters of full-time enrollment, the bachelor's degree in eight semesters of full-time enrollment. Mitigating circumstances may necessitate an additional semester(s). Students should understand that state and institutional financial aid is limited to a maximum of four semesters for the associate degree and eight semesters for the bachelor's degree. Eligibility for federal aid is limited to twelve semesters for the bachelor's degree and six semesters for the associate degree.

Return of Title IV Funds

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

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or semester.

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

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

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

Refunds are allocated in the following order:

Unsubsidized Federal Direct Loans

Subsidized Federal Direct Loans

Federal Parent Direct (PLUS) Loans

Federal PELL Grant for which a return of funds is required

Federal Supplemental Opportunity Grants for which a return of funds is required

Unofficial Withdrawals (all F Grades)

If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire period, Gwynedd Mercy University must assume, for Title IV purposes, that the student has unofficially withdrawn, unless it can be documented that the student completed the period.

Federal Exit Counseling

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

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

Scholarships, Grants and Loans

Undergraduate Students Scholarships and Grants

Scholarships and grants are considered “gift” aid, which means the funding does not need to be repaid. However, some of this funding may require that students meet certain requirements. For example, recipients of university scholarships must be enrolled on a full-time basis and must have full-time tuition charges assessed on their billing statement (recipients of tuition waivers may not be considered for university scholarships in addition to waivers). In addition, institutional scholarships and grants can be awarded for a maximum of eight semesters for students pursuing a bachelor’s degree.

Financial aid received from public and/or private, external sources must be reported to the Financial Aid Office. This may require an adjustment in either the total amount and/or kind of aid provided in the student’s financial aid package.

Merit Awards for Full-Time Campus Undergraduate Students

Gwynedd Mercy University offers several MERIT AWARDS, which are based on a student’s academic record and/or involvement in extra-curricular/community service activities. These Awards are offered to new, first-degree, or transfer campus undergraduate students who will be enrolled full-time.

Students who qualify for Merit Awards will be notified at the time of admission to the University. Merit awards may be renewed for two more (transfer students) or three (first-year students) years if recipients continue to meet eligibility requirements. The Merit Award will be the first component of any need-based financial aid award.

Athletic Scholarships

As a member of the National Collegiate Athletic Association (NCAA), Division III, the University does not consider athletic ability in the awarding of scholarships and grants.

Institutional Grant Funding

Eligibility for Institutional Grant funding is based on a student’s financial need, which is based on the results of the Free Application for Federal Student Aid (FAFSA). Need-based institutional aid is contingent on full-time, on-campus enrollment in a university degree program, and satisfactory academic progress.

Federal Pell Grant

The Pell Grant is a federal aid program, which provides grant funding depending on the student’s eligibility as determined by the results of the FAFSA using federal methodology. To receive

consideration, the student must submit a completed FAFSA and be enrolled for at least three credits per semester in a degree or certificate program. The Student Financial Aid Office will include available Pell Grant Funding as part of an eligible student's comprehensive financial aid package.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Supplemental Educational Opportunity Grant is a federal aid program, which provides grants ranging from \$100 to \$4,000 annually to students who demonstrate exceptional financial need. Priority for the FSEOG must be given to Pell Grant recipients. FSEOG eligibility is determined by the results of the FAFSA. This grant may not exceed the Pell Grant amount awarded per semester.

Pennsylvania State Grants (Pennsylvania Higher Education Assistance Agency (PHEAA))

The Pennsylvania Higher Education Assistance Agency provides state grants ranging from \$100 to \$5,000 annually to eligible students. PHEAA requires that the program of study be at least two academic years in duration and that the student carry a minimum of six (6) credits per semester. The state grant may be awarded for four full-time academic years contingent on annual application and continued eligibility. Veterans who satisfy all other PHEAA eligibility requirements may be entitled to a full state grant. To be considered for a PA State grant, students must file their FAFSA by May 1 of each year. For further information, contact: Pennsylvania Higher Education Assistance Agency (PHEAA) 800-692-7392.

State Grants/Scholarships

Many states administer grant/scholarship programs for students attending colleges and universities both in and out-of-state. All Gwynedd Mercy University campus undergraduate students seeking financial aid are required to apply for state funds wherever available. Delaware, Massachusetts, Ohio, and West Virginia offer state grants for their residents who are studying in another state. Applicants should consult guidance counselors and/or state agencies for information.

Vocational Rehabilitation Grants

The Office of Vocational Rehabilitation provides financial assistance for qualified students. Eligibility requirements must be discussed with a representative from the OVR office.

Loans

Loans are regarded as "self-help" and are made directly to students to help them cover the costs of their education. Loans need to be repaid.

Several types of loans are available to qualified students for all four years of study: Federal Subsidized, Federal Unsubsidized, Parent PLUS, and private student loans.

Loan amounts offered to students are contingent on adequate federal funding.

A loan is a serious responsibility and obligation. Students should exercise discretion when borrowing money for school. The full amount borrowed plus all accrued interest must be repaid whether the student borrower completes his/her program of study. Transcripts will not be released for any student whose file reflects default on repayment of a student loan.

While the principle of a student loan may be deferred if the student is enrolled at least half-time, students may be responsible for making interest payments while enrolled. Repayment begins 6 months after a student drops below half-time or graduates and can be repaid over a 10-year period. Under

certain federally mandated and approved conditions, borrowers may arrange to defer loan repayment and/or qualify to have loans cancelled in whole or part. Borrowers should note both deferment and cancellation provisions when negotiating the loans.

Federal Direct Loans

The Federal Direct Loan Program provides annual loans up to \$5,500 for freshmen, \$6,500 for sophomores, \$7,500 for juniors and seniors, and \$20,500 for graduate students. The aggregate loan limit is \$31,000 for undergraduate study and \$138,500 for graduate study (including any undergraduate Federal Direct Loans).

Subsidized Federal Direct Loans: All applicants must demonstrate financial need to receive a subsidized Direct Loan. For eligible students, a subsidized Federal Stafford and Direct Loan means the Federal Government will pay applicable interest during the student's enrollment and the six-month grace period. Repayment begins six months after graduation or termination of studies, and borrowers are allowed 10 years to repay the loan. The Federal Direct Loan Master Promissory Note can be completed online at <https://studentaid.gov/>.

Unsubsidized Federal Direct Loans: Students who do not qualify for the federal interest subsidy because they do not meet the federal financial need analysis standards are eligible to borrow through the unsubsidized Federal Direct Loan program. The unsubsidized loan can be issued for the full amount of eligibility or in combination with a subsidized Federal Direct Loan. However, on any portion of the unsubsidized loan, interest must be paid by the student. Otherwise, all terms and conditions of the loans under the subsidized Federal Direct Loan Program apply to unsubsidized Federal Direct Loans.

Students who meet the federal requirements for independent student* status may be eligible to receive additional funding through the unsubsidized Federal Loan Program. Total Direct Loan borrowing (including subsidized and unsubsidized loans) may not exceed the following annual maximums: Freshman \$9,500; Sophomore \$10,500; Junior & Senior \$12,500; Graduate Level \$20,500.

**Independent undergraduate aggregate is \$57,500*

Federal Direct PLUS Loan

Direct PLUS Loans are low-interest loans available for the parents of dependent students and for graduate/professional degree students. The Direct PLUS Loan amount may not exceed the COST of ATTENDANCE minus any estimated financial aid the student has or may receive during enrollment. Interest on the Direct PLUS Loan is a fixed rate which is set in July of every year. Interest is charged during all periods beginning on the date of the first disbursement. The Direct PLUS Loan Master Promissory Note (MPN) can be obtained online at <https://studentaid.gov/>.

Nursing Student Loan (NSL)

Gwynedd Mercy University participates in the Federal Nursing Student Loan program. Through this program, the University provides long-term, low-interest loans to students who demonstrate financial need and demonstrate academic proficiency. Students are eligible to borrow a maximum of \$5,200 for each of the junior and senior years of undergraduate enrollment. Repayment begins nine months after graduation or termination of studies, and borrowers are allowed 10 years to repay the loan. During the repayment period, 5% interest is charged on the unpaid balance of the loan principle.

Alternative Loans

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

Employment

Employment is regarded as “self-help” and is made available to eligible students enabling them to finance their educational costs through job earnings.

Federal Work-Study (FW-S)

Work Study is a federal aid program, which provides employment both on Gwynedd Mercy University’s campus and off campus with approved public or private non-profit agencies. Federal Work-Study is best described as the opportunity to work and earn a predetermined amount of money. Eligible students may be employed for a maximum of 10 hours weekly during the school year and 40 hours weekly during the summer and vacation periods. FW-S students are paid hourly for work performed; they may use these funds to cover their educational or personal expenses while enrolled at the University.

Generally, students with FW-S jobs are paid twice monthly through the University Business Office. The University cannot guarantee jobs or total earnings as awarded because the FW-S program is limited by the amount of funds received from the federal government.

Veterans Benefits

Any student utilizing Ch. 33 Post 9/11 GI Bill® or Veteran Readiness and Employment (VR&E)—*formerly known as Vocational Rehabilitation and Employment*—benefits will be considered by Gwynedd Mercy University as in good financial standing even if the VA is delayed in making payments to the university, provided the student can produce the VA’s Certificate of Eligibility by the first day of class, and/or provide any additional information needed by the University’s VA Certifying Official to ensure the enrollment certification request can be submitted to the VA by the first day of class. These students will be treated as “paid students” and will not be prevented from enrolling in classes or denied access to any school resources or facilities available to other University students in good financial standing. These students also will not be assessed a late penalty fee or required to secure additional funding to cover the late VA payment. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

More information about education benefits offered by VA is available at the official U.S. government Web site at <https://va.gov/education/>. The University serves only as a certifying and transmittal agency regarding Veterans Educational or War Orphans Benefits. The University’s Veteran Affairs Department is part of the Financial Aid Office. The VA Coordinator is available to assist students with respect to their veterans’ benefits. In addition, veterans may contact: Veterans Administration Regional Office, P.O. Box 4616, Buffalo, NY 14240-4616, or you can contact the student line at (888)-442-4551 between 8am–7pm Eastern Time, Monday-Friday.

TUITION AND FEES

All tuition and fees for the University can be found on the Student Billing webpage of the GMercyU website. The most up to date tuition and fees information can be found by accessing the link: <https://www.gmercyu.edu/about-gmercyu/gmercyu-administration/student-billing/>.

PAYMENT POLICIES

Payment of tuition, fees, and other charges are due on the published due dates. Tuition is due by August 15th for the Fall semester, by December 15th for the Spring semester, and by April 25th for the Summer Semester. Payment made by an employer for reimbursement or payment plans must be arranged with the Student Billing office before the published due dates to avoid late fee charges each semester.

No student will be issued diploma(s) or certificate(s) or allowed to register for future classes until all financial obligations are met. Outstanding financial obligations must be discussed with the Student Billing Office before obtaining your transcript.

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, diploma(s) or certificate(s) until such indebtedness is paid. Outstanding financial obligations must be discussed with the Student Billing Office before obtaining your transcript.

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 not resolved by the end of the semester or on an internal payment plan with the Student Billing Office will be placed with ECSI for our Recovery Select Program. If ECSI cannot collect the outstanding balance owed to the University, then a student will be assigned to a collection agency. The student will be responsible for the full amount due plus all associated collection costs, late fees, and legal fees. Collection agencies may add up to an additional 25% in fees to your past due balance(s).

Payment by Check: Make all checks payable to Gwynedd Mercy University. All checks are to be drawn on U.S. banks and in U.S. dollars. You may mail your check to the Gwynedd Valley campus (Attn: Student Billing Office) or pay online with an electronic check (same as a regular check; you just enter your routing and account number online) through your Self- Service account.

Please know that under Pennsylvania statute Title 18 Chapter 41 Section 4105: "Bad Checks," a person commits an offense if they issue or pass a check knowing that it will not be honored by the drawee/bank (i.e., closed account or insufficient funds). Checks intentionally written on accounts with insufficient funds could face prosecution resulting in misdemeanor and up to felony charges.

Returned Check or Debit Card (ACH) Payments: If you have a returned electronic check or debit card payment that is returned by the bank for any reason, please know the next time you are making a past

due payment with an electronic check or debit card on a semester that has a billing hold, you will be subject to a 10-business day waiting period before your billing hold is removed to ensure the check clears and is not returned by the bank. Please know that this 10-business day waiting period will begin on the date of the most recent returned payment, and this waiting period will be enforced for one calendar year. If you have no other returned payment within that year, the student will no longer be subject to the 10-business day waiting period when paying with an electronic check or debit card. If you have 5 or more returned payments, you will then have to wait 10 business days for any payment made with an electronic check or debit card going forward before your hold is removed.

Lastly, please also know that when a payment is returned by the bank for insufficient funds (or any other reason), the bank charges a returned payment fee of \$50, that will need to be paid by the student.

Payment by Credit Card: The University accepts VISA, Master Card, American Express, and Discover. All credit card payments must be made online through the student's Self-Service account. All credit card payments will be assessed with a 3% processing fee, charged by our payment service provider.

Payment by Cash: The maximum cash payment accepted is \$1,500. Cash payments can be made at the Campbell Solution Center located in Campbell Hall.

Payment through Installment Plan: The Gwynedd Mercy University Installment Plan administered by Touchnet is a convenient way for parents and students to finance education expenses. The installment plan allows an eligible student to spread their tuition, and fees balance over 5, 4, or 3 months for the Fall and Spring semesters, and 4, 3, or 2 months for the Summer semester. The number of installment payments a student will have depends on the date a student enrolls in the plan for each semester. There is a \$40 enrollment fee to sign up for the plan, but this fee is subject to increase at any time. Fall semester payment plan installments start in July; Spring semester installment payments start in December, and Summer semester installments start in April. Additional information can be found on the Student Billing webpage. Students can sign up for the payment plan through their Self-Service account under the Student Finance tile on their Colleague Self-Service account.

Employer Reimbursement: Students who have tuition and fees paid by an employer must have their voucher or letter of credit submitted to the Student Billing Office at the beginning of the semester prior to the end of the drop/add period. The student has until the end of the semester for the Student Billing Office to receive payment.

For students planning to have their employer pay for their tuition and fees, they need to provide a copy of the employer's tuition reimbursement policy and a statement from their employer outlining the student's eligibility for reimbursement.

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

Tuition and Fee Drop and Withdraw Refund Policy

Dropped Classes: If a student drops classes by the last day of the drop/add period, the student is eligible to receive 100% back of their payment towards their tuition and fees, except for the payment plan

enrollment fee (if the student had signed up for the payment plan). Please know the refund will be processed within two weeks after the last day of the drop/add period.

Withdraw: After the drop/add period ends, to be eligible for a refund, you will need to complete a Course Withdrawal form to withdraw from one or more courses or a University Withdrawal form to officially withdraw from all classes and the University. If you are a full-time student, taking between 12-18 credits, please know the refund percentages below only pertain to you if you withdraw from all your classes. When you withdraw, you are only eligible for a refund on tuition, as our fees are non-refundable. * Please speak to the Financial Aid and Student Billing Offices prior to completing your withdraw form to understand how your financial obligations could be impacted if you withdraw. After you have spoken to both offices and are aware of your financial responsibilities, if you would still like to withdraw, please contact your academic advisor. They will provide you with the withdrawal form and an explanation of the process. The date that you sign the withdrawal form and what is recorded by the Registrar's Office is the basis to determine refunds, tuition changes and/or financial aid adjustments. Please see the charts below for details.

Please note that there are separate charts for our students in our Online Programs.

Fall and Spring Semester	Percentage of Refund
Dropping classes prior to the first day of semester	100%
Dropping classes through the last day of the drop/add period	100%
Withdraw up to 7 days after the last day of drop/add	75%
Withdraw 8 to 14 days after the last day of drop/add	50%
Withdraw 15 to 21 days after the last day of drop/add	25%
Withdraw 22 days or more after the last day of drop/add	0%
Summer Schedule	Percentage of Refund
Dropping classes prior to the first day of semester	100%
Dropping classes through the last day of the drop/add period	100%
Withdraw up to 7 days after the last day of drop/add	50%
Withdraw 8 days or more after the last day of drop/add	0%

Online Programs:

Prior to the first class	100% (tuition/fees)
First day of class through 11:59pm EST the Sunday of Week 1	100%(tuition/fees)

Monday of Week 2 at 12:00am EST through Sunday of Week 2 at 11:59pm EST	90% (tuition only)
Monday beginning Week 3 at 12:00am EST and all future weeks	0%

Online Students—Dropping for Non-Payment or Late Payment: Students in any Online Program that are not paid in full or enrolled in a payment plan and current on all their installment payments after the drop add period has ended will be dropped from their future classes for non or late payment. A billing hold will be applied, and they will not be able to register for their future classes until their current or past due balance is satisfied.

For students in online programs, not attending class does not automate an official withdrawal. If a student stops attending a class and/or classes in which they are enrolled and does not notify their adviser of their intent to withdraw via email, the student will be administratively withdrawn and financially responsible for the total cost of the class and/or classes they stopped attending.

Not attending class does not automate an official withdrawal. If you stop attending classes and do not withdraw, you will be responsible for all your tuition fees.

For refunds coming from excess financial aid, the Student Billing and Financial Aid departments have up to 14 days from the day the student's aid is disbursed to their account to process the refund.

Student Billing's Move-In Policy for Resident Students

To be eligible to move into the residence halls, a student must be officially registered for 12+ credits each semester and be in good financial standing (No billing holds). A billing hold that prevents a student from officially registering and attending classes also prevents a student from moving into the residence halls.

All students must complete their financial aid paperwork and have their funding in place prior to moving into the residence halls or attending any class at the beginning of each academic semester. For resident students, having their funding in place means they must be paid in full or enrolled in the payment plan and have paid their first installment payment (regardless of the due date for the first installment). If the student does not have their funding in place based on the above specifications, they will be asked to leave and will not be able to move themselves or their belongings into the residence halls until their funding is in place. This is for the initial move-in during the Fall semester as well as for moving back onto campus during the Spring semester. Outstanding balances can be discussed with the Student Billing Office.

TECHNOLOGY SERVICES

Computer Use Policy

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

Learning Management System

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

Technology Resources

The following technology resources are available for students:

- IT Service Desk (Help Desk)—communication and support of all technical needs and requests.
Ways to contact Help Desk:
 - o Phone (24 Hours): 215-646-7300 ext:21444
 - o Email (24 Hours): IT@GMercyU.edu
 - o Chat (24 Hours)
 - o Walk In (University Hall Room West 104): Monday Through Thurs 8am to 6pm, Friday 8am to 4pm
- Computer Labs—Four computer labs and Five computer breezeways (computer labs and breezeways available from 6am to 11pm daily)
- 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 internet service providers
- Emergency Notification Center—Omnilert campus text message notification for important announcements
- Canvas—a learning management system for courses and collaboration
- Self-Service (Colleague)—a portal to access registration, financial services, transcripts and advising
- Microsoft 365—both online and downloaded versions are available to each student

Computer Labs and their Descriptions

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

Lab Hours

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

Saint Bernard Hall, Room 16

This lab features twenty workstations running Windows 11 and Microsoft Office. This lab is also equipped with a Copier/Printer/Scanner as well as a 75" 4k interactive touch flat panel screen.

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

The Natural Science & Mathematics lab features twenty workstations running the Windows 11 operating system. These workstations support Microsoft Office. This lab is also equipped with a Copier/Printer/Scanner.

Breezeway Computer Area (Mercy Hall/University Hall/Keiss Library/Frances M. Maguire Hall/Waldron Student Center)

Workstations are running the Windows 11 Operation System. These workstations have Microsoft Office and this area is equipped with a Copier/Printer/Scanner.

University Hall Lab (University Hall, Room W108)

The University Hall Lab features thirty workstations running the Windows 11 operating system and Microsoft Office. This lab also features a Copier/Printer/Scanner.

Finance Trading Lab (University Hall, Room E204)

The Finance Trading Lab consists of 16 computers with dual monitor display units running Windows 11 operating system with Microsoft Office. This computer lab also features a 42-foot stock ticker, two digital signage displays for new information about financial markets, and a projection system.

PUBLIC SAFETY

The Department of Public Safety and Security is responsible for providing security services and emergency first responder services for Gwynedd Mercy University's Campus. The Public Safety staff enforce the university policies, federal, and state laws for campus administrative purposes only. Public Safety and Security investigate campus criminal incidents for administrative purposes as they relate to its campus judicial process.

Public Safety and Security Staff are not Police Officers. Criminal incidents may be investigated for possible criminal prosecution by the local Lower Gwynedd Police Department or other law enforcement agencies with jurisdiction. The Vice President of Student Services and Dean of Students manages disciplinary action for matters that are violations of university rules. The Director of Human Resources manages violations of conduct as they relate to employee conduct. The Title IX Coordinator, in conjunction with the Vice President of Student Services and Dean of Students and the Director for Human Resources, manages violations as they pertain to Title IX and Sexual Harassment.

The safety and security of the University is a shared responsibility of all individuals who live, work, and study on campus. Members of the University community are encouraged to remain aware of personal safety practices and to promptly report any suspicious or criminal activity to the GMercyU Department of Public Safety and Security at 215-641-5522.

The University employs a multifaceted approach to emergency communication, including a Mass Notification System that delivers alerts via phone, email, and text message. In addition, Emergency Phones are strategically located throughout campus to assist community members in reporting emergencies.

The Department of Public Safety and Security is located in St. Brigid Hall.

PROGRAMS OF STUDY

Gwynedd Mercy University provides academic offerings ranging from associate and bachelor's degrees to master's degrees, post-graduate programs and certificates and doctoral degrees. The University offers courses in a traditional classroom setting as well as online and a hybrid mix of the two approaches. Additionally, the University partners with a variety of other institutions to offer unique cross-registration and study abroad opportunities to its students. For a listing of graduate programs see the Graduate Catalog.

Programs Leading to the Associate Degree

Associate of Arts

Liberal Studies

Associate of Science

Natural Science

Respiratory Care

Candidates for the Associate Degree are required:

To earn a total of at least 62 semester hours of credit in prescribed major and required general education courses.

To achieve a minimum cumulative quality point average of 2.0.

To earn a minimum grade of "C" or better in the subjects designated as major courses.

Major

Credits earned in the major may not be used to satisfy general education requirements. Minimum total semester hour credits in the major: 27

Minimum total semester hour credits required for degree: 62

Transfer information for Associate Degree:

Prior to matriculation at Gwynedd Mercy University, a student who accrued 24 or more credits from other universities, may have the FYE/UNV credits fulfilled with appropriate transfer credits.

Associate degree students must complete two GMercyU Signature Seminars as part of their degree requirements.

All official transcripts must be submitted and evaluated prior to matriculation at Gwynedd Mercy University. Official transfer evaluations are prepared through the GMercyU Registrar's Office. Refer to additional information in the University's Transfer Guide.

Programs Leading to the Bachelor Degree

Bachelor of Arts:

History

History w/Secondary Education

Music Industry

Philosophy

Psychology

Bachelor of Health Science:

Exercise Science
Occupational Science (3+2 Occupational Therapy option)
Respiratory Care
Radiation Therapy

Bachelor of Science:

Accounting/Accounting (4+1 MBA option)
Biology,
 o Pre-Dentistry concentration
 o Pre-Medical concentration
 o Pre-Physician Assistant concentration
 o Pre-Physical Therapy concentration
Business Administration with Health Care Administration (Online)
Business Administration with Organizational Management (Online)
Computer Information Science
 o Artificial Intelligence and Machine Learning,
 o Cybersecurity and Computer Forensics
 o Web Design and Multimedia
Criminal Justice
Digital Communication
Early Education PreK-4
Early Education/Special Education (PreK- 4/SPE PreK-12)
Education 4+1 Med option
Education Studies
Finance (4+1 MBA option)
Management (4+1 MBA option)
Marketing (4+1 MBA option)
Medical Laboratory Science
Nursing
Psychology
Public Health
Radiation Therapy
Radiologic Technology
Sport Management (4+1 MBA option)

Bachelor of Social Work

Bachelor degrees require a minimum of 120 credits including the Senior Capstone course.

Major

- Credits earned in the major may not be used to satisfy general education requirements.
- Minimum total semester hour credits in the major: 30
- Minimum total semester hour credits required for the bachelor degree: 120

Candidates for the Bachelor Degree are required:

- To earn a total of at least 120 semester hours of credits in prescribed major and required

general education course.

- To achieve a minimum cumulative quality point average of 2.0.
- To earn a minimum grade of “C” or better in the subjects designated as major courses.

Transfer information for Bachelor degree:

- Prior to matriculation at Gwynedd Mercy University, a student who accrued 24 or more credits from other universities, may use appropriate transfer credits to fulfill the FYE/UNV credits.
- All transfer students must take one Signature Seminar and Senior Capstone
- No transfer credits may replace the Signature Seminar.

- All official transcripts must be submitted and evaluated prior to matriculation at Gwynedd Mercy University. Official transfer evaluations are prepared through the GMercyU Registrar’s Office.

Refer to additional information in the University’s Transfer Guide.

Programs Leading to Minors

Accounting
Biological Sciences
Chemistry
Computer Information Science
Counseling and Interpersonal Relations
Criminal Justice
Data Analytics
Digital Communication
Forensic Science
Health Administration
History
Marketing
Mathematics
Microbiology
Music
Psychology
Public Health
Religious Studies
Special Education
Speech- Language-Pathology
Sport Management

Programs Leading to the Master Degree

Master of Business Administration

(Healthcare Administration, Strategic Management and Leadership)

Master of Science:

Counseling
(Clinical Mental Health, School Counseling)

Education

(Master Teacher with Certification: PreK-4; Secondary Biology, Secondary English, Secondary Mathematics, Secondary Social Studies)

Master Teacher without Certification

Educational Administration

(K-12 Principal Certification)

(Supervisor of Curriculum Instruction Certification)

Occupational Therapy

Special Education

(without Certification, with PreK-12 Certification, PreK-12 Certification only)

Speech-Language Pathology

Master of Science in Nursing

Certification Programs

Post Master's Certificate Program in Clinical Mental Health Counseling

Post Master's Certificate Program in Nurse Educator

Post Master's Certificate Program in Adult Gerontology Primary Care NP

Post Master's Certificate Program in Family Nurse Practitioner

Post Master's Certificate Program in Pediatric Primary Care NP

Post Master's Certification Program in School Counseling

Post Master's K-12 Principal

Certification

Supervisor of Curriculum and Instruction

Superintendent Letter of Eligibility

Supervisor of Special Education

Graduate Business Certificates

Certificate in Healthcare Administration

Certificate in Leadership

Certificate in Strategic Management

Programs Leading to the Doctoral Degree

Doctor of Education

Education Leadership

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

Teaching and Learning in Higher Education

Nursing Education

FIRST-YEAR EXPERIENCE: UNIVERSITY SUCCESS PROGRAM

In order to support the transition of first-year students into the Gwynedd Mercy University community, the University requires all eligible first-year students to participate in the First-Year Experience: University Success Program (UNV). This program has been designed to develop student engagement with academic and co-curricular programming throughout the University and introduce students to the concept of service to society reflective of the Mercy charism.

The program has three main goals, all necessary for success in the collegiate environment: Fostering the development of academic skills; educating students in the Mercy tradition and the mission of the University; supporting the positive growth of interpersonal and social skills.

The two (2) courses required for all eligible students include:

Course Number	Course Title	Credits
UNV 100	GMercyU Success	2 credits
UNV 101	GMercyU Service	1 credit

Requirements

UNV-100 is required of all full-time and part-time first-year students during their first semester; UNV-101 is required of all full-time and part-time first-year students during their second semester. Students who matriculate at the beginning of the spring semester are required to take both UNV-100 and UNV-101 during their first semester. Students are not allowed to withdraw from either course except in cases of documented necessity. In all such cases, permission from the Assistant Dean of Student Success and First Year Initiatives is required to withdraw from the course. Any student who does not successfully complete UNV-100 is required to enroll in the course again in the next semester of their attendance. Any student who does not successfully complete UNV-101 is required to enroll in the course again in the next semester that it is offered upon their return to the University. UNV-100 is a pre- or co-requisite with UNV-101.

Exemptions

Students who are 21 years of age or older or who have accrued 24 or more credits (grade C or higher) of university experience are exempt from UNV courses. Students who are exempt should take a general education elective in place of the UNV courses. UNV courses are not required for students enrolled in accelerated or online programs.

GENERAL EDUCATION PROGRAM

The General Education Curriculum at Gwynedd Mercy University: Growth Through MercyConnections

In order to prepare the distinctive Mercy graduate as a self-sufficient life-long learner who is an informed, responsible, caring citizen of a diverse global community, the University has established a common educational experience in its required curriculum of general education. This general education curriculum guides students toward the development of habits of thought and behavior that will serve them in the search for truth in all its complexity. This curriculum promotes the development of humane values that incorporate the ideals of integrity, compassion, and mercy. The Signature Seminar component of the general education curriculum offers students the opportunity to discover what is distinctive about Gwynedd Mercy University as a Catholic, Mercy institution committed to the Critical Concerns of the Sisters of Mercy: care of the earth, non- violence, anti-racism, immigration, and women.

Associate Degree Requirements*

General Education, Core Curriculum: Growth through Mercy Connections

Skills for Exploring**	
UNV 100—GMercyU Success	2 credits
UNV 101—GMercyU Service	1 credit
ENG 100—Critical Reading and Writing	3 credits
ENG 101—College English	3 credits
	3 credits
Society and Global Diversity	
HIS, SOC or PSY	3 credits
Exploring the Natural World, Mathematics & Technology	
MTH	3 credits
CIS or Natural Science	3 credits
BIO, CHM, PHY or SCI	3 credits
Exploring the Spiritual World	
PHL or RS	6 credits
Exploring the Arts and the Imagination	
ENG	3 credits
Open Elective	3 credits
TOTAL	33 credits

**These are the minimum requirements for General Education. Additional courses may be required by specific associate degree programs.*

*** UNV courses are not required for students enrolled in Accelerated or Online Programs.*

Bachelor's Degree Requirements*

General Education, Core Curriculum: Growth through Mercy Connections

Skills for Exploring**	
UNV 100—GMercyU Success	2 credits
UNV 101—GMercyU Service	1 credit
ENG 100—Critical Reading and Writing	3 credits
ENG 101—College English	3 credits
Signature Seminar	
One Signature Seminar	3 credits
Exploring Society and Global Diversity	
HIS	3 credits
PSY, SOC, POL or GEO	3 credits
HIS, PSY, SOC, POL or GEO	3 credits
Exploring the Natural World, Mathematics & Technology	
CIS	3 credits
MTH	3 credits
BIO, CHM, PHY, or SCI	3 credits
Exploring the Spiritual World	
PHL	3 credits
RS	3 credits
RS or PHL	3 credits
Exploring the Arts and Imagination	
ENG 200***	3 credits
ENG	3 credits
ENG, MUSIC, ART or LANG	3 credits
TOTAL	48 credits

**These are the minimum requirements for General Education. Additional courses may be required by specific degree programs and approved by the General Education Committee.*

***UNV courses are not required for students enrolled in Accelerated or Online Programs.*

**** ENG-200 may be replaced with ENG, MUS, ART or language if it can be documented that the instruction, delivery, and assessment of oral communication skills is incorporated in another required part of the curriculum. This substitution must be approved by the General Education Committee.*

The Writing Program

The Writing Program at Gwynedd Mercy University is informed by best practices in the Rhetoric and Composition field, as established by peer-reviewed, scholarly research. As such, the Writing Program aims to achieve the Learning Outcomes as set forth by the Council of Writing Program Administrators. The Writing Program course sequence is designed so students can achieve these outcomes.

Students at Gwynedd Mercy University encounter the writing program at several stages during their undergraduate careers. Students are expected to meet the following requirements:

1. Take and pass, or transfer in credit for, ENG100: Critical Reading and Writing, in either a Workshop or Traditional Format, depending on placement score
2. Take and pass, or transfer in credit for, ENG101: College English, in either a Workshop or Traditional Format, depending on placement score and/or ENG100 instructor recommendation.
3. Take and pass a writing-intensive Signature Seminar Course
4. Complete a major-specific Capstone course, which often includes a significant writing project.

HONORS PROGRAM

Director: Patrick Messina, PhD

Mission

Students who are enrolled in undergraduate degree programs may be invited to participate in the Honors Program based on admission criteria. The Honors Program provides an academically rigorous and challenging curriculum, steeped in the liberal arts and sciences, to the University's brightest and most industrious students. The Program is committed to preserving an academic culture that inspires a genuine eros for learning. Honors courses are designed to delve deeply into their subject matters in a way that allows students and professors to enter into a conversation of discovery.

Program Description

The Honors Program is a 6-course, alternative general education curriculum designed according to a modern interpretation of the original, medieval "artes liberales (liberal arts)." Each course comprising the Program falls under one of the following categories: dialectic, rhetoric, grammar (trivium); math, science, music (quadrivium). There is a variety of courses within each category, all of which substitute for an appropriately corresponding general education course.

Type: Term Program

Modality: On-Ground

Admission Requirements

First-Year/Transfer Students

- 3.5 GPA
- Interview with Honors Program Director

Current Students

- 3.33 cumulative GPA

- One letter of recommendation from faculty
- Interview with Honors Program Director

Completion Requirements

- Six Honors courses
- 3.0 Honors Program GPA, plus 3.33 cumulative GPA in an undergraduate program

Curriculum

Students in the Honors Program take six courses in these *artes liberales*:

Trivium

Dialectic: philosophy, religious studies, history

Rhetoric: English, political science, communication, history, philosophy

Grammar: English, communication, history, religious studies, philosophy, language

Quadrivium

Music: music, drama, art history, English, communication, philosophy, history, religious studies

Mathematics

Science: interpreted as physical and social sciences

To ensure that honors course credits are applied appropriately and efficiently within a student's academic plan, the student should meet regularly with his/her program advisor and the Director of the Honors Program, preferably each semester at the time of pre-registration, for a review of the distribution and placement of honors credits.

Benefits

- Recognition of Honors Program on transcript and diploma
- Special advising
- Small seminar classes that emphasize interactive learning and critical thinking
- Immersion in a challenging, classical liberal arts education
- Cultural and social events and occasions for informal gatherings with Honors faculty. The option of on- campus Honors living-learning community
- Enhanced eligibility for graduate study and employment
- Participation by students from a cross-section of academic majors
- Weighted GPA for HON courses
- Early course registration

Program Student Learning Outcomes:

PLO1: Communicate effectively in oral and written formats.

PLO2: Collaborate with others and interact as responsible, thoughtful, and compassionate citizens of the world of the twenty-first century.

PLO3: Develop research skills, including the ability to question, synthesize, analyze, reason and interpret information.

PLO4: Recognize the interconnectedness of knowledge, regardless of discipline.

PLO5: Identify, evaluate, analyze, and interpret primary sources.

PLO6: Assess differing and often conflicting interpretations of primary source texts that provide contemporary insights into intellectual, cultural, political, and social movements.

COLLEGE OF ARTS, SCIENCES, AND PROFESSIONAL STUDIES

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

Administration: Lisa McGarry, Dean

Undergraduate Programs

Faculty

Accounting—Luigi Corrado
Biology—Clesson Higashi, Stacey Lettini, Michelle McEliece, Benjamin Tripoli
Business Administration—Melissa Dennis
Chemistry—Aimee Boudreau, Marc Koyack
Computer Science—Cindy Casey
Criminal Justice—Patrick McGrain, Lorraine Phillips
Digital Communication—Margaret Rakus
Education—Colleen Lelli, Cheryl Malfi, Deborah Schadler
English and Writing Program—Elizabeth Knauss
Finance—Alan Harper
History—Michael Clinton
Management—Melissa Dennis
Marketing—Melissa Dennis
Music—Carol Evans
Philosophy—Robert Clewis, Patrick Messina
Physics—Mark Scafonas
Psychology—Stephanie Fratantaro, Rebecca Gullan, John Gunn
Public Health—Victory Osezua
Social Work—Wade Luquet, Janice Nuss
Sport Management—Madeleine Herman

Degrees Offered

Major Degree Programs

Bachelor level:

Bachelor of Arts

History
Music Industry
Philosophy
Psychology

Bachelor of Science

Accounting
Biology, Biology 4+1MEd option
 o Pre-dentistry concentration
 o Pre-medical concentration

- o Pre-Physician Assistant concentration
- o Pre-Physical Therapy concentration
- Business Administration
- Computer Science
 - o Artificial Intelligence and Machine Learning
 - o Cybersecurity and Computer Forensics
 - o Web Design and Multimedia
- Criminal Justice
- Digital Communication
- Early Education
- Early Education and Special Education
- Education 4+1 MEd option
- Education Studies (no certification)
- Finance
- Management
- Marketing
- Psychology
- Public Health
- Special Education
- Sport Management

Bachelor of Social Work

Associate Level

- Liberal Studies
- Natural Science

Minor Degree Programs

- Accounting
- Biological Sciences
- Chemistry
- Computer Science
- Counseling and Interpersonal Relations
- Criminal Justice
- Data Analytics
- Digital Communication
- Forensic Science
- Healthcare Administration
- History
- Marketing
- Mathematics
- Microbiology
- Music
- Psychology
- Public Health
- Religious Studies
- Special Education
- Sport Management

Certificate Programs

Trauma

School Personnel Certification Area

Education PreK–12

- Grades PreK–4
- Special Education PreK–12

Secondary Education 7–12

- Social Studies; also eligible for Special Education PreK–12

UNDERGRADUATE PROGRAMS

ACCOUNTING

Degree: Bachelor of Science

Program Accreditor: International Accreditation Council for Business Education (iacbe.org)

Program Modality: On-ground

Academic Program Director: Melissa Dennis

Program Description:

With GMercyU's accredited Accounting Program, you will gain a solid background in accounting principles, taxation, auditing, finance, and business theory. If you want to build a career as a Certified Public Accountant (CPA) or put your accounting expertise to work in the business world, consider our bachelor's in accounting and our accelerated 4+1 MBA option.

Students interested in pursuing CPA licensure can complete the 150 credit hours typically required for the CPA exam by adding the MBA +1 year, allowing them to earn both their bachelor's degree and MBA in an accelerated format.

Whatever your career goals, our program and dedicated faculty will help you achieve them. In fact, in 2018, GMercyU's high CPA exam pass rate ranked the program 16th in the nation for similar sized accounting schools, according to the National Association of State Boards of Accountancy. Students should meet with their advisor in their junior year to discuss and apply to the 4+1 MBA program.

Program Student Learning Outcomes:

PLO1 Students will analyze and apply accounting information to support business decision-making.

PLO2 Students will prepare, interpret, and analyze financial statements in accordance with Generally Accepted Accounting Principles (GAAP).

PLO3 Students will apply cost and managerial accounting concepts to evaluate organizational performance and support strategic planning.

PLO4 Students will demonstrate knowledge of taxation principles, including preparation of tax returns and basic tax planning strategies.

PLO5 Students will evaluate internal controls, auditing concepts, and financial data to assess organizational effectiveness and risk.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

For Major Requirements, see Curriculum Sheets. For Curriculum Sequence, consult Program Advisor.

Internal/External Transfers:

Admissions requirements for external transfer students are the same as the University. Internal transfers should contact program chair.

Academic Standards/Grade Requirements: Students must earn a grade of "C" or higher in all required

management and major courses in order for the course to count toward completion of the program. The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

Credit Requirements: A minimum of 120 credits is required for the bachelor's degree.

Academic Progress, Probation, and Program Dismissal: Students must successfully complete all required courses in the program. A student who fails a required course may repeat the course once. If a student fails the same required course twice, the student may be dismissed from the program. All other academic progress and probation policies follow University guidelines.

Attendance:

Regular class attendance is necessary for the 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.

Course Withdrawal Policies Same as University

Experiential Learning:

Students are required to complete an internship that allows them to apply classroom learning in a professional setting. Through the internship experience, students observe professionals in their field, practice their skills under the supervision of experienced mentors, build professional networks, and gain valuable industry experience. Students should consult with their academic advisor before registering for the internship.

Students are responsible for their own transportation to and from off-campus experiential learning opportunities.

For Major Requirements, see Program Handbook and Curriculum Sheets. For Curriculum Sequence, see Program Handbook.

BIOLOGY

Degree: Bachelor of Science

Options: Biology, Biology 4+1 M.Ed., Biology—Pre-Dentistry Concentration, Pre-Medical Concentration, Biology—Pre-Physician Assistant Concentration, Biology—Pre-Physical Therapy Concentration

Program Modality: On-ground

Academic Program Director: Michelle Kulp McEliece

Program Description: The Biology program at Gwynedd Mercy University is an integrated course of study with a strong emphasis on molecular and cellular biology, genetics, and biochemistry. GMercyU's biology students gain a broad foundation in the physical sciences, with required coursework in chemistry, physics, and mathematics. Students who graduate from the program automatically earn a minor in chemistry with their degree. The program provides training in modern laboratory skills, utilizing current technology that is applicable to research in a graduate program and in demand by biotechnology and pharmaceutical companies. All students in the biology program must complete a research experience, providing practical, hands-on experiential training that is critical for future employment or graduate studies.

Graduates from the biology program possess the knowledge and skills to succeed in graduate or

professional (medical, dental, veterinary, physician assistant, physical therapy, etc.) school or in employment in a variety of fields, and our students are employed or in a graduate program within a year of graduation.

Students may opt to pursue a concentration within the Biology program in pre-dentistry, pre-medical, pre-physician assistant, or pre-physical therapy. If a student chooses to pursue a concentration, they may do so after they have been accepted into the Biology program and have completed their freshman year of study.

The biology program offers the opportunity for students to complete a Master's in Education as part of a 4+1 program. Students must declare their intent to pursue the 4+1 prior to their senior year; they will complete credits toward the MS in their senior year.

Program Student Learning Outcomes:

PLO1 Communicate scientific information in a variety of formats to audiences of varying scientific sophistication in an appropriate scientific style.

PLO2 Recognize, articulate, analyze, and synthesize the fundamental principles of molecular, cellular, and organismal biology, including genetics, biochemistry, ecology, etc., and relate to them the foundational principles of chemistry, physics, and mathematics.

PLO3 Plan and implement a strategy to answer a scientific question; Demonstrate the ability to collect data using appropriate laboratory and field techniques, instrumentation, and methodology and to retrieve data from the scientific literature and from on-line databases; Demonstrate the ability to analyze and interpret data to produce meaningful conclusions.

PLO4 Apply ethical judgment in the review of experimental design, implementation, presentation, and collaboration as well as in the application of scientific technologies and to recognize ethical conflicts when they occur.

For Major Requirements, see Program Handbook and Curriculum Sheets. For Curriculum Sequence, see Program Handbook.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Biology applicants are required to have units in biology, chemistry, algebra I, algebra II and geometry or equivalent within the required 16 high school units. Students must submit at least one letter of recommendation from a science teacher and may be required to schedule an admissions interview.

Internal/External Transfers: Students transferring to the Biology Program at GMercyU from outside the institution must apply to the University and meet the minimum program requirements. To receive credit for courses taken elsewhere, students must submit a transcript, and the program may request a course syllabus to appropriately evaluate course equivalency. Once accepted, students will meet with the program **director** to determine the **anticipated** time to degree completion based on the student's prior coursework.

Students transferring into the Biology Program from another program at GMercyU must meet with the program director to discuss the program and determine whether they qualify for acceptance into the program and, if so, the anticipated timeline to degree completion. If accepted, the student must submit a

change-of-major form. At that time, they will be assigned an academic advisor who will work with them to plan their degree progress.

Academic Standards/Grade Requirements: A grade of “C” or higher is required in each major course in the Natural Sciences Department. Students may achieve a grade lower than a “C” in only two major courses, including mathematics requirements, and their prerequisites, and they may repeat these courses only once. If students achieve less than a “C” grade on the third major course, or fail to bring all grades up to a “C” with one repeat, they may be dismissed from the program, regardless of their cumulative grade point average.

Attendance Policies: Students are expected to adhere to the attendance policies outlined by course instructors in individual courses. Attendance is required in all laboratory courses.

Academic Progress, Probation, and Program Dismissal: At the end of each academic semester, your progress toward the bachelor’s degree in biology will be reviewed by a committee composed of the full-time faculty of the biology program. If your academic progress is considered unsatisfactory, the committee will examine your transcript in detail. If the unsatisfactory final grade is a first-time occurrence, you will receive a letter from the program director notifying you of your unsatisfactory progress. If the unsatisfactory grade is a second occurrence involving two different courses, you will receive a letter from the program coordinator notifying you of your continued unsatisfactory progress and placing you on program probation, with a strong warning of the consequences of a third unsatisfactory grade. Any unsatisfactory grade in a third course or a second unsatisfactory grade in a repeated course you will be grounds for dismissal from the program.

You may appeal the dismissal decision in writing, and the committee will consider all circumstances before deciding whether the dismissal decision should be upheld or if you should continue program probation. Information provided by relevant faculty will be considered during the committee’s deliberations on dismissal. If you are facing dismissal from the biology program for academic deficiencies, you may petition for a suspension from the program for one academic year instead of permanent dismissal. This suspension is designed to encourage you to examine your future in biology and to remediate any circumstances which have contributed to your lack of progress.

During this suspension, you may not enroll in any courses in the biology program; however, you may enroll in general education courses. At the end of the suspension, you may resume studies in the biology program; however, any future academic deficiency will result in immediate and permanent dismissal from the program.

Course Withdrawal Policies: Sometimes you need to withdraw from a course rather than risk an unsatisfactory grade. You must do this before the withdrawal deadline for each term. You should first discuss your withdrawal with the course instructor. You must meet with your advisor to discuss the proposed withdrawal. You must be careful to make sure that your withdrawal does not adversely affect your financial aid or residence hall arrangements. The course withdrawal form must be signed and submitted to the Registrar’s Office for your withdrawal to become official. You cannot withdraw from a course via Colleague. If your form is received by the Office of Academic Affairs after the deadline, you are not allowed to withdraw from the course. *NOTE: If you stop attending class but do not officially withdraw from a course, you will receive an “F” on your permanent transcript for the course.*

Experiential Learning: *NOTE: Students are responsible for their own transportation to and from off-*

campus experiential learning opportunities.

Other: All students are expected to complete a research experience to satisfy biology program requirements. Students are also expected to complete a portfolio in their senior year. All students must take the ETS® Major Field Test in Biology to be certified for graduation.

COMPUTER SCIENCE

Degree: Bachelor of Science

Concentrations: Artificial Intelligence and Machine Learning; Cybersecurity and Computer Forensics; Web Design and Multimedia

Program Modality: On-ground

Academic Program Director: Cindy Casey

Program Description: The Computer Science (CS) program offers a comprehensive education that blends the core principles of computer science with hands-on experience in the most relevant and rapidly evolving technologies. Students will gain a solid foundation in problem-solving, critical thinking, and technical skills, while exploring practical applications across a wide range of specialized areas.

Depending on their chosen concentration, students will learn multiple programming languages, networking, cybersecurity, digital forensics, artificial intelligence (AI), machine learning (ML), data mining, database development, web design, mobile applications, and more.

The CS program incorporates cutting-edge technologies and innovative tools, including robotics and 3D Printing, allowing students to engage in projects that bridge theory and real-world applications. The curriculum emphasizes hands-on learning, enabling students to work with the latest software, hardware, and robotics platforms. Practical experience is reinforced through collaborative projects, research, and internships. Whether designing intelligent systems, securing networks, or building interactive web applications, students in the CS program are equipped with the skills needed to excel in today's tech-driven world.

Program Student Learning Outcomes:

PLO1 Understand the professional, ethical, security, and social impact computers and technology have on society.

PLO2 Possess the ability to communicate technical subject matter in a variety of formats.

PLO3 Demonstrate innovative approaches in addressing technical issues.

PLO4 Demonstrate problem-solving abilities for analyzing a technical problem through finding and implementing a solution.

PLO5 Strive to consciously develop and apply technologies without bias.

PLO6 Break down complex problems into manageable components and implement effective solutions using appropriate computational methods.

For Major Requirements, see Program Handbook and Curriculum Sheets. For Curriculum Sequence, see Program Handbook.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

Transfers, Internal: Students interested in changing their major to the BS Computer Science program may do so at any time but must have earned a GPA of 2.5 or higher prior to being accepted into the program. Internal transfers will meet with the program director to discuss their interest, the requirements of the program, and the transfer of credits from their previous major.

Transfers, External: Any student who has been enrolled in a regionally accredited post-secondary school of higher education and accepted into Gwynedd Mercy University as a transfer student may apply for admission into the Computer Science program. Course credits from another accredited institution will be accepted if they correspond to the courses offered at Gwynedd Mercy University and if the course grades are C or higher (C- is not an acceptable grade for transfer). The Program Director will review all transcripts and course descriptions from the sending university to determine course equivalency.

Academic Standards/Grade Requirements: A grade of "C" or higher is required in each major course in the Computer Science program. A student may achieve less than a "C" grade in only two major courses and their prerequisites, and they may repeat these courses only once. If a student, regardless of cumulative grade point average, achieves less than a "C" grade on the third major course, or fails to bring all grades up to a "C" with one repeat, the student may be dismissed from the program.

Attendance: Class attendance and participation are integral parts of the collaborative learning environment. Students with frequent unexcused absences typically do not do very well and often times must repeat the course.

Academic Progress, Probation, and Program Dismissal: Students select one of three professional options: Cybersecurity/Computer Forensics, Artificial Intelligence/Machine Learning, or Web Design/Multimedia and must earn a grade of "C" or better in CIS 104, 110, 114, 116, 203, 204, 215, 230, 301, 304, 318, 321, 330, 410, *CIS 420, CIS 4000 (*not required for cybersecurity and computer forensics options). Additionally, the Cybersecurity and Computer Forensic and Web Design and Multimedia options require MTH 231, 234, and 261. Artificial Intelligence and Machine Learning also requires MTH 235 and MTH 245. Students with < 2.0 GPA may be dismissed from the program.

Course Withdrawal: Students who desire to withdraw from one or more courses may do so within the withdrawal period by submitting a Course Withdrawal form to the Registrar's Office. The Course Withdrawal form can be found on the Registrar's Office website. The course withdrawal deadline for each term is published in the Academic Calendar and on the Registrar's website. Students who request a course withdrawal after the withdrawal deadline must receive approval from their College Dean. Students are financially responsible for all courses from which they withdraw.

Non-Academic Criteria for Admission, Progression and Retention

Professional Disposition and Conduct: Students are responsible for exhibiting conduct that is appropriate to their professional training and education. Gwynedd Mercy University is committed to maintaining a positive learning, working, and living environment that is free from unlawful discrimination and harassment. It is the student's responsibility to familiarize themselves with the

University's Policies.

Technology Requirements: Access to a machine (physical or virtual) running Windows Operating System. All software, labs, hands-on projects, and assignments require the latest version of Windows.

For Major Requirements, see Program Handbook and Curriculum Sheets. For Curriculum Sequence, see Program Handbook.

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

CRIMINAL JUSTICE

Degree: Bachelor of Science

Program Modality: On-ground

Academic Program Director: Patrick McGrain

Program Description: The Criminal Justice program at Gwynedd Mercy University is designed to graduate well-rounded scholars with the tools to excel in their chosen careers. The goal of the program is to provide the best quality education, both in curriculum design and course content, keeping up to date in the rapidly changing field of criminal justice. With a concentration on multidisciplinary education, students will focus on a variety of criminal justice-related topics, all with the goal of advancing their careers, both academically and practically. The course offerings are created to promote critical thought, as well as foster ethical standards. With the mission of the program and the University in mind, students will be able to achieve the following goals upon completion of their Criminal Justice education at Gwynedd Mercy University.

Program Student Learning Outcomes:

PLO1 Elucidate the various criminological theories and utilize them to explain various types of criminal behavior, including both violent and non-violent crimes.

PLO2 Discuss the historical environment behind problematic behavior that has had a negative effect on minorities, and how the criminal justice system has addressed the correlates that lead to the perpetuation of such actions.

PLO3 Analyze ethical decision making, becoming familiar with the major moral and social systems, and their relevance to issues in both criminal justice and in larger societal settings.

PLO4 Identify the purposes and philosophies of the American correctional system, including its use of various punishments and correctional behavior, and articulate the key features of each.

PLO5 Explain the various procedures in the investigation of criminal behavior, understanding the systematic arrangement and theoretical reasoning behind each legal and practical step.

PLO6 Analyze the adversarial legal system in the United States, including the various courts, constituents, and procedures, and explain how they have shaped the legal system as it currently stands in this country.

For Major Requirements, see Program Handbook and Curriculum Sheets. For Curriculum Sequence, see Program Handbook.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Any student accepted into the University may declare Criminal Justice as a major.

Internal/External Transfers: Same as University

Academic Standards/Grade Requirements: A grade of C or higher is required in each of the major courses, as well as in PSY 100 and SOC 100. Students may achieve less than a “C” grade in only two major courses, and they may repeat these courses only once.

Attendance Policies: Students are expected to adhere to the attendance policies outlined in each course syllabus.

Academic Progress, (Probation), and Program Dismissal: If a student, regardless of his/her cumulative grade point average, achieves less than a “C” grade on a third major course, or fails to bring all grades up to a “C” with one repeat, he/she may be dismissed from the program.

Course Withdrawal Policies: Same as University

Experiential Learning: Students are required to engage in an internship, which allows them to put theory into practice, observe professionals engaging their field of study, practice their skills under the supervision of seasoned professionals, network within their chosen field, and gain valuable experience. Requirements and other information regarding the internship are detailed in the Program Handbook. Students should consult with their academic advisor the year before they plan to register for the internship. *Students are responsible for their own transportation to and from off-campus experiential learning opportunities; there may be exceptions for particular courses, for which students should consult their advisors.*

DIGITAL COMMUNICATION

Degree: Bachelor of Science

Program Modality: On-Ground

Academic Program Director: Melissa Dennis

Program Description: The Digital Communication program is designed for students interested in professional roles in content creation, production, social media, marketing, and more. Rooted in strategic business decision-making, courses guide students in the development of technology-oriented communication skills. Portfolio-building assignments and industry-recognized certifications are at the core of the Digital Communication program and prepare students for professional life.

Digital Communication majors are eligible to apply for the 4+1 MBA program. Students should meet with their advisor in their junior year to apply to the 4+1 program.

Program Student Learning Outcomes:

PLO1 Gather and analyze information from a variety of relevant, credible sources;

PLO2 Produce targeted, audience specific content that aligns with storytelling techniques;

PLO3 Demonstrate technical competency across digital and social media;

PLO4 Identify and analyze socially responsible, Mercy-focused and business-oriented practices;

PLO5 Identify digital media practices and implications in domestic and global business and social settings

Experiential Learning: Students are required to engage in an internship, which allows them to put theory into practice, observe professionals engaging their field of study, practice their skills under the supervision of seasoned professionals, network within their chosen field, and gain valuable experience. Students should consult with their academic advisor before they plan to register for the internship. Students are responsible for their own transportation to and from off-campus experiential learning opportunities.

For Major Requirements, see Curriculum Sheets. For Curriculum Sequence, consult Program Advisor.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

Internal/External Transfers: Same as University

Academic Standards/Grade Requirements: Same as University

Academic Progress, Probation, and Program Dismissal: Same as University

Course Withdrawal Policies Same as University

EDUCATION

Early Education

Early Education and Special Education

Education 4+1 MEd option

Education Studies (No Certification)

Degree: Bachelor of Science

Program Modality: On Ground and Online

Academic Program Director: Deborah Schadler

Program Approval: PDE-approved Educator Preparation Programs (EPP) that lead to certification are the purview of the Pennsylvania Department of Education: **Jamal K. Wakeem**, Higher Education Associate II; Bureau of School Leadership and Teacher Quality; Division of Professional Education and Teacher Quality; Pennsylvania Department of Education; 333 Market Street | Harrisburg PA 17126; Phone: 717.772.3566

| Fax: 717.783.6736 ; jwakeem@pa.gov | www.education.pa.us

Program Description: Gwynedd Mercy University prepares teachers to meet the educational challenges of the 21st Century. The undergraduate programs offer a variety of courses to prepare candidates for professions in education. These courses are developed using best practices and current trends in education in response to the needs of the profession.

Programs Leading to Certificates/Certification Professional Educator Certification

Programs of study leading to teacher certification are available in:

- Early Education, PreK–4
- Early Education PreK–4/Special Education PreK–12
- Special Education PreK–12
- Secondary education (7–12) in the area of Social Studies with or without Special Education

Upon completion of the program requirements, the student is eligible to receive an Instructional I Provisional certificate, which permits the holder to teach in the Commonwealth of Pennsylvania and in those states which carry reciprocity. Those seeking their Instructional I certificate must demonstrate that they have successfully completed a teacher preparation program and pass Pennsylvania certification exams (Praxis, PECTs). Note: In late 2025, Act 47 of 2025 was signed into law; among its provisions is a shift of the Grade PK-4 certification to PK-6, beginning in July 2028. In anticipation of this change, program curricula and certification testing recommendations will be adapted to prepare students enrolled in the Early Education (PK-4) majors for the shift to PK-6.

In order to be certified as a teacher, supervisor, administrator, or educational specialist by PDE, an applicant must be a U.S. citizen, or legally authorized to work in the U.S. Non-citizens can obtain Pennsylvania Department of Education (PDE) certification if they are legally authorized to work in the U.S., which includes holding a permanent resident visa (green card) or a valid Employment Authorization Document (EAD). Recent legislative changes (S.B. 700) now allow non-citizens with work visas and DACA to apply for certification to teach in public schools.

Bachelor of Science in Education Studies (non-certification)

The Education Studies major provides students with the option of completing the requirements for the Bachelor of Science degree in education without completing the requirements for Pennsylvania Teacher Certification. Students in Education Studies must maintain a GPA of 2.0 or better. Any grade below a C in a course within the major must be repeated. Students may elect to complete a degree in Education Studies and add a minor in Speech Language Pathology. Adding the minor will satisfy some or all of the required pre-requisite courses leading to a Masters in SLP. Secondary Education Programs Students can obtain Instructional I Provisional certification for teaching in the public schools of Pennsylvania in the following areas: Social Studies. To complete the requirements for certification, the student must major in History and complete the designated education courses. The student may elect to add Special Education (PreK–12) to the Social Studies certification.

The recommendation for this certificate is contingent upon earning a passing or qualifying score on the required Praxis II tests for the specific discipline. The admission and retention procedures are the same as those described for other education programs. Secondary students are advised within their respective majors and work with the Education program liaison in the College of Arts, Sciences and Professional Studies.

Certification Programs

Students who complete certification programs satisfactorily are eligible for Instructional I Provisional certification for teaching in the public schools of Pennsylvania. The recommendation for these

certificates is contingent upon passing the initial PA required certification tests in PreK–4, special education, and secondary content areas.

Recommendation for state certification is predicated upon fulfillment of the academic requirements and upon the following considerations:

- Physical fitness for teaching
- Disposition for the teaching profession
- Professional attitude and performance

Periodically, with special attention at the end of the sophomore and junior years, standings are reviewed with respect to these criteria. Students whose standings are not satisfactory will not be admitted to more advanced professional courses.

Program Learning Outcomes:

PLO1 Demonstrate mastery of PDE professional competencies through course requirements/products, lesson presentations, and field experiences.

PLO2 Demonstrate an appropriate disposition for teaching including: compassion, integrity, moral and social responsibility in all interactions, respecting the uniqueness, dignity, and diversity of the individual.

PLO3 Demonstrate knowledge of the theoretical, philosophical, and ethical perspectives that reflect current educational trends in the United States.

PLO4 Actively engage in meaningful, sequential, and developmental field experiences in which learning of content is integrated with the application of pedagogy.

TAP

The Teacher Apprentice Program (TAP) is the first of the field experiences to be completed by students in the education program. TAP is a 12-week, consecutive Friday, field experience. The hours for these 12 Fridays are 9:00 AM – 2:30 PM. Students begin TAP immediately, the semester they begin the education program and continue in TAP field work each semester, just prior to pre-student teaching and student teaching.

The purpose of TAP is for students to observe professional, master teachers in action. Students are provided “look fors” in the Charlotte Danielson Framework for Teaching Domains and then journal each week about: Domain I-Planning and Preparation; Domain II-Classroom Environment; Domain III-Instructional Delivery; and Domain IV-Professionalism. By engaging in these “look fors,” students are able to see theory and concepts from their coursework in action in an actual classroom.

In addition to observing a master teacher, students begin trying out the instructional practices, strategies, interventions, accommodations, differentiated instruction, they learn in their courses. Ultimately, students must teach one, brief lesson which might simply be a read-aloud. The goal is to begin to understand the process of planning and teaching a basic lesson. This lesson plan and lesson implementation is just a step toward the planning and preparation for teaching three lessons at the level of PRE-student teaching, and then the rigorous work of the 16-week student teaching placement.

TAP placements may be arranged in Catholic and private preparatory schools, charter schools, and preschools. Public school placements are typically used for student teaching. The TAP experience sets

student up for confidently and competently entering student teaching in their final semester.

Students must have up-to-date clearances to enter their TAP classroom each semester. They must have: TB test result; ACT24 Arrest/Conviction Report; Child Abuse Report; PA Criminal History Record Report; and FBI Fingerprint Result. Students receive information as to how to obtain these clearances from the Field Work Supervisor.

For Major Requirements, see Program Handbook and Curriculum Sheets.

Academic Criteria for Admission, Progression and Retention

Academic Requirements for Certification Programs:

By the 45–60 credit mark:

- The student must have a minimum GPA of 3.0
- The student must have completed at least six semester credits in college level mathematics and at least three semester credits in college level composition and three credits in English.
- Secondary education students must apply to the discipline program, as well as the College of Arts, Sciences, and Professional Studies (certification) at the 48-creditmark.

If students reach the 48–60 credit mark and have not achieved all of the above requirements, they cannot continue in the Professional Core coursework toward PA Certification. Students will then remain in the Education Studies program or explore a new major if they choose to do so.

Initial Acceptance: All education students entering the University will follow the curriculum for the Bachelor of Education Studies. Students desiring Pennsylvania Teacher Certification must meet the aforementioned criteria by the 48–60 credit mark. Students who successfully meet this requirement will be admitted to a certification program of their choice.

NOTE: Transfer students will work with their respective advisors to evaluate coursework completed at other colleges/universities.

Internal/External Transfers: Students transferring to Gwynedd Mercy University will have all previous coursework completed at regionally accredited institutions evaluated for transfer and will be expected to complete all remaining program requirements at Gwynedd Mercy University.

Prior to February 1st of the pre-student teaching/student teaching semester, a student is required to file an application for pre-student and student teaching which occurs in the senior year. Final acceptance into the student teaching program is decided by the Teacher Education Committee and the Dean.

Attendance and Punctuality: Students are required to attend courses and field placements every day and to be punctual, prepared, and enthusiastic about the tasks.

Absences, late arrivals or early departures are not acceptable during student teaching. In an extreme emergency, the student must:

- Obtain approval from the Coordinator of Field Placements to be absent.
- Inform the cooperating teacher, university supervisor, and seminar professor.
- Work with the university supervisor to make up the absence.

Any absence(s) will be reviewed by the program faculty to determine whether the final student teaching grade will be impacted. Without approval by the coordinator, an absence, lateness, or early departure may result in removal from student teaching and an inability to become certified.

Should the student contract a contagious disease, such as measles, mumps, whooping cough, or other, a note from a physician indicating the name of the illness and the quarantine period is required. The student teacher must inform the cooperating teacher, university supervisor, and Coordinator of Field Placements (CFP). The CFP will inform the Dean, who will appropriately communicate a message to the Health Services Office for further action.

During the 16-week placement, the student teacher follows the morning arrival time and the afternoon departure time of the cooperating teacher in the placement school. This is the time that is specified in the district's teacher contract or professional agreement. While the student is not required to attend any activities beyond the hours of the contracted teacher workday, such experiences will help with professional growth, i.e., School Board meeting, PTA meeting, Fall Festival, Spring Fling.

Academic Progress, Probation and Program Dismissal:

- The student must have a minimum GPA of 3.0.
- Any grade below a C+ in a course within the major must be repeated.
- The student must have completed at least six credits in college level mathematics, Math 103 + 104, and at least three credits in college level composition and three credits in English, ENG 100 + 101.
- Secondary education students must apply to the discipline program, as well as the College of Arts, Sciences, and Professional Studies (certification) by the 48–60 credit mark.
- If the above criteria are not met by the 48–60 credit mark, students will either remain in or move to the BS in Education Studies or choose to change their major. Secondary students will change their major to their content area only.

Course Withdrawal Policies: Same as the University.

Experiential Learning: Teacher Apprentice Program (TAP); Pre-Student Teaching and Student Teaching
Students are responsible for their own transportation to and from off-campus experiential learning opportunities.

Application:

Applications for Pre-Student and Student Teaching are due on February 1st of the year prior to Pre-Student Teaching. Students should carefully rank their placement choices from the list of approved schools on the back of the application. The Field Placement Coordinator will attempt to secure the

student's first choice of placement. If the first-choice school is unavailable, the Placement Coordinator will move to the second placement choice. Once a placement request has been submitted to a school district, placement requests may not be altered unless a school district cannot supply a placement.

Pre-Student and Student Teaching: Approval to pre-student or student teach is not automatically granted upon completion of academic requirements. If weakness or deficiencies are noted in subject matter, knowledge, pedagogy, communications, or interpersonal skills, the Dean may require the student to take corrective action, such as additional coursework, additional practicum, personal counseling, or pursue another major. Disposition is also considered for eligibility to progress to pre-student and student teaching. A student must possess a professional disposition which includes being punctual, present, engaged, enthusiastic, and knowledgeable of content and pedagogy.

The Privilege of Pre-Student Teaching: The student will be granted the privilege of entering into pre-student teaching only if the following requirements are met:

- Formal acceptance into the relevant certification programs;
- Maintenance of a 3.0 overall GPA;
- Receive the recommendation of the Teacher Education Committee of the College of Arts, Sciences, and Professional Studies;
- Receive the recommendation of the Dean of the College of Arts, Sciences and Professional Studies.

The Privilege of Student Teaching includes:

- Formal acceptance into the program and the relevant certification program(s);
- Submission of the formal application for student teaching and all necessary documentation, including clearances, to accompany the application prior to the February due date;
- Completion of ALL course work prior to the student teaching semester;
- Acceptance of the recommendation of the Teacher Education Committee of the College of Arts, Sciences, and Professional Studies;
- Successful completion of the pre-student teaching experience with an earned grade of a minimum of a C+.

Removal from a Pre-Student or Student Teaching Placement: Students are assigned one (16-week) or two (eight weeks each) field experience(s) for Student Teaching. If a student is withdrawn from a field experience at the request of the assigned school administrator, the student will receive a grade of F for that specific experience. The school administrator will have reached the decision to request removal of the student teacher in collaboration with the cooperating teacher and the GMercyU field supervisor. The student may be permitted to repeat the student teaching experience the following semester if recommended by the GMercyU field supervisor, the GMercyU student advisor, and the Coordinator of Field Placement. The recommendation must be approved by the Dean of the College of Arts, Sciences, and Professional Studies. If the recommendation is that the student not repeat student teaching, the student will complete their program in Education Studies.

Non-Academic Criteria for Admission, Progression and Retention

Compliance Requirements and Clearances Required for All Fieldwork:

Child Abuse History Clearance

All students enrolled in the Education Programs are required to have a Child Abuse History Clearance. This is accomplished by completing a Child Abuse History Clearance Form. Application is available online at <https://www.compass.state.pa.us/cwis/public/home>. A copy of the form must be submitted to the Field Experience Coordinator by the beginning of each academic year.

Criminal Record Check

All students enrolled in the Education Programs are required to have a Criminal History Record Check. This is accomplished by completing a Request for Criminal Record Check form. Forms are available online at: <https://epatch.pa.gov/home>. A copy of the form must be submitted to the Field Experience Coordinator before the first day of class.

FBI Fingerprinting Check

All students in the Education Programs are required to submit an FBI Record. The registration information is available online at: <https://www.indentogo.com/Service> Code:1KG6RT

TB (Tuberculosis Test Validation)

Proof of a TB test must be delivered to the Field Work Coordinator at the beginning of each academic year.

Act 24 Arrest/Conviction Certification Form

See the Field Placement Coordinator to obtain this form.

The background checks described above require students to have a U.S. Social Security Number.

Professional Disposition

The Pennsylvania Department of Education has the responsibility to the educational community to ensure that individuals whom Gwynedd Mercy University recommends to the State of Pennsylvania for certification are qualified to join the education profession. Teaching requires non-academic competencies, which are as critical to success as those in the academic domain. Proficiencies in these competencies results from the combination of successful completion of University coursework and field/internship experiences and the demonstration of important dispositions that all educators must exhibit.

These skills will be formally assessed during the student's preparation program. The schedule for these assessments is part of the College of Arts, Sciences, and Professional Studies' University Assessment Plan. In addition, the assessments will be conducted at any time during the advising process when an advisor determines a formal process needs to be implemented to support the student's growth and ultimate professional success.

The assessment tool, *Assessment of Professional Education Disposition* (implemented with permission from UNC Charlotte—Summer 2017), will become the basis for professional growth when the advisor deems a formal intervention is warranted for a student at risk for success.

If a student is struggling in field placement(s), the tool will be utilized to gauge whether continuing in the field placement is in the best interest of the University student and/or the community partner. If the results of the assessment indicate a student is able to continue with support, the support will be outlined on the Disposition form.

If the assessment indicated it is not in the student's best interest to continue, an alternate path will be constructed which may or may not return the student to a field placement or counsel the student into a non-certification path.

Testing Requirements [e.g., Electronic-Based Examination Policy]

None other than those required as stated above.

EDUCATION STUDIES, NON-LICENSURE

Degree: Bachelor of Science

Program Modality: On-ground

Academic Program Director: Deborah Schadler

Program Description: Gwynedd Mercy University prepares teachers to meet the educational challenges of the 21st Century. The Education Studies program offers a variety of courses and field work to prepare students for various professions in Education including para-professional and other assistant-type careers. These courses are developed using best practices and current trends in Education in response to the needs of the Education profession. The Education Studies major provides students the option of completing the requirements for the Bachelor of Science degree in education without completing the requirements for Pennsylvania Teacher Certification. Students in Education Studies must maintain a GPA of 2.0 or better. Any grade below a C in a course within the major must be repeated. Students in this program also have the option of adding a minor in Special Education or any other minor area offered within the University.

Preparation for Professional Licensure: Program does not lead to certification.

Program Learning Outcomes:

PLO1 Demonstrate knowledge of the theoretical, philosophical, and ethical perspectives that reflect current educational trends in the United States.

PLO2 Demonstrate professional competence in the use of a variety of research-based best practices incorporating technology.

PLO3 Actively engage in meaningful, sequential, and developmental field experiences in which learning of content is integrated with the application of pedagogy.

PLO4 Demonstrate mastery of PDE professional competencies through course requirements/products, lesson presentations, and field experiences.

PLO5 Demonstrate compassion, integrity, moral and social responsibility in all interactions, respecting the uniqueness, dignity, and diversity of the individual.

PLO6 Engage in co-curricular/extra-curricular activities and service-learning opportunities that support program curriculum. (*revised: 3/3/2021*)

For Major Requirements, see Program Handbook and Curriculum Sheets.

Academic Criteria for Admission, Progression and Retention

Moving from Education Studies into Certification: Students in the Education Studies program have the option of moving into a certification area by meeting the following criteria:

By the 45–60 credit mark:

- The student must have a minimum GPA of 3.0
- The student must have completed at least six semester credits in college level mathematics and at least three semester credits in college level composition and three credits in English.

Initial Acceptance: All education students entering the University will follow the curriculum for the Bachelor of Education Studies. Education Studies Students wishing to enroll in a Teacher Certification program should review the information related to eligibility for certification in the section above titled **Academic Criteria for Admission, Progression and Retention: Academic Requirements for Certification Programs.**

Academic Requirements for the Bachelor of Science in Education Studies: The Education Studies major provides students the option of completing the requirements for the Bachelor of Science degree in education without completing the requirements for Pennsylvania Teacher Certification. Students in Education Studies must maintain a GPA of 2.0 or better. Any grade below a C in a course within the major must be repeated.

Attendance Policies: The Education Studies Field Placements I and II will have as a requirement a 14-week placement in the field. The Education Studies student will participate in a classroom in a school or agency, for one (1) full day per week, for a period of 14 weeks. The specific 14-week timeframe will be determined in collaboration with the student's academic advisor. Attendance at the placement school or agency will be for the hours of the professional teacher day. The AM arrival time and the PM departure time will be the arrival and departure hours of the professional teacher, typically a 7.5-hour day. The Education Studies student will complete the requirements identified in this Handbook. Students in Education studies will complete two (2) Education Studies placements within their program of study.

Academic Progress, Probation, and Program Dismissal: The Education Studies major provides students the option of completing the requirements for the Bachelor of Science degree in education without completing the requirements for Pennsylvania Teacher Certification. Students in Education Studies must maintain a GPA of 2.0 or better. Any grade below a C in a course within the major must be repeated.

Course Withdrawal Policies: Course withdrawal policies follow those of the University.

Experiential Learning: Prior to February 1st of the senior year, a student is required to file an application for Field Experiences I and II. Final acceptance into the Field Experiences is decided by the Teacher Education Committee and the Dean. Experiences include: Teacher Apprentice Program (TAP); Field Experience I and II. *NOTE: Students are responsible for their own transportation to and from off campus experiential learning opportunities*

Non-Academic Criteria for Admission, Progression and Retention

Prior to the beginning of each academic year, students are to upload documents through Complio. The

URL students use to create and log in to their accounts is <http://gmercyucompliance.com/>.

Compliance Requirements and Clearances:

- **Criminal Record Check** by completing a Request for Criminal Record Checkform.
- **FBI Fingerprinting Check**
- **TB (Tuberculosis Test Validation)**

The background check process requires the student to provide their U.S. Social Security number.

Professional Disposition and Conduct: PDE requires the formal monitoring of appropriate dispositions for the teaching profession. In line with this, the program has a formal method for monitoring and supporting the appropriate dispositions for the Education profession. When applying for Field Experience I and II, students do a Disposition Self-Assessment.

FINANCE

Degree: Bachelor of Science

Program Accreditor: International Accreditation Council for Business Education (iacbe.org)

Program Modality: On-ground

Academic Program Director: Melissa Dennis

Program Description: Finance studies and addresses how monetary resources are raised, allocated, and used over time, considering the risks entailed. Financial dealers and brokers conduct financial market transactions on behalf of clients and offer advice on financial matters. Finance is the most encompassing of all business enterprises; finance graduates must know about both business and the economy. This program offers a 4+1 MBA option. Students should meet with their advisor in their junior year to apply to the 4+1 program.

Program Student Learning Outcomes:

PLO1 The student will demonstrate professional written business communications.

PLO2 Business students will apply knowledge and skills of their discipline to make appropriate business decisions.

PLO3 The student will be able to apply ethical and moral decision-making principles to business situations.

PLO4 The student will demonstrate the use of decision-support tools in making business decisions.

PLO5 The student will demonstrate the ability to apply sources of information relevant to business issues and situations.

PLO6 Students will function as productive members of a team.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

For Major Requirements, see Curriculum Sheets. For Curriculum Sequence, consult Program Advisor.

Internal/External Transfers:

Admissions requirements for external transfer students are the same as the University. Internal transfers should contact program chair.

Academic Standards/Grade Requirements: Students must earn a grade of “C” or higher in all required management and major courses in order for the course to count toward completion of the program. The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

Credit Requirements: A minimum of 120 credits is required for the bachelor’s degree.

Academic Progress, Probation, and Program Dismissal: Students must successfully complete all required courses in the program. A student who fails a required course may repeat the course once. If a student fails the same required course twice, the student may be dismissed from the program. All other academic progress and probation policies follow University guidelines.

Attendance: Regular class attendance is necessary for the 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.

Course Withdrawal Policies Same as University

Experiential Learning: Students are required to engage in an internship, which allows students to put theory into practice, observe professionals engaging their field of study, practice their skills under the supervision of seasoned professionals, network within their chosen field, and gain valuable experience. Students should consult with their academic advisor before they plan to register for the internship. Students are responsible for their own transportation to and from off campus experiential learning opportunities.

HISTORY

Degree: Bachelor of Arts

Program Modality: On-ground

Academic Program Director: Michael Clinton

Program Description: The history degree supports students’ search for truth through excellence in teaching and scholarly research to develop knowledge, technological competence, and aesthetic and ethical values for success in a global society. The program provides history majors with an educational foundation that prepares them for careers in law, government, industry, and other public and private sectors. This program offers a 4+1 teacher certification option. Students who are considering that option should consult with the program director.

Program Student Learning Outcomes:

PLO1 Effectively read, reflect upon, and respond appropriately to historical information.

PLO2 Ask pertinent questions about the human past that lead to solving current human problems.

PLO3 Identify, evaluate, analyze, and interpret primary and secondary sources.

PLO4 Critically assess differing, and often conflicting, interpretations of historical events and intellectual movements.

PLO5 Become responsible, thoughtful, and compassionate citizens in the global world of the Twenty-

first century through the study of history.

For Major Requirements, see Program Handbook and Curriculum Sheets. For Curriculum Sequence, see Program Handbook.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

Internal/External Transfers: Same as University

Academic Standards/Grade Requirements: The minimum passing grade for all required courses in the major is “C.” Any grade lower than a “C” in more than one major course may result in dismissal from the program. Students who earn less than a “C” in a required course may repeat it only once; if the repeat results in a grade less than a “C,” the student will be dismissed from the program.

Attendance Policies: Students are expected to adhere to the attendance policies outlined by course instructors in individual courses.

Course Withdrawal Policies: Same as University

MANAGEMENT

Degree: Bachelor of Science

Program Accreditor: International Accreditation Council for Business Education (iacbe.org)

Program Modality: On-ground

Academic Program Director: Melissa Dennis

Program Description:

The Management program prepares students to become effective leaders by developing a strong understanding of organizational strategy, decision-making, and the management of people and resources. The curriculum integrates key areas of business, including leadership, operations, business law, ethics, finance, marketing, and data-informed decision-making.

Through coursework and applied learning experiences, students build practical skills in problem-solving, collaboration, and strategic thinking while gaining a strong foundation in core business disciplines. The program prepares graduates to lead teams, manage projects, and support organizational success across a wide range of industries.

Opportunities to complete applied projects throughout the program help students strengthen their professional skill set and prepare for real-world management challenges. Students may also participate in the University Research Conference, where they can explore and present research on business or leadership topics of interest.

The program also offers the opportunity to complete the accelerated 4+1 MBA program, which allows students to earn both their bachelor’s degree and MBA in an accelerated format. Students interested in the 4+1 MBA option should meet with their advisor in their junior year to apply.

Program Student Learning Outcomes:

PLO1 Demonstrate effective written and oral communication skills in professional business environments.

PLO2 Apply management principles and business knowledge to analyze organizational challenges and support strategic decision-making.

PLO3 Apply ethical reasoning and professional responsibility when evaluating business situations and organizational practices.

PLO4 Analyze business problems using quantitative methods, decision-support tools, and relevant information sources.

PLO5 Demonstrate effective collaboration and leadership skills when working in teams to achieve organizational goals.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

For Major Requirements, see Curriculum Sheets. For Curriculum Sequence, consult Program Advisor.

Internal/External Transfers:

Admissions requirements for external transfer students are the same as the University. Internal transfers should contact program chair.

Academic Standards/Grade Requirements: Students must earn a grade of “C” or higher in all required management and major courses in order for the course to count toward completion of the program. The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

Credit Requirements: A minimum of 120 credits is required for the bachelor’s degree.

Academic Progress, Probation, and Program Dismissal: Students must successfully complete all required courses in the program. A student who fails a required course may repeat the course once. If a student fails the same required course twice, the student may be dismissed from the program. All other academic progress and probation policies follow University guidelines.

Attendance: Regular class attendance is necessary for the 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.

Course Withdrawal Policies Same as University

MARKETING

Degree: Bachelor of Science

Program Accreditor: International Accreditation Council for Business Education (iacbe.org)

Program Modality: On-ground

Department Chair: Melissa Dennis

Program Description:

The Marketing program prepares students to become successful professionals by developing a strong understanding of strategy, consumer behavior, and the evolving relationship between organizations and

their customers. The curriculum integrates key areas of modern marketing, including consumer insights, integrated marketing communication, digital and social media engagement, and the strategic use of data and technology to support effective decision-making.

Through coursework and applied learning experiences, students build practical, career-ready skills while gaining a strong foundation in core business disciplines. The program emphasizes both analytical and creative thinking, preparing graduates to develop effective marketing strategies and respond to the challenges of a dynamic marketplace.

Opportunities to earn industry-recognized certifications and complete applied projects throughout the program contribute to the development of a professional marketing portfolio. Students may also participate in the University Research Conference, where they can explore and present research on marketing topics of interest.

The program also offers the opportunity to complete the accelerated 4+1 MBA program, which allows students to earn both their bachelor's degree and MBA in an accelerated format. Students interested in the 4+1 MBA option should meet with their advisor in their junior year to apply.

Program Student Learning Outcomes:

PLO1 Demonstrate an understanding of the marketing ecosystem and its role within the broader business environment.

PLO2 Apply marketing research methods and analytical tools to gather and interpret customer and market insights.

PLO3 Develop clear, persuasive marketing communications tailored to specific audiences, channels, and objectives.

PLO4 Design, implement, and evaluate integrated marketing strategies that support organizational goals.

PLO5 Apply marketing knowledge and digital technologies to respond effectively to changes in the marketing environment.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

For Major Requirements, see Curriculum Sheets. For Curriculum Sequence, consult Program Advisor.

Internal/External Transfers:

Admissions requirements for external transfer students are the same as the University. Internal transfers should contact program chair.

Academic Standards/Grade Requirements: Students must earn a grade of "C" or higher in all required marketing and major courses in order for the course to count toward completion of the program. The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

Credit Requirements: A minimum of 120 credits is required for the bachelor's degree.

Academic Progress, Probation, and Program Dismissal:

Students must successfully complete all required courses in the program. A student who fails a required course may repeat the course once. If a student fails the same required course twice, the student may be dismissed from the program. All other academic progress and probation policies follow University guidelines.

Attendance: Regular class attendance is necessary for the 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.

Course Withdrawal Policies Same as University

Experiential Learning: Students are required to complete an internship that allows them to apply classroom learning in a professional setting. Through the internship experience, students observe professionals in their field, practice their skills under the supervision of experienced mentors, build professional networks, and gain valuable industry experience. Students should consult with their academic advisor before registering for the internship.

MUSIC INDUSTRY

Degree: Bachelor of Arts

Program Modality: On-ground

Academic Program Director: Carol Evans

Program Description: The BA in Music Industry prepares students for dynamic careers in entertainment, arts, and digital media industries. This interdisciplinary program blends creative practice with media production, industry knowledge, and foundational business principles. Students will learn to create, manage, and monetize artistic content, develop professional identities, and sustainable creative careers.

The music industry is a significant global economic force that is constantly evolving with technological advancements. There is a demonstrable demand from both students and employers for professionals who possess a blend of artistic understanding and business insights. This major addresses that need, providing students with a professional path outside of traditional performance or education tracks, and providing them with readily transferable skills such as focus, perseverance, and entrepreneurial thinking.

Program Student Learning Outcomes:

PLO1 Apply music and media production techniques to create professional content.

PLO2 Demonstrate strategic thinking in brand development and audience engagement.

PLO3 Analyze and apply ethical and legal principles in digital media environments.

PLO4 Demonstrate foundational knowledge of business operations and audience development.

PLO5 Collaborate across disciplines to produce innovative multimedia projects.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

Internal/External Transfers: Same as University

Academic Standards/Grade Requirements: Same as University

Attendance Policies: Students are expected to adhere to the attendance policies outlined by course instructors in individual courses.

Academic Progress, (Probation), and Program Dismissal: Same as University

Course Withdrawal Policies: Same as University

Experiential Learning - Students are required to complete an internship in entertainment, media, or brand strategy. This experience allows students to apply classroom learning in real-world settings, build professional networks, and develop career-ready skills.

Where necessary, students are responsible for their own transportation to and from off-campus experiential learning opportunities

Other – Acceptance into the Bachelor of Arts in Music Industry degree program is contingent upon admission to GMercyU as an undergraduate student and a successful interview. A music performance audition is not required but is encouraged to be placed in the proper area of applied music participation.

PHILOSOPHY

Degree: Bachelor of Arts

Program Modality: On-ground

Academic Program Director: Patrick Messina

Program Description: The Philosophy Program at Gwynedd Mercy University provides a comprehensive baccalaureate curriculum steeped in the Western philosophical tradition and committed to promoting the discipline as the noblest intellectual pursuit offered in the academy. To this end, the Program seeks to safeguard the historical approach to the discipline, emphasizing the great thinkers in all four epochs of Western history and focusing upon the philosophia perennis that constitutes the greater tradition.

Program Student Learning Outcomes:

PLO1 Develop a historical sense of philosophy and trace the lines of influence among major philosophers and philosophical traditions.

PLO2 Understand various intellectual traditions that have contributed to philosophical inquiry.

PLO3 Apply ethical theories to particular situations and events.

PLO4 Search for and examine selfhood, leading to intellectual development and growth.

PLO5 Express one's own philosophical position in debate and in writing.

PLO6 Understand the individual's relation to other humans and the community at large.

PLO7 Formalize some basic philosophical arguments using the tools of logic.

PLO8 Write scholarly philosophy papers and demonstrate familiarity with research methods, materials, and resources.

For Major Requirements, see Program Handbook and Curriculum Sheets. For Curriculum Sequence, see Program Handbook.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

Internal/External Transfers: Admissions requirements for external transfer students are the same as the University. Internal transfers should contact Dr. Patrick Messina.

Academic Standards/Grade Requirements: Minimum Passing Grade 2.5.

Attendance Policies: Students are expected to adhere to the attendance policies outlined by course instructors in individual courses.

Academic Progress, (Probation), and Program Dismissal: Maintenance of 2.5 GPA; probationary periods and program dismissals are determined by the Program Director in consultation with other philosophy faculty should a student fall below the 2.5 GPA minimum.

Course Withdrawal Policies: Same as University

PSYCHOLOGY

Degree: Bachelor of Arts, Bachelor of Science

Program Modality: On-ground

Academic Program Director: Rebecca Gullan

Description: The Psychology Program provides students with a breadth and depth of knowledge in the study of human behavior and mental processes through coursework across a wide array of topics, including social psychology, human development, child and adolescent psychology, biopsychology, psychopathology, personality, dementia, death and dying, counseling techniques, and interpersonal processes. Research and leadership skills are further developed through training in statistics and research methods, with opportunities for students to engage in faculty- and student-led research and to present at professional conferences. Students also complete field placements that allow them to put theory into practice, gain work experience, and network with professionals in their chosen field.

Program Student Learning Outcomes:

PLO1 Students will be able to analyze from different perspectives the impact of physiology, social interaction, group situations, interpersonal relations, attitudes, opinions, and communication on human behavior.

PLO2 Students will be able to identify and articulate the characteristics of typical development throughout the life span in terms of physical, cognitive, psychological, and psychosocial development.

PLO3 Students will be able to identify atypical personality development and psychopathology, as well as articulate the process of diagnosis, prognosis, and appropriate treatment of behavioral disorders.

PLO4 Students will be able to understand key concepts in statistics and research methodology and be able to use their acquired knowledge and critical thinking skills to critically analyze research in the field and to design and carry out original research.

PLO5 Students will be able to engage in basic therapeutic counseling skills that allow students to interact appropriately in a supervised professional setting.

PLO6 Students will be able to engage in critical thinking concerning the history of the discipline and ethical issues relevant to this evolving field of study.

For Major Requirements, see *Program Handbook and Curriculum Sheets*. For Curriculum Sequence, see *Program Handbook*.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

Internal/External Transfers: Same as University

Academic Standards/Grade Requirements: A grade of C or higher is required in each of the major courses including those taken as general education requirements: PSY 100 and SOC 100. The Bachelor of Science in Psychology also requires that students receive a grade of C or higher in the two natural and computational science electives required for the BS core.

Attendance Policies: Students are expected to adhere to the attendance policies outlined by course instructors in individual courses.

Academic Progress, (Probation), and Program Dismissal: A student may achieve less than a “C” grade in only two major courses and he/she may repeat these courses only once. If a student, regardless of his/her cumulative grade point average, achieves less than a “C” grade on a third major course, or fails to bring all grades up to a “C” with one repeat he/she will be dismissed from the program. Exceptions may be made at the discretion of the Program Director or the Dean.

Course Withdrawal Policies: Same as University

Experiential Learning: Students enrolled in the Psychology Program are required to engage in a practicum course which allows students to put theory into practice, observe professionals engaging their field of study, practice their skills under the supervision of seasoned professionals, network within their chosen field, and gain valuable experience. Practicum requirements are detailed in the Program Handbook. Students should consult with their academic advisor the year before they expect to complete their practicum.

NOTE: Students are responsible for their own transportation to and from off-campus experiential learning opportunities.

Early Entry to the MS in Counseling Program: The Psychology Program also offers the opportunity for eligible students to apply for Early Entry to the Master of Science in Counseling Program. Students

approved for Early Entry may take up to 12 credits of coursework from the MS in Counseling Program, which will count as undergraduate open electives and may also be used towards the MS in Counseling degree.

PUBLIC HEALTH

Degree: BSPH, Bachelor of Science in Public Health

Program Modality: On-ground

Program Description: The Bachelor of Science in Public Health (BSPH) is a four- year program that provides a strong foundation in the liberal arts, Mercy values and critical concerns, and the foundations of public health practice. Public health is a broad field focused on the health and well-being of populations and communities. It encompasses diverse domains such as epidemiology, disease prevention, health education and promotion, environmental health, health policy, and advocacy. The field of public health is grounded in a social justice philosophy and strives to eliminate health disparities and inequities, often by focusing on social determinants of health. Graduates from the BSPH program are prepared to sit for the CHES (Certified Health Education Specialist) credential exam, enter an MPH (Master in Public Health) program, and/or enter the public health workforce as an entry-level professional.

Program Student Learning Outcomes:

PLO1: Describe the history, philosophy, core values, and functions of public health within global and societal contexts, grounded in Gwynedd Mercy University's Mercy mission of service, compassion, and respect for human dignity

PLO2: Explain the foundational concepts, methods, and tools used in public health data collection, analysis, and evidence-based decision-making.

PLO3: Apply population health principles and public health approaches to assess, prevent, and address health needs and inequities among diverse and marginalized populations in local and global communities, across the life course, with a commitment to social justice, advocacy, and community well-being.

PLO4: Analyze the biological, behavioral, socioeconomic, environmental, legal, ethical, economic, and policy factors that influence human health, disease prevention, health promotion, health equity, and environmental justice.

PLO5: Demonstrate foundational public health practice skills through experiential learning and reflective practice, including reciprocal community partnerships, professional communication, project planning, implementation, assessment, evaluation, and health system literacy, while embodying Mercy values, ethical leadership, service, and a commitment to social justice.

PLO6: Explain the structure, organization, and key functions of the U.S. health care and public health systems, including the legal, ethical, economic, and regulatory dimensions of health policy and the roles and responsibilities of governmental agencies and branches.

For Major Requirements, see Program Handbook and Curriculum Sheets. For Curriculum Sequence, see Program Handbook.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Any student accepted into the University may declare Public Health as a major.

Change of Major/Internal Transfers: Students interested in changing their major to the Bachelor of Science in Public Health program may do so at any time but must have earned a GPA of 2.5 or higher. Internal transfers will meet with the Program Director to discuss their interest, the requirements of the program, and the transfer of credits from their previous major. Students will have to take the general education and prerequisite courses required for the BSPH. Students who are re-admitted to the University after a long period away must meet with the Program Director to discuss their interest, program expectations, and requirements. They must then submit an application to the public health program.

Transfer Students: Any student who has been enrolled in a regionally accredited post-secondary school of higher education and accepted into Gwynedd Mercy University as a transfer student may apply for admission into the Bachelor of Science in Public Health program. Course credits from an associate of science, bachelor of science or bachelor of arts degree in Public Health will be accepted, if they correspond to the courses offered at Gwynedd Mercy University and if the course grades are C or higher; C- is not an acceptable grade for transfer. The Program Director will review all transcripts and course descriptions from the sending university to determine course equivalency. Students who are graduates of associate degree programs in public health that have articulation agreements with the BSPH program will be admitted as per the agreement.

Academic Standards/Grade Requirements: The minimum passing grade for all required courses in the major and PSY 111 is a "C." A student may achieve less than a "C" grade in only two major courses or PSY 111, and they may repeat these courses only once. If a student, regardless of cumulative grade point average, achieves less than a "C" grade on the third major course, or fails to bring all grades up to a "C" with one repeat, the student may be dismissed from the program.

Attendance Policies: Students are expected to adhere to the attendance policies outlined by course instructors in individual courses.

Academic Progress, (Probation), and Program Dismissal: Students will meet with their academic advisor every semester to discuss their academic progress and upcoming courses. Any major or prerequisite courses in which the student achieved less than a "C" grade will be discussed and documented to ensure the student understands the academic requirements for the Public Health program.

Course Withdrawal Policies: Same as University

Experiential Learning: Students enrolled in the Public Health program are required to engage in a public health internship course, which allow students to put theory into practice, observe professionals engaging their field of study, practice their skills under the supervision of seasoned professionals, network within their chosen field, and gain valuable experience. Public health internships will be planned and finalized during the public health professional seminar course. Students should consult with their academic advisor the year before they expect to complete their field work. *Students are responsible for their own transportation to and from off-campus experiential learning opportunities.*

CHES Exam: Students are required to take the Certified Health Education Specialist (CHES) exam in their final year, during which they will be billed a one-time exam fee.

Non-Academic Criteria for Admission, Progression and Retention

Compliance Requirements and Clearances: Students are expected to comply with any health, safety or professional conduct requirements of their public health internship sites.

Professional Disposition and Conduct: Public health professionals are expected to interact respectfully with all stakeholders in oral and written communications and to be sensitive to cultural practices and norms of the communities with whom they work. Students within the Public Health program are expected to develop and practice these skills in their courses and internships. Any student who behaves in a manner deemed disrespectful to others by their instructor or internship preceptor will be referred to the Program Director to discuss the incident and develop strategies and a plan to remediate the situation.

Unprofessional behavior during the public health internship, including inappropriate attire, habitually arriving late or not completing the agreed to schedule or projects may result in being asked not to return to the practice site, which will result in an F in the course.

SPORT MANAGEMENT

Degree: Bachelor of Science

Program Accreditor: International Accreditation Council for Business Education (iacbe.org)

Program Modality: On-ground

Academic Program Director: Madeleine Herman

Program Description: The BS in Sport Management program prepares students to enter the fast-paced industry of sport while including a study of foundational business knowledge such as theory, accounting, management, international business, professional communication, and finance. Core courses cover topics in strategic sport marketing, operations financing, law, venue management, and revenue strategies. The program culminates with a course in which students apply newly developed skills in hands-on applications. This program offers a 4+1 MBA option. Students should meet with their advisor in their junior year to apply to the 4+1 program.

Program Student Learning Outcomes:

PLO1 Demonstrate understanding of sport industry and practice.

PLO2 Apply knowledge and skills to decision-making, operations and planning.

PLO3 Apply ethical and moral principles to business situations.

PLO4 Find, evaluate, and apply sources of information relevant to cases in sport.

PLO5 Identify and discuss implications related to Title IX legislation.

PLO6 Demonstrate proficiencies in sport finance and revenue strategy.

PLO7 Analyze challenges and opportunities of sport marketers and sport professionals.

Experiential Learning: Students are required to engage in an internship, which allows them to put theory into practice, observe professionals engaging their field of study, practice their skills under the supervision of seasoned professionals, network within their chosen field, and gain valuable experience. Students should consult with their academic advisor before they plan to register for the internship. Students are responsible for their own transportation to and from off-campus experiential learning

opportunities.

For Major Requirements, see Curriculum Sheets. For Curriculum Sequence, consult Program Advisor.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

Internal/External Transfers: Same as University

Academic Standards/Grade Requirements: Same as University

Academic Progress, Probation, and Program Dismissal: Same as University

Course Withdrawal Policies Same as University

SOCIAL WORK

Degree: Bachelor of Social Work

Program Modality: On-ground, Hybrid

Program Accreditor: Accredited by the Council for Social Work Education (www.cswe.org)

Academic Program Director: Janice Nuss

Program Description: The Bachelor of Social Work Program prepares students for generalist social work practice through a liberal arts education, social work skills acquisition, and developing competencies that reflect the practice and values of the social work profession. The program promotes ethical and competent practices that address social problems and social justice issues in keeping with the mission of the university founders, The Sisters of Mercy. Students are prepared to address various forms of human need, oppression, inequalities, and social justice issues.

Preparation for Professional Licensure: The Gwynedd Mercy University BSW prepares students for the Association for Social Work Board exam utilized by all states that have licensure for bachelor-level social workers. Upon graduation, students can take the exam and complete the process for License Bachelor of Social Work (LBSW) status in the State of Pennsylvania.

Program Student Learning Outcomes Derived from the program mission, the Gwynedd Mercy University BSW Program Learning Outcomes (Goals) are to:

PLO1 Prepare students to think critically about social issues through a liberal arts-based curriculum and a strengths-based, person-in-environment generalist social work education.

PLO2 Prepare students to work with a diverse population of clients utilizing social work professional skills and knowledge as a mean to understand social and economic injustice and promote positive social change.

PLO3 Produce graduates who will identify with and practice within the values and ethics of the social work profession with particular attention to diverse and at-risk populations in an effort to promote social and economic justice.

PLO4 Prepare students to utilize research-informed practice skills and conduct practice-informed

research so they are able to further influence social policy and programs.

For Major Requirements, see Program Handbook and Curriculum Sheets. For Curriculum Sequence, see Program Handbook.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Any student accepted into the University can declare social work as a major. Students will undergo a performance review in the social work major after taking SWK 201 Introduction to Social Work.

The performance review will include:

1. A transcript review indicating an overall GPA of 2.5 or better and a 2.67 or better in required social work courses.
2. A completed and signed volunteer service form verifying that the student has performed 15 hours of volunteer service in the past three years. The volunteer service must be performed at a non-profit agency that provides social services.
3. A letter of recommendation from a human service professional or employer who has observed the student's volunteer or work experience.
4. A letter of recommendation from a non-social work professor stating they think they have the academic ability and discipline to succeed in the BSW program.
5. A three- to five-page self-assessment paper describing student qualities that would make them a good social worker. The paper should address any biases the student may be aware of and how the social work degree fits into their career goals. The paper should include how they can contribute to leadership in the BSW program (e.g. participation in the Social Work Club, service, Phi Alpha Honor Society, etc.).
6. Students will participate in an interview with the Program Director and the full-time BSW Faculty. The BSW Faculty will make a decision for continuance or non-continuance in the major by the beginning of the spring semester. Students will be assessed based on their scholarship, self-awareness, motivation for a career in social work, quality of the self-assessment paper, writing quality, and appropriateness of the social work degree for student's career goals. A Performance Review Rubric will be utilized to assess student's continuance in the BSW program.

Students will be notified of their performance review status by the Program Director by the beginning of the spring semester in a letter sent by email. The email will include their continuance or non-continuance in the program with instructions on their next steps if they are not approved to continue in the major. Students who are not deemed eligible to continue in the BSW program will be directed to the university's professional advisors to choose another major.

Internal/External Transfers: Students who are currently enrolled at the university and who are interested in changing their major to the Bachelor of Social Work program may do so at any time but must have earned a GPA of 2.5 or higher at the time of the change of major. Internal transfer students will undergo a performance review, as described above, after taking SWK 201 Introduction to Social Work. Any student who has been enrolled in a regionally accredited post-secondary school of higher education and accepted into Gwynedd Mercy University as a transfer student may apply for admission into the Bachelor of Social Work program. A performance review will be conducted in the same manner

specified above, after the transfer student completes SWK 201. If the student has a transfer equivalency SWK 201, the student will undergo a performance review after their first semester at the University. The Registrar's office will conduct a transfer equivalency analysis of the applicant's completed credits. Transcripts of students who are transferring from another CSWE BSW program will be evaluated, and social work credits will be accepted if they correspond to the courses offered at Gwynedd Mercy University. The Program Director will review all transcripts and course descriptions from the sending university to determine course equivalency. All accepted transfer credits must have received a grade of C or better. C- is not an acceptable grade for transfer. Transfer students accepted into the BSW program with less than a 2.5 GPA will have one semester to increase their GPA to a 2.5.

Students who are graduates of associate degree programs in human services or social work from colleges or universities that have articulation agreements with the BSW program will be admitted as per the agreement. As with all transfer students, students may transfer up to 90 overall credits to Gwynedd Mercy University.

All social work course credits must be earned in courses at regionally accredited colleges and universities. No social work credit is given for life experience or previous work experience.

Academic Standards/Grade Requirements: Students in the BSW major must maintain a 2.5 or better grade point average to remain in the program. Students who fall below the minimum GPA will be placed on probation and allowed one semester to rise to the minimum GPA. If the student is unable to do so in one semester, they will be dismissed from the program at the discretion of the Program Director, Director of Field Education, and Dean of the College.

Attendance Policies (including Lab/Clinical Attendance Policies): Each instructor will have their own class attendance policy in the course syllabus. However, regular class attendance is essential to learning the skills and competencies necessary for social work practice. It is also important that you arrive on time. If students have to miss a class, they must inform their professor ahead of time, as they would inform an employer about missing work. Arriving late regularly can affect students' learning and course grades.

Academic Progress, (Probation), and Program Dismissal: Occasionally, it may become necessary to dismiss a student from the BSW for academic or professional performance reasons. Students are notified of these policies in the BSW handbook, BSW student orientation, and in advising sessions.

Students who receive below a C in any social work course are allowed to repeat the course once to obtain a C or better. If the student is not able to earn a C or better in the repeated class, they are dismissed from the program. Any student who receives below a C in three courses in the major will be dismissed from the program.

Students whose overall GPA drops below 2.5 will receive a letter from the program director notifying them that they have one semester to obtain the necessary 2.5 GPA to remain in the Social Work program. Should the student not be able to increase their overall GPA to a 2.5, the student will receive a letter of dismissal from the BSW program from the program director and directed to the professional advisors to discuss other majors within the university available to them.

Discontinuance from the Program for Non-Academic Reasons—Professional dismissal from the BSW program: A student accepted into the social work department is expected to conform to all standards established by the Program and the University. Failure to meet the standards listed below may result in dismissal from the program for professional reasons:

1. Violation of the NASW Code of Ethics.
2. Inability to function within the structure of organizations and service delivery systems in which the student will practice.
3. Failure to fulfill obligations to the Social Work department, field agency, or client (i.e., completion of required hours, coming to class or agency in a timely manner, adhering to dress code, meeting deadlines, completion of goals and referrals for client).
4. Illegal or criminal behavior or record which would preclude social work certification or licensing.
5. Inability to demonstrate effective use of interpersonal skills necessary for developing a solid worker/client or worker/peer relationship (i.e., attitude free of judgment, communicate with respect, allowing self-determination, empathy).
6. Personal issues which inhibit one's ability to meet performance standards (i.e., alcohol or chemical dependence, inability to cope with stress and/or problems of daily living, actions or lack of action that would put another person in danger).
7. Failure to demonstrate professional conduct that shows respect for human diversity.
8. Failure to maintain professional boundaries (i.e., over-identification, exploitation of client, sexual relations, extreme self-disclosure).
9. Failure to engage in self-evaluation and inability to accept constructive feedback and supervision.
10. Inability to express thoughts in written and/or oral form.

Final authority regarding continuance in the program rests with the Program Director in consultation with the Dean of the College and other necessary individuals. A dismissal decision is serious and may have a profound effect on a person's future career; therefore, allegations and unverified circumstances will not weigh into the dismissal decision. A student may initiate a grievance procedure if there is dissatisfaction with the dismissal decision.

Course Withdrawal Policies: Same as the University.

Experiential Learning: Courses in the BSW program include shadowing experiences and field research in the sophomore and junior year and a 400-hour field experience in the senior year. Students are responsible for their own transportation to and from off-campus experiential learning opportunities.

Non-Academic Criteria for Admission, Progression and Retention

Compliance Requirements and Clearances: Students in the BSW program are expected to obtain Child Abuse and Criminal Record clearances prior to beginning field instruction in the senior year. Students are expected to have clean records, unless given permission by the Program Director and Director of Field Education.

Professional Disposition and Conduct: The BSW program adheres to the NASW Code of Ethics. Students, faculty, and field placements are expected to practice ethically as determined by the Code of Ethics. The BSW program also has a list of expected behaviors and reasons for dismissal included in the program handbook.

Technology Requirements: Students should have a computer with access to Wi-Fi.

NATURAL SCIENCE

Degree: Associate of Science

Program Modality: On-ground

Academic Program Director: Michelle Kulp McEliece

Program Description: The associate degree program in Natural Science is intended not only for prospective Biology majors, but also for students interested in earning an associate degree prior to entering programs in medical technology, physical and occupational therapy, pharmacy, and cytotechnology. It is also meant for individuals employed at local pharmaceutical or biotechnology companies who require a degree credential to achieve promotion. The associate degree is based in the first two years of coursework in the Biology Program; as such, it serves an integrated course of study in biology, chemistry, and mathematics, with an emphasis on molecular and cellular biology.

Program Student Learning Outcomes:

PLO1 Communicate scientific information in a variety of formats to audiences of varying scientific sophistication in an appropriate scientific style.

PLO2 Recognize, articulate, analyze, and synthesize the fundamental principles of molecular, cellular, and organismal biology, including genetics, biochemistry, ecology, etc., and relate to them the foundational principles of chemistry, physics, and mathematics.

PLO3 Plan and implement a strategy to answer a scientific question; Collect data using appropriate laboratory and field techniques, instrumentation, and methodology and to retrieve data from the scientific literature and from on-line databases; Analyze and interpret data to produce meaningful conclusions.

PLO4 Apply ethical judgment in the review of experimental design, implementation, presentation, and collaboration as well as in the application of scientific technologies and to recognize ethical conflicts when they occur.

NOTE: For Major Requirements, see Program Handbook and Curriculum Sheets. For Curriculum Sequence, see Program Handbook.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Natural Science applicants are required to have units in biology, chemistry, algebra I, algebra II and geometry or equivalent within the required 16 high school units. Natural Science students who opt to submit SAT scores are required to have an SAT score of 530 or higher in math.

Internal/External Transfers: Students transferring to the Natural Science program at GMercyU from outside the institution must apply to the University and meet the minimum program requirements. To receive credit for courses taken elsewhere, a transcript must be submitted, and the program may request a course syllabus to appropriately evaluate course equivalency. Once accepted, students will meet with the program director to determine the appropriate time expected to graduation, given the student's prior coursework. Students transferring into the Natural Science Program from another program at GMercyU must meet with the program director to discuss the curriculum and program

requirements, to determine whether they qualify for acceptance into the program, and, if so, timeline to degree completion.

Academic Standards/Grade Requirements: Grades of “C” or higher are required in each major course in the Natural Sciences Department. A student may achieve less than a “C” grade in only two major courses, including mathematics requirements, and their prerequisites, and they may repeat these courses only once. If a student, regardless of cumulative grade point average, achieves less than a “C” grade on the third major course, or fails to bring all grades up to a “C” with one repeat, the student may be dismissed from the program.

Attendance Policies (including Lab/Clinical Attendance Policies): Students are expected to adhere to the attendance policies outlined by course instructors in individual courses. Attendance is required in all laboratory courses.

Academic Progress, (Probation), and Program Dismissal: At the end of each academic semester, students’ progress toward the associate degree in natural science will be reviewed by a committee composed of the full-time faculty of the biology program. If progress is considered unsatisfactory, the committee will examine each student’s transcript in detail. If the unsatisfactory final grade is a first-time occurrence, students will receive a notification letter from the program director. If the unsatisfactory grade is a second occurrence involving two different courses, students will receive a letter placing them on program probation, with a strong warning of the consequences of a third unsatisfactory grade. A third unsatisfactory grade or a second unsatisfactory grade in a repeated course is grounds for dismissal from the program.

Students may appeal the dismissal decision in writing, and the committee will consider all circumstances before deciding whether to uphold the dismissal decision or to allow the student to continue on program probation. Information provided by relevant faculty will be considered during the committee’s deliberations on dismissal. Students facing dismissal from the Natural Science program for academic deficiencies may petition for a suspension from the program for one academic year, instead of permanent dismissal. This suspension is designed to encourage students to remediate any circumstances which contributed to their lack of progress. During this suspension, students may not enroll in any courses in the Natural Science program; however, they may enroll in general education courses. At the end of the suspension, students may resume studies in the Natural Science program; however, any future academic deficiency will result in immediate and permanent dismissal from the program.

Course Withdrawal Policies: Sometimes students need to withdraw from a course, rather than risk an unsatisfactory grade. Students should consult with their course instructor, academic advisor, the Financial Aid Office, and the Office of Residence Life (if appropriate) before making a final decision. All withdrawal requests must be submitted by the withdrawal deadline. *If you stop attending class but do not officially withdraw from a course, you will receive an “F” on your permanent transcript for the course.*

MINORS

NOTE: For Minor Requirements, see Program Handbooks and Curriculum Sheets.

ACCOUNTING

Degree: Minor

Program Modality: On-ground

Academic Program Director: Melissa Dennis

Program Description: The Accounting Minor provides students across various disciplines the opportunity to gain foundational knowledge in accounting principles, practices, and applications. This 18-credit minor includes two required courses in Principles of Accounting. Students also complete four elective courses from areas such as Intermediate Accounting, Advanced Accounting, Auditing, Personal Taxes, and Accounting Information Systems.

The minor equips students from finance, management, marketing, sport management, and even non-business majors with a marketable skillset, enhancing employability and career flexibility. It also supports students planning to pursue professional certifications (e.g., CPA, CMA) or graduate studies in business. More importantly, a strong understanding of accounting, the language of business, and data analytics will assist students in any business discipline advance throughout their careers.

Program Student Learning Outcomes:

Students who complete the Minor in Accounting will be able to:

1. Demonstrate understanding of core financial and managerial accounting concepts.
2. Apply accounting principles to analyze and interpret financial statements.
3. Understand the regulatory, ethical, and technological context of accounting practices.
4. Utilize accounting tools to support business decision-making.
5. Communicate financial information effectively to stakeholders.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

For Minor Requirements, see Curriculum Sheets. For Curriculum Sequence, consult Program Advisor.

Internal/External Transfers:

Admissions requirements for external transfer students are the same as the University. Internal transfers should contact program chair.

Academic Standards/Grade Requirements: Students must earn a grade of “C” or higher in all required courses in order for the course to count toward completion of the minor.

Academic Progress, Probation, and Program Dismissal: Students must successfully complete all required courses in the program. A student who fails a required course may repeat the course once. If a student fails the same required course twice, the student may be dismissed from the program. All other academic progress and probation policies follow University guidelines.

Attendance: Regular class attendance is necessary for the 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.

Course Withdrawal Policies Same as University

BIOLOGICAL SCIENCES

Degree: Minor

Program Modality: On-ground

Academic Program Director: Michelle Kulp McEliece

Program Description: A student who is pursuing a Bachelor of Arts or a Bachelor of Science degree in a program other than biology may earn a minor in biological science by completing 20–24 credits in biology.

Program Admissions Requirements and Procedures: Any student who is pursuing a Bachelor of Arts or a Bachelor of Science degree other than in Biology may apply to earn a minor in Biological Sciences. Students should speak with the Biology Program director prior to completing the appropriate minor addition form.

Internal/External Transfers: A maximum of six credits may be transferred from another institution. All prerequisites for the chosen courses must be satisfied. To receive credit for courses taken elsewhere, submission of a transcript must be submitted, and the program may request a course syllabus to appropriately evaluate course equivalency.

Academic Standards/Grade Requirements: Grades of “C” or higher are required in each minor course; C- grades are not acceptable. A student may achieve less than a “C” grade in only two courses, and they may repeat these courses only once.

Attendance Policies (including Lab/Clinical Attendance Policies): Students are expected to adhere to the attendance policies outlined by course instructors in individual courses. Attendance is required in all laboratory courses.

Academic Progress, (Probation), and Program Dismissal: Should a student fail to earn a grade of “C” or higher in any of the courses required for the minor, the student will not earn the minor.

CHEMISTRY

Degree: Minor

Program Modality: On-ground

Academic Program Director: Michelle Kulp McEliece

Program Description: A student who is pursuing a Bachelor of Arts or a Bachelor of Science degree may earn a minor in Chemistry by completing 23 credits in chemistry.

Program Admissions Requirements and Procedures: Any student who is pursuing a Bachelor of Arts or a Bachelor of Science degree may apply to earn a minor in Chemistry. Students should speak with the Biology Program director prior to completing the appropriate minor addition form.

Internal/External Transfers: A minimum of 15 credits must be taken at Gwynedd Mercy University. All prerequisites for the chosen courses must be satisfied. To receive credit for courses taken elsewhere, submission of a transcript must be submitted, and the program may request a course syllabus to appropriately evaluate course equivalency.

Academic Standards/Grade Requirements: Grades of “C” or higher are required in each minor Course; C- grades are not acceptable. A student may achieve less than a “C” grade in only two courses, and they may repeat these courses only once.

Attendance Policies: Students are expected to adhere to the attendance policies outlined by course instructors in individual courses. Attendance is required in all laboratory courses.

Academic Progress, Probation, and Program Dismissal: Should a student fail to earn a grade of “C” or higher in any of the courses required for the minor, the student will not earn the minor.

COMPUTER SCIENCE

Degree: Minor

Program Modality: On-ground

Academic Program Director: Cindy Casey

Program Description: If you have a GMercyU major other than Computer Science (CS), you may earn a minor in CS. The Computer Science program combines the fundamental problem-solving capabilities of computer science with hands-on experience in several areas of CS, including programming, networking, cybersecurity, computer forensics, artificial intelligence, machine learning, data mining, database development, web design, multimedia, and mobile applications.

NOTE: For Minor Requirements, see Program Handbook and Curriculum Sheets.

Internal Transfers: Students interested in adding a minor in the Computer Science program may do so at any time but must have earned a GPA of 2.5 or higher prior to being accepted into the program. Internal transfers will meet with their current advisor and the CS program director to discuss their interest and the requirements of the program.

External Transfers: Any student who has been enrolled in a regionally accredited post-secondary school of higher education and accepted into Gwynedd Mercy University as a transfer student may apply for a minor in Computer Science. The Registrar’s office will conduct a transfer equivalency analysis of the applicant’s completed credits. A maximum of six credits from another college or university can be applied to the CS minor. Course credits from another accredited institution will be accepted if they correspond to the courses offered at Gwynedd Mercy University and if the course grades are C or higher (C- is not an acceptable grade for transfer). The program director will review all transcripts and course descriptions from the sending university to determine course equivalency.

Academic Standards/Grade Requirements: Grades of “C” or higher are required in each CS course. A student may achieve less than a “C” grade in only two courses and may repeat these courses only once. If a student, regardless of cumulative grade point average, achieves less than a “C” grade on the third course, or fails to bring all grades up to a “C” with one repeat, the student may be dismissed from the minor.

Academic Progress, Probation and Program Dismissal: Students must earn a grade of “C” or better in CS 104, CS 114, CS 215, CS 321 and two additional CS courses at the 200-level or above for a total of 18 credits. Students with ≤ 2.0 GPA may be dismissed from the program.

Attendance Policies: Class attendance and participation is an integral part of the collaborative learning environment. Students with frequent unexcused absences typically do not do very well and often must repeat the course.

Course withdrawal policies: Same as University

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

Professional Disposition and Conduct: Students are responsible for exhibiting conduct that is appropriate to their professional training and education. Gwynedd Mercy University is committed to maintaining a positive learning, working, and living environment that is free from unlawful discrimination and harassment. It is the students’ responsibility to familiarize themselves with the University’s Policies.

Technology Requirements: Access to a Machine (physical or virtual) running **Windows Operating System**. All software, labs, hands-on projects, and assignments require the latest version of Windows.

COUNSELING AND INTERPERSONAL RELATIONS

Degree: Minor

Program Modality: On-ground

Academic Program Director: Rebecca Gullan

Program Description: Students in any baccalaureate program may earn a minor in counseling and interpersonal relations by completing six courses (18 credits).

Students may choose an area of concentration or earn a generalist minor.

Minor Courses:

Pre-requisite course: PSY 100.

Required courses: PSY 200 (or SWK 202 or PSY 202), PSY 212, and PSY 321. Additional Courses: Students may select three courses from one area to complete the minor with a concentration or select any three courses from the approved list to complete the minor with a generalist focus.

Concentration in Child and Family: PSY221, PSY222, and SWK241.

Concentration in Mental Health: PSY210, PSY206, and PSY304.

Concentration in Special Populations: CRJ205, PSY 437 or SWK203, and PSY300.

Concentration in Early Entry to Graduate Study*: CNS 501, CNS 505, CNS 520, and CNS 540.

Generalist: Any three courses from the approved list.

Additional upper-level psychology electives may be applied to the minor with approval from the program director.

*The Concentration in Early Entry to Graduate Study is available only to students accepted into the Early Entry to the MS in Counseling Program. Course substitutions may be made with the approval of the program director.

Internal/External Transfers: A maximum of six credits may be transferred from another institution. All prerequisites for the chosen courses must be satisfied. To receive credit for courses taken elsewhere, submission of a transcript must be submitted, and the program may request a course syllabus to appropriately evaluate course equivalency. Foundation counseling courses (PSY 212 and PSY 321) may not be transferred into the minor from another institution.

Academic Standards/Grade Requirements: A grade of C or higher is required in each of the courses required for the minor.

Academic Progress, (Probation), and Program Dismissal: A student may achieve less than a “C” Grade in only two courses for the minor and he/she may repeat these courses only once. If a student, regardless of their cumulative grade point average, achieves less than a “C” grade on a third course for the minor or fails to bring all grades up to a “C” with one repeat, they will be dismissed from the program. Exceptions may be made at the discretion of the program director or the Dean.

CRIMINAL JUSTICE

Degree: Minor

Program Modality: On-ground

Academic Program Director: Patrick McGrain

Program Description: Students with a university major other than criminal justice may earn a minor in criminal justice by completing six courses (18 credits): CRJ 102, 215, 216, and three CRJ electives. Students must earn a “C” or better in all courses in the minor.

NOTE: For Minor Requirements, see Program Handbook and Curriculum Sheets.

Program Admissions Requirements and Procedures: Follow University’s admissions procedures.

Internal/External Transfers: A maximum of six credits may be transferred from another college. Students must earn a “C” or better in all courses in the minor. For Minor Requirements, see Program Handbook and Curriculum Sheets.

Academic Standards/Grade Requirements: A grade of C or higher is required in each of the minor courses. A student may achieve less than a “C” grade in only two minor courses, and they may repeat these courses only once.

Academic Progress, Probation and Program Dismissal: If a student, regardless of their cumulative grade point average, achieves less than a “C” grade on a third minor course, or fails to bring all grades up to a “C” with one repeat, they may be dismissed from the program.

Experiential Learning: Students are required to engage in an internship, which allows students to put theory into practice, observe professionals engaging their field of study, practice their skills under the supervision of seasoned professionals, network within their chosen field, and gain valuable experience. Requirements and other information regarding the internship are detailed in the program handbook. Students should consult with their academic advisor the year before they plan to register for the internship. Students are responsible for their own transportation to and from off campus experiential learning opportunities.

DATA ANALYTICS

Degree: Minor

Program Modality: On-ground

Academic Program Director: Cindy Casey

Program Description: With a minor in data analytics, students will gain a foundational understanding of data analytics using the latest techniques and approaches. Students will learn how to write code to manipulate data, perform statistical analysis, and create visualizations. Through hands-on projects and case studies, students will apply their newly acquired knowledge and skills to real-world datasets. Ethical issues related to data collection, privacy, and security will also be explored. A minor in data analytics complements a wide range of majors and prepares students to remain competitive and relevant in the workforce.

Required Courses: A minimum of 18 credits is required for the Data Analytics Minor: CS 115, CS 116, CS 215, CS 312, CS 401, and PSY 111. All prerequisites for the chosen courses must be satisfied. Course substitutions will be considered at the discretion of the program director.

External Transfers: A maximum of six credits may be transferred from another institution. Course credits from another accredited institution will be accepted if they correspond to the courses offered at Gwynedd Mercy University and if the course grades are C or higher (C- is not an acceptable grade for transfer).

Academic Standards: A minimum grade of C must be earned for each course. "C-" is not acceptable.

DIGITAL COMMUNICATION

Degree: Minor

Program Module: on-ground

Academic Program Director: Melissa Dennis

Program Description: Students develop content creation skills that match today's strategic communication needs, building a digital portfolio with hands-on courses exploring basic website deployment, podcasting and video production.

Program Student Learning Outcomes:

PLO1 Gather, analyze, and communicate information and data from a variety of relevant and credible sources.

PLO2 Produce targeted, audience specific content.

PLO3 Demonstrate technical competency across digital and social media.

NOTE: For Minor Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention Program

Admissions Requirements and Procedures: Students earning a degree in any major may earn a minor in Digital Communication by completing 18 credits in required courses. Students should consult with the Digital Communication program director to complete the appropriate minor addition form.

Internal/External Transfers: A maximum of six credits may be transferred from another institution. All prerequisites for the chosen courses must be satisfied. To receive credit for courses taken elsewhere, submission of a transcript must be submitted, and the program may request a course syllabus to appropriately evaluate course equivalency.

For Curriculum Sequence, see Program Handbook.

Academic Standards/Grade Requirements: Grades of “C” or higher are required in each minor course. A student may achieve less than a “C” grade in only two courses, and they may repeat these courses only once.

Attendance Policies (including Lab/Clinical Attendance Policies): Students are expected to adhere to the attendance policies outlined by course instructors in individual courses.

Academic Progress, (Probation), and Program Dismissal: Should a student fail to earn a grade of “C” or higher in any of the courses required for the minor, the student will not earn the minor.

Course Withdrawal Policies: Same as University

Forensic Science

Degree: Minor

Program Modality: on-ground

Academic Program Director: Michelle McEliece

Program Description: Forensic science is the application of scientific principles, methods, and techniques to analyze physical evidence for legal investigations and court proceedings. It bridges science and the law to objectively identify, examine, and evaluate evidence. Students minoring in Forensic Science will receive training in the rigorous application of the scientific method to establish the legitimacy of a set of circumstances. The skills obtained through this minor are necessary for those who choose an occupation where the goal is to achieve justice.

A Forensic Science minor would suit undergraduate students across STEM, social science, and humanities fields (especially Criminal Justice, Biology, CIS, and Psychology) who want to apply scientific analysis to legal, investigative, and crime scene contexts, although students in any major could pursue a minor in Forensic Science. It is appropriate for those pursuing careers in lab work, law enforcement, law, or forensic psychology.

Program Learning Outcomes

PLO1 Applying scientific reasoning to crime scene analysis. Students will learn to systematically manage, reconstruct, and interpret crime scenes by utilizing the scientific method, ensuring the integrity and reliability of evidence.

PLO2 Analytical skills and critical thinking. Students will critically assess data and gain proficiency in offering qualitative and quantitative explanations for forensic evidence.

PLO3 Fundamental knowledge of criminalistics. Students will demonstrate an understanding of the principles and techniques essential to criminalistics, including the identification, handling, analysis, and interpretation of physical evidence.

PLO4 Instrumental and technological competence. Students will demonstrate proficiency in the usage of

instrumentation and technology familiar to forensic scientists, while comprehending the underlying theory and hands-on applications of these in forensic study.

PLO5 Interdisciplinary collaboration. Students will learn to effectively work in teams comprised of disparate expertise, integrating knowledge of forensic science, law, and other relevant fields to solve complex problems.

PLO6 Ethical practices in forensic professions. Students will become familiar with professional codes of conduct that highlight the integrity and accountability of forensic investigators, while gaining practice in recognizing and resolving potential ethical dilemmas that occur during investigations.

Academic Criteria for Admission, Progression and Retention

Internal/External Transfers: A maximum of six credits may be transferred from another institution. All prerequisites for the chosen courses must be satisfied. To receive credit for courses taken elsewhere, submission of a transcript must be submitted, and the program may request a course syllabus to appropriately evaluate course equivalency.

Academic Standards/Grade Requirements: Grades of “C” or higher are required in each minor course; C- grades are not acceptable. A student may achieve less than a “C” grade in only two courses, and they may repeat these courses only once.

Attendance Policies (including Lab/Clinical Attendance Policies): Students are expected to adhere to the attendance policies outlined by course instructors in individual courses.

Attendance is required in all laboratory courses.

Academic Progress, (Probation), and Program Dismissal: Should a student fail to earn a grade of “C” or higher in any of the courses required for the minor, the student will not earn the minor

HEALTHCARE ADMINISTRATION

Degree: Minor

Program Accreditation Status + Contact Information: IACBE; 11960 Quivira Road, Suite 300 Overland Park, KS 66213 USA Telephone: (913) 631 3009

Program Modality: Online

Academic Program Director: Melissa Dennis

Program Description: The minor in Healthcare Administration will help gain the skills that meet the challenges of today's health care systems while pursuing innovative solutions for tomorrow.

Program Learning Outcomes

PLO1 The ability to clearly and effectively prepare written business communications.

PLO2 Business students will apply knowledge and skills to make appropriate business decisions.

PLO3 The student will be able to apply ethical and moral decision-making principles to business situations.

PLO4 The student will demonstrate decision-support tools required for business professionals.

PLO5 The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations.

NOTE: For Minor Requirements, see Program Handbook and Curriculum Sheets.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as the College business programs

For Curriculum Sequence, see Program Handbook.

A student must complete the course and credit requirements as defined on the curriculum sheet to be a candidate for the Minor in Healthcare Administration.

Academic Progress, (Probation), and Program Dismissal: The minimum passing grade within the minor is C. A grade of C- is not acceptable.

Academic Standards/Grade Requirements: The minimum passing grade within the minor is C. A grade of C- is not acceptable.

Course Withdrawal Policies: Same as University

Attendance Policies (including Lab/Clinical Attendance Policies): Same as University

Experiential Learning: None required

HISTORY

Degree: Minor

Program Modality: On-ground

Academic Program Director: Michael Clinton

Program Description: Students with a University major other than history may earn a minor in history by completing six courses (18 credits): HIS107, HIS109, HIS131, HIS132, and two HIS electives.

NOTE: For Minor Requirements, see Program Handbook and Curriculum Sheets.

Academic Progress, Probation and Program Dismissal: The minimum passing grade for all required courses in the major is "C." Any grade lower than a "C" in more than one major course may result in Dismissal from the program. Students who earn less than a "C" in a required course may repeat it only once; if the repeat results in a grade less than a "C", the student will be dismissed from the program.

MARKETING

Degree: Minor

Program Modality: On-ground

Academic Program Director: Melissa Dennis

Program Description: The Marketing Minor provides students with a foundational understanding of marketing principles, consumer behavior, and integrated marketing strategies. Designed for students across disciplines, this 18-credit minor includes prerequisite coursework in Foundations of Business and

Principles of Marketing, followed by required courses in Integrated Marketing Communications, Consumer/Buyer Behavior, and Digital Marketing & Applied Strategy. Students also complete one elective from areas such as CRM, professional selling, social media marketing, strategic market management, or market research.

This minor prepares students to analyze consumer behavior, develop and communicate marketing strategies, and apply digital and traditional marketing tools in a variety of professional settings. Graduates are equipped to support brand development, customer engagement, and strategic growth across industries.

Program Student Learning Outcomes:

Students who complete the Minor in Marketing will be able to:

PLO1 Demonstrate understanding of core marketing concepts and their role in organizational success.

PLO2 Analyze consumer behavior and apply insights to marketing and business decisions.

PLO3 Apply integrated marketing communication principles across traditional and digital channels.

PLO4 Evaluate the role of digital and social media in engaging target audiences.

PLO5 Communicate marketing ideas and strategies effectively in professional contexts.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Same as University

For Minor Requirements, see Curriculum Sheets. For Curriculum Sequence, consult Program Advisor.

Internal/External Transfers:

Admissions requirements for external transfer students are the same as the University. Internal transfers should contact program chair.

Academic Standards/Grade Requirements: Students must earn a grade of “C” or higher in all required courses in order for the course to count toward completion of the minor.

Academic Progress, Probation, and Program Dismissal: Students must successfully complete all required courses in the program. A student who fails a required course may repeat the course once. If a student fails the same required course twice, the student may be dismissed from the program. All other academic progress and probation policies follow University guidelines.

Attendance: Regular class attendance is necessary for the 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.

Course Withdrawal Policies Same as University

MATHEMATICS

Degree: Minor

Program Modality: On-ground

Academic Program Director: Cindy Casey

Program Description: Reflective of the mission of the University, the mission of the Mathematics Minor is to provide each student with an education that is not only comprehensive in mathematical theorems and logic, but also literate in the arts and sciences. If you have a GMercyU major in any discipline, you may earn a minor in mathematics.

NOTE: For Minor Requirements, see Program Handbook and Curriculum Sheets.

Internal Transfers: Students interested in adding a minor in mathematics program may do so at any time but must have earned a GPA of 2.5 or higher prior to being accepted into the program. Internal transfers will meet with their current advisor and the CS program director to discuss their interest and the requirements.

External Transfers: Any student who has been enrolled in a regionally accredited post-secondary school of higher education and accepted into Gwynedd Mercy University as a transfer student may apply for a minor in mathematics. The Registrar's office will conduct a transfer equivalency analysis of the applicant's completed credits. A maximum of six credits from another college or university can be applied to the math minor. Course credits from another accredited institution will be accepted if they correspond to the courses offered at Gwynedd Mercy University and if the course grades are C or higher (C- is not an acceptable grade for transfer). The CS program director will review all transcripts and course descriptions from the sending university to determine course equivalency.

Academic Standards/Grade Requirements: Grades of "C" or higher are required in each mathematics course. A student may achieve less than a "C" grade in only two courses and may repeat these courses only once. If a student, regardless of cumulative grade point average, achieves less than a "C" grade on the third course, or fails to bring all grades up to a "C" with one repeat, the student may be dismissed from the minor.

Academic Progress, Probation, and Program Dismissal: Students must earn a grade of "C" or better in MTH 245, MTH 246 and 12 credits of electives selected from: MTH 231, MTH 234, MTH 235, MTH 261, MTH 301, MTH 302, MTH 303, MTH 304, MTH 305, MTH 401, MTH 407 or MTH 437 for a total of 20 credits. Students with ≤ 2.0 GPA may be dismissed from the program.

Technology Requirements: A laptop only if enrolled in MTH 261, Programming for Math.

MICROBIOLOGY

Degree: Minor

Program Modality: On-ground

Academic Program Director: Michelle Kulp McEliece

Program Description: A student who is pursuing a Bachelor of Arts or a Bachelor of Science degree may earn a minor in microbiology by completing 19 credits in microbiology.

Program Admissions Requirements and Procedures: Any student who is pursuing a Bachelor of Arts or a Bachelor of Science degree may apply to earn a minor in microbiology. Students should speak with the Biology program director prior to completing the appropriate minor addition form.

Internal/External Transfers: A maximum of six credits may be transferred from another institution. All prerequisites for the chosen courses must be satisfied. To receive credit for courses taken elsewhere, submission of a transcript must be submitted, and the program may request a course syllabus to appropriately evaluate course equivalency.

Academic Standards/Grade Requirements: Grades of "C" or higher are required in each minor course; C- grades are not acceptable. A student may achieve less than a "C" grade in only two courses, and they may repeat these courses only once.

Attendance Policies: Students are expected to adhere to the attendance policies outlined by course instructors in individual courses. Attendance is required in all laboratory courses.

Academic Progress, Probation, and Program Dismissal: Should a student fail to earn a grade of "C" or higher in any of the courses required for the minor, the student will not earn the minor.

MUSIC

Degree: Minor

Program Modality: On-ground

Academic Program Director: Carol Evans

Program Description: Students accepted into any baccalaureate program may earn a minor in Music by completing 18 credits: MUS 100 Glee Club (6 credits in applied music), MUS 104 Music Appreciation (3 credits), MUS 107 Music Therapy (3 credits), MUS 203 Introduction to Broadway (3 credits), and MUS 299 Piano Class (3 credits). SEM 214 Divas of Music may be substituted for any of the above (3 credits).

Transfers: A maximum of 6 credits may be transferred from another University.

Academic Standards/Grade Requirements: A minimum grade of "C" must be earned for each course. "C-" is not acceptable.

PHILOSOPHY

Degree: Minor

Program Modality: On-ground

Academic Program Director: Patrick Messina

Program Description: The philosophy minor at Gwynedd Mercy University allows students of various majors to enjoy in part the same curriculum provided in the philosophy major (18-credits total), allowing a profound humanities experience that focuses on the “regina scientiarum omnium (the queen of all the sciences).” For a fuller description of the Program, see the description for the philosophy major.

Internal/External Transfers: Contact Dr. Patrick A. Messina

Academic Progress: Maintenance of 2.5 GPA; probationary periods and program dismissals are determined by the Program Director in consultation with other philosophy faculty should a student fall below the 2.5 GPA minimum.

Academic Standards/Grade Requirements: Minimum Passing Grade: 2.5 *NOTE:*

For Minor Requirements, see Program Handbook and Curriculum Sheets.

PSYCHOLOGY

Degree: Minor

Program Modality: On-ground

Academic Program Director: Rebecca Gullan

Program Description: Students with a university major other than psychology may earn a minor in psychology by completing six courses (18 credits): PSY 100, PSY 111, and four PSY electives. Students must earn a “C” or better in all courses in the minor.

Academic Standards/Grade Requirements: A grade of C or higher is required in each of the courses required for the minor.

Academic Progress, (Probation), and Program Dismissal: A student may achieve less than a “C” grade in only two courses for the minor and he/she may repeat these courses only once. If a student, regardless of his/her cumulative grade point average, achieves less than a “C” grade on a third course for the minor, or fails to bring all grades up to a “C” with one repeat he/she will be dismissed from the program. Exceptions may be made at the discretion of the program director or the Dean.

PUBLIC HEALTH

Degree: Minor

Program Modality: On-ground

Program Description: The minor in public health will introduce students to the field by providing them with an understanding of the underlying influences on health where people live, work and play, and the skills to be informed consumers of health information. The minor will allow students to consider the intersection of public health with their major field. As a broad and interdisciplinary field, public health

has relevance to all majors at Gwynedd Mercy University by exploring how social determinants of health such as education, income, environment, policy, and community systems shape health, access to opportunity, and quality of life. Students with any university major other than public health may earn a minor in public health by completing six courses (18 credits): PUB 100 Introduction to Public Health, PUB 200 Health Behavior and Health Education, PUB 310 Introduction to Epidemiology, and three PUB electives. Students must complete any prerequisites for the required and elective courses.

Academic Standards/Grade Requirements: A grade of C or higher is required in each of the courses required for the minor.

Academic Progress, (Probation), and Program Dismissal: A student may achieve less than a “C” grade in only two courses for the minor and they may repeat these courses only once. If a student, regardless of their cumulative grade point average, achieves less than a “C” grade on a third course for the minor or fails to bring all grades up to a “C” with one repeat, they may be dismissed from the program.

RELIGIOUS STUDIES

Degree: Minor

Program Modality: On-ground

Academic Program Director: Patrick Messina

Program Description: The religious studies minor offers an 18-credit concentration in the academic study of religion, focusing on distinctive, often multidisciplinary, or interdisciplinary, approaches to the study of religion, thereby strengthening students’ interpretive and critical thinking skills. Coursework in the study of religion facilitates students’ recognition of diversity within and across traditions and helps students to identify and interpret religion’s impact across the globe, underscored by an orientation to the Mercy “critical concerns.”

Internal/External Transfers: Contact Dr. Patrick A. Messina

Academic Standards/Grade Requirements: Minimum Passing Grade: 2.5

Academic Progress, Probation and Program Dismissal: Maintenance of 2.5 GPA; probationary periods and program dismissals are determined by the Program Director in consultation with other philosophy faculty should a student fall below the 2.5 GPA minimum.

Minor Requirements: see Program Handbook and Curriculum Sheet.

SPORT MANAGEMENT

Degree: Minor

Program Modality: On-ground

Academic Program Director: Madeleine Herman

Description: The Sport Management Minor provides students across all disciplines with a comprehensive foundation in the business, administrative, and leadership aspects of the sports industry. This interdisciplinary program combines theoretical knowledge with practical applications, preparing students

to understand the complex operations of sports organizations in a rapidly growing global industry valued at over \$417 billion annually.

The minor leverages students' interest in sports to create meaningful engagement with business concepts including marketing, finance, human resources, legal frameworks, and strategic management. Students learn to analyze sports organizations as complex business entities, gaining industry-relevant skills that complement their major field of study.

Certificates

TRAUMA CERTIFICATE

Degree: Trauma-Informed Care Certificate

Accreditation: Not applicable

Program Modality: On-ground Program

Description: The Trauma-Informed Care Certificate is designed for undergraduate students. The certificate provides interdisciplinary evidence-based curriculum that equips participants with the knowledge and practical skills to recognize, respond to, and support individuals impacted by trauma across educational, healthcare, social service, and organizational settings. The Trauma-Informed Care Certificate includes a total of four 3-credit classes, for a total of twelve credits. Two courses are mandatory (foundational courses) and students are able to choose two additional special topics classes to complete the certificate from a list of approved interdisciplinary courses on the Trauma-Informed Care Certificate curriculum sheet.

Program Student Learning Outcomes

PLO 1: Explain the impact of trauma across the lifespan, including neurobiological, psychological, social, and cultural dimensions, and how trauma influences learning, behavior, health, and relationships.

PLO 2: Apply trauma-informed care principles (safety, trustworthiness, choice, collaboration, empowerment, and cultural humility) in academic, professional, and community contexts.

PLO 3: Analyze systems and environments (e.g., schools, workplaces, healthcare, justice systems, communities) for trauma-informed strengths and gaps.

PLO 4: Demonstrate ethical, culturally responsive, and inclusive practices when engaging with individuals and communities impacted by trauma.

PLO 5: Integrate interdisciplinary perspectives to address trauma and promote resilience, healing, and well-being.

PLO 6: Reflect critically on personal and professional roles, recognizing secondary trauma, boundaries, and strategies for self-care and sustainability.

For Certificate Requirements, see Program Handbook and Curriculum Sheets.

For Curriculum Sequence, see Program Handbook.

Program Admissions Requirements and Procedures: Any student accepted into the University can add a Trauma-Informed Care Certificate to an existing Major or can enroll solely in the Trauma-Informed Care Certificate program. To successfully complete the Certificate, students must have completed a minimum of an Associates degree or equivalency (60 credits completed at a regionally accredited institution).

Transfers:

Internal: Students who are enrolled in any Major at the University may additionally enroll in the Trauma-Informed Care Certificate program, with approval from their Major Program Director and the Program Director for the Certificate.

External: Any student who has been enrolled in a regionally accredited post-secondary school of higher education and accepted into Gwynedd Mercy University as a transfer student may enroll in the Trauma-Informed Care Certificate program. The Registrar's office will conduct a transfer equivalency analysis of the applicant's completed credits.

Academic Standards/ Grade Requirements: Students in the Trauma-Informed Care Certificate program must maintain a C or better in all required course in the Certificate program. Students who do not obtain a C or better in any required Certificate course will have the option to repeat the course or withdraw from the Certificate program.

Attendance Policies: Same as the University.

Academic Progress, Probation, and Program Dismissal: Students who receive below a C in any required course for the Trauma-Informed Care Certificate are allowed to repeat the course once to obtain a C or better. If the student is not able to earn a C or better in the repeated class, they will be dismissed from the program.

Course Withdrawal Policies: Same as the University

Experiential Learning: Not applicable

Other: Not applicable

GRADUATE PROGRAMS

Faculty

Business Administration—John Covone

Counseling—Jennifer Aucoin, Elizabeth Brokamp, Courtney Loveless, Tina Pharr, Page Thanasiu

Education—Ray Bandlow, Jaimie Bowen, Tiffany Cresswell-Yeager, Carol Eten, Amber Gentile, Peggy Kerr, Michelle Szpara

Degree Programs

- Master of Business Administration with concentrations in:
 - Healthcare Administration
 - Strategic Management and Leadership
- Master of Science in Counseling with concentrations in:
 - Clinical Mental Health Counseling
 - School Counseling
- Master of Science in Cybersecurity and Artificial Intelligence

- MS, Education, Master Teacher Program with certification in:
 - PreK–4
 - Secondary Biology
 - Secondary English
 - Secondary Mathematics
 - Secondary Social Studies
 - Master Teacher Program without Certification
- 2+2 Combined Master's in Education and Doctorate of Education Certification Program
- Master of Science in Educational Administration:
 - K–12 Principal Certification
 - Supervisor of Curriculum and Instruction Certification
- Master of Science in Special Education
 - Without Certification
 - With PreK–12 Certification
 - PreK–12 (Certification only)
- 2+2 Master of Science in Ed Admin, PK12 Principal Cert, and EdD in Educational Leadership
- 2+2 Master of Science in Education and EdD in Curriculum, Instruction, & E-Learning in PK12
- Doctorate of Education in Educational Leadership
 - Leadership in Higher Education
 - Leadership in Special Education
 - Leadership in PreK–12 Schools and School Districts
- Doctorate of Education in Teaching and Learning in Higher Education
 - Nursing Education

Doctorate of Education in Curriculum, Instruction, and E-Learning in PK12

Certification Programs

- Post Master's Certificate Program in Clinical Mental Health Counseling
- Post Master's Certification and Certificate Program in School Counseling
- Post Master's K-12
 - Principal Certification
 - Supervisor of Curriculum and Instruction
 - Superintendent Letter of Eligibility
 - Supervisor of Special Education
 - Curriculum, Instruction, and E-Learning
- Post Master's Certification Program in Teaching & Learning in Higher Education

Graduate Business Certificates

- Certificate in Healthcare Administration
- Certificate in Leadership
- Certificate in Strategic Management

MASTER OF BUSINESS ADMINISTRATION (MBA)

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

Degree: Master of Business Administration

Options: MBA, Healthcare Administration; MBA, Strategic Management and Leadership

Program Modality Online

Academic Program Director: John Covone

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

Program Learning Outcomes:

PLO1 Students will effectively research and communicate in writing (in APA format) ideas and arguments associated with business leadership and management issues.

PLO2 Students will apply knowledge and skills to develop a comprehensive business plan which demonstrates competency in the following areas: management, operations, finance, and marketing.

PLO3 Students will apply critical thinking to real life work problems through the application of theoretical and experiential knowledge.

PLO4 Students will identify issues and strategies related to ethics and corporate social responsibility and its implications for business.

Major Requirements:

Core Courses: 21 credits

MBA Option: 9 credits

Total: 30 credits

The MBA course prerequisites are offered as one-credit courses. Each prerequisite is completed prior to the corresponding MBA course. MBA students will complete prerequisite courses if they have not earned undergraduate credit in corresponding business subjects.

Course Requirements:

Core Courses—21 credits

MBA 600 Ethical Decision Making and Corporate Social Responsibility

MBA 610 Strategic Management

MBA 620 Accounting for Decision Makers

MBA 630 Marketing Planning

MBA 640 Managing Business Operations

MBA 650 Managerial Finance

MBA 660 Capstone Business Plan

Students select one of these options:

Health Care Administration—9 credits

MBA 730 Health Care Budgeting, Planning and Finance

MBA 740 Managing Health Care Delivery Systems

MBA 750 Healthcare Information Systems

International Business Option—9 credits

MBA 711 Global Marketing and Planning

MBA 712 Supply Chain Management

MBA 713 Trade Finance and Risk

Strategic Management and Leadership Option—9 credits

MBA 700 Organizational Leadership

MBA 710 Global Management

MBA 720 Managing Human Capital

Academic Criteria for Admission, Progression and Retention

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

- A completed and signed application and application fee.
- A baccalaureate degree from a regionally accredited University or College with a GPA of 3.00 or above.
- The official university transcripts of all undergraduate and graduate coursework.
- Two letters of recommendation (preferably, one should be from a supervisor).
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only). Students whose native language is English are not required to submit language scores.

Academic Standards/Grade Requirements: Students in the MBA program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in the program. Students may retake a maximum of two courses in which they earned a C or C+. Students may retake an individual course only one time. Students are expected to follow the program's course sequence toward degree completion.

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

Attendance Policies: Same as the University

Academic Progress, Probation and Dismissal:

Academic Probation

A student whose GPA falls below a 3.0 will be placed on academic probation and must improve their GPA to a 3.0 or higher within the next six credits they attempt.

A student who earns a grade of C or C+ will receive a notice of academic warning from the Dean.

Academic Dismissal

A student who is placed on academic probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses, or who earns below a C in any course, will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

MASTER OF BUSINESS ADMINISTRATION 4+1 (MBA 4+1)

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

Degree: Master of Business Administration

Program Options: MBA in Healthcare Administration; MBA Strategic Management and Leadership

Program Modality: On Ground and Online

Academic Program Director: John Covone

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

Program Learning Outcomes:

PLO1 Students will effectively research and communicate in writing (in APA format) ideas and arguments associated with business leadership and management issues.

PLO2 Students will apply knowledge and skills to develop a comprehensive business plan which demonstrates competency in the following areas: management, operations, finance, and marketing.

PLO3 Apply critical thinking to real life work problems through the application of theoretical and experiential knowledge.

PLO4 Students will identify issues and strategies related to ethics and corporate social responsibility and its implications for business.

Major Requirements:

Core Courses: 21 credits

MBA Option: 9 credits

Total: 30 credits

The MBA course prerequisites are offered as one-credit courses. Each prerequisite is completed prior to the corresponding MBA course. MBA students will complete prerequisite courses if they have not earned undergraduate credit in corresponding 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:

Healthcare Administration—9 credits

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

International Business Option—9 credits

MBA 711 Global Marketing and Planning
MBA 712 Supply Chain Management
MBA 713 Trade Finance and Risk

Strategic Management and Leadership Option—9 credits

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

Academic Criteria for Admission, Progression and Retention

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

- A completed and signed application and application fee during the student's junior year at Gwynedd Mercy University.
- Students must have a GPA of 3.00 or above.
- The official University transcripts of all undergraduate and graduate coursework.
- Two letters of recommendation (preferably, one should be from a supervisor).
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only). Students whose native language is English are not required to submit language scores.

Academic Standards/Grade Requirements: Students in the MBA program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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 are expected to follow the program's course sequence toward degree completion.

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

Attendance Policies: Same as the University

Academic Progress, Probation and Program Dismissal:

Academic Probation

A student whose GPA falls below a 3.0 will be placed on academic probation and must improve their GPA to a 3.0 or higher within the next six credits attempted.

A student who earns a grade of C or C+ will receive a notice of academic warning from the Dean.

Academic Dismissal

A student who is placed on academic probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses, or who earns below a C in any course, will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

Cybersecurity and Artificial Intelligence

Accreditation: N/A

Degree: Master of Science

Program Modality: Online

Academic Program Director: Cindy Casey

Program Description: The Master of Science in Cybersecurity and Artificial Intelligence is a 30-credit, fully online program designed to prepare students to understand, develop, evaluate, and responsibly apply artificial intelligence across a variety of professional and technical settings. The curriculum combines a foundation in computer science with specialized study in artificial intelligence and provides opportunities for applied learning through an independent graduate-level project.

Students select one of two tracks based on their professional interests and career goals. The **Human-Centered Artificial Intelligence Track** examines the ethical, societal, legal, and organizational implications of artificial intelligence, with an emphasis on responsible AI, human decision-making, policy, governance, and the impact of AI across industries. The **Machine-Centered Intelligence Track** provides a more technical focus on the design, development, and evaluation of intelligent systems through study in machine learning, deep learning and neural networks, mathematics for artificial intelligence, and related technologies.

Throughout the program, students develop the technical knowledge, critical-thinking skills, and ethical awareness necessary to evaluate emerging AI technologies, address real-world challenges, and contribute responsibly to the evolving field of artificial intelligence.

Program Learning Outcomes:

PLO1: Apply logical, analytical, and abstract reasoning to evaluate, design, and test AI systems, models, and applications.

PLO2: Utilize artificial intelligence and machine learning technologies responsibly and ethically in accordance with legal standards, organizational policies, and societal values.

PLO3: Demonstrate advanced knowledge of computing systems and their applications in artificial intelligence.

PLO4: Apply artificial intelligence knowledge and technical skills to specialized study, professional practice, and related fields.

PLO5: Analyze the evolution of computing, machine learning, and artificial intelligence, and evaluate their impact on society, organizations, and technological advancement

PLO6: Apply artificial intelligence concepts across disciplines and professional fields.

For Coursework Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Major Requirements:

Minimum GPA 3.0

Two letters of recommendation

Statement of purpose

Transfer Credits Students may transfer up to 9 eligible graduate credits, subject to academic review and approval or the terms of an established Memorandum of Understanding (MOU).

Curriculum Sequence: See Program Handbook

Academic Standards/Grade Requirements: Students must maintain a minimum cumulative GPA of 3.0 in graduate coursework to remain in good academic standing and qualify for graduation. Courses must be completed with a minimum grade established by the University's graduate academic policies. Students who fall below the required GPA may be subject to academic warning, probation, or dismissal in accordance with university policy.

Attendance Policies: Courses are delivered fully online with no required scheduled class meetings. Students are expected to actively and consistently engage in their courses throughout each 7-week session. Attendance is demonstrated through participation in course activities, completion of assignments, discussion activities, and other academic engagement as determined by the instructor. Specific participation and attendance expectations will be outlined in each course syllabus.

Academic Progress/Academic Probation: Students must maintain satisfactory academic progress throughout the program. Students who fail to meet the University's graduate academic standards may be placed on academic probation and will be required to demonstrate academic improvement to return to good standing. Continued failure to meet established academic standards may result in dismissal from the program in accordance with Gwynedd Mercy University policy.

Academic Dismissal: Students who fail to meet academic standards or the conditions of academic probation may be dismissed from the program in accordance with Gwynedd Mercy University policy.

Time to Completion: Approximately 1.5 years (18 months). Time to completion may vary depending on the number of transfer credits accepted toward the degree.

COUNSELING

Accreditation: Council for Accreditation of Counseling and Related Educational Programs (CACREP): Clinical Mental Health and School Counseling degree programs through 2032

Degree: Master of Science

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

Pennsylvania Department of Education Certification Status: School Counseling degree concentration meets PDE defined educational competencies for certification as a PreK–12 School Counseling in the Commonwealth of Pennsylvania.

Program Modality: Online with one weekend residency on campus.

Academic Program Director: Tina Pharr

Program Description: The Graduate Counseling Program at Gwynedd Mercy University offers master's-level concentrations in Clinical Mental Health Counseling and School Counseling. Both master's degree concentrations are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The program prepares students for entry-level professional counseling practice through a scholar–practitioner model that integrates theory, research, and supervised clinical experience. Students develop counseling knowledge, skills, and professional dispositions through coursework, a required residency, and faculty-supervised field experiences.

The majority of courses are offered in an accelerated 7-week asynchronous format. CNS 537 *Special Topics Residency* is a 7-week course that includes a required 3-day in-person residency. CNS 501 *Counseling Skills* and CNS 535 *Group Counseling and Facilitation Skills* are 14-week courses with mandatory intermittent synchronous meetings. Practicum and internship courses are 14 weeks in length and include weekly mandatory synchronous group supervision. Additional details regarding residency, synchronous meetings and fieldwork requirements are available in the Counseling Program Student Handbook.

Program areas of study:

Master of Science Degree

The Master of Science (MS) in Counseling degree requires 60 credits of coursework and has two concentrations of study: Clinical Mental Health Counseling and School Counseling. Students completing the master's degree will be eligible to sit for the National Counselor Exam (NCE) leading to license as a professional counselor (LPC). Both concentrations require a 100-hour practicum and 600 hours of internship.

The Clinical Mental Health Counseling concentration prepares students to provide counseling services to children, adolescents, families, and adults in a range of community mental health settings.

The School Counseling concentration is a Pennsylvania Department of Education approved PreK–12 school counseling certification program. The School Counseling curriculum aligns with the components of the American School Counseling Association (ASCA) National Model. Graduates of the program are eligible to apply to the Pennsylvania Department of Education to become certified K–12 school counselors in the State of Pennsylvania.

Post Graduate Programs

PreK–12 School Counseling Certification program

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

Clinical Mental Health Certificate program

The post-graduate Clinical Mental Health Certificate program is designed for graduates of Gwynedd University's Master in School Counseling program (online; 48 credits between 2014–2018). This certificate program requires 12 credits of graduate counseling courses (including a 200-hour internship in a clinical mental health setting over one term) and offers students the additional credits required to sit for the NCE and seek licensure as a professional counselor (LPC) in the State of Pennsylvania.

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

Program Learning Outcomes:

PLO1 Students will demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (3.A.10)

PLO2 Students will demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. (3.B.2)

PLO3 Students will demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. (3E.C.7,11)

PLO4 Students will demonstrate knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation. (3.D.6.)

PLO5 Students will demonstrate knowledge of essential interviewing, counseling, and case conceptualization skills. (3.E.3,9)

PLO6 Students will demonstrate knowledge of approaches to group formation, including recruiting, screening, and selecting members. (3.F.5)

PLO7 Students will demonstrate knowledge of the use of assessments for diagnostic and intervention planning purposes. (3.G.7.)

PLO8 Students will demonstrate knowledge of the analysis and use of data in counseling. (3.H.1, 3.H.6)

PLO9 Clinical Mental Health Students will demonstrate understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues. (5.C.5)

PLO10 School Counseling Students will demonstrate knowledge of the school counselor roles as leaders, advocates, and systems change agents in P–12 schools. (5.H.6.)

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

Post-Graduate PreK–12 School Counseling Certification Curriculum:

The post-graduate PreK–12 School Counseling Certification curriculum is based on the Pennsylvania Department of Education requirements to meet the PreK–12 School Counseling certification requirements in the State of Pennsylvania.

The post-graduate Clinical Mental Health Certificate curriculum meets the remaining educational requirements for graduates of Gwynedd Mercy University's MS in School Counseling program (48 credits; online between 2014–2018) to sit for the NCE. Successful completion of the NCE with the appropriate post-degree supervision requirements leads to the LPC credential in the State of Pennsylvania.

For major and post-graduate program offering requirements, see the Counseling Program Student Handbook.

Program Admission Requirements and Procedures MS in Counseling Program

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

- A Baccalaureate degree from an accredited institution of higher education
- Submission of official transcripts from all academic institutions attended
- Earned a minimum grade point average (GPA) of a 3.0 on a 4.0 scale
- Acceptable scores on the Graduate Record Examination (See below)
 - **This requirement is waived for:**
 - a. Applicants **whose GPA is above a 3.0 on a 4.0 scale**, or
 - b. Applicants who currently possess a graduate degree.

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

- Completion of the Gwynedd Mercy University Graduate Application & Fee
- Submission of two letters of recommendation from:
 - a. An academic who can attest to the applicant's academic ability (preferred), and
 - b. A professional or supervisor who can attest to the applicant's professional qualification, abilities, and temperament for the field.
- A personal statement (3–5 pages maximum) that addresses the following:
 - a. Discuss your career goals and how you believe Gwynedd Mercy's graduate counseling program and the specific concentration you are choosing will prepare you for your future path.
 - b. Discuss what you believe it will take to be successful academically in an online graduate counseling program and why you believe you have the characteristics and ability to meet the challenge.
 - c. Gwynedd Mercy's core values include integrity in word and deed, respect for the dignity of each person, service to society, and social justice in a diverse world. How do these values relate to the profession of counseling?
- Group interview with program faculty

Post-Graduate Programs

1. Completion of master's degree from an accredited institution of Higher Education
2. Submission of official transcripts from all academic institutions attended

3. A minimum cumulative Graduate grade point average (GPA) of a 3.0 on a 4.0 scale
4. Completion of the Gwynedd Mercy University Graduate Application and fee
5. Submission of two letters of recommendation
 - a. An academic who can attest to the applicant's academic ability (preferred) and
 - b. A professional or supervisor who can attest to the applicant's professional qualification, abilities, and temperament for the field
6. A personal statement (3-5 pages maximum) that addresses the following:
 - a. Discuss your career goals and how you believe Gwynedd Mercy's graduate counseling program and the specific concentration you are choosing will prepare you for your future path.
 - b. Discuss what you believe it will take to be successful academically in an online graduate counseling program and why you believe you have the characteristics and ability to meet the challenge.
 - c. Gwynedd Mercy's core values include integrity in word and deed, respect for the dignity of each person, service to society, and social justice in a diverse world. How do these values relate to the profession of counseling?
7. Personal interview with program faculty.

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

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

Curriculum Sequence: Students' curriculum sequence is based on their cohort upon entry into the program. Students should review their cohort schedule and speak with their Academic Advisor for further information on their curriculum sequence. Students are not permitted to take more than two courses at the same time without prior permission of the Program Director.

Academic Standards/Grade Requirements: Students in the Counseling Program (regardless of area of study) are required to meet all University and College of Arts, Sciences, and Professional Studies academic standards and grade requirements as indicated in the Graduate Catalog. In addition to the University and College of Arts, Sciences, and Professional Studies standards, students in the Counseling Program are required to earn a grade of "B" or better in all Core Curriculum and field placement courses (Practicum and Internships). Core Curriculum courses are indicated on the student's curriculum sheet. Students in the Counseling Program also need to be aware of the following **academic requirements**. The minimum major and cumulative GPA of 3.0, (B) average is required to remain in good standing. One grade of C+ is permitted (for non-Core/Field courses), but a 3.0 grade point average must be maintained throughout the program. Students may only retake two (2) courses in which they earned a C or C+ unless by special permission from the Program Director. A grade of C requires the student to retake the course. Students may retake an individual course only one time. Students may not earn any grade below a C and remain in the program.

Attendance Policy: The Counseling Program defines attendance in the same manner as the University does for all online graduate courses: Online students are considered present for the week if they post to a discussion forum or submit any assignment or other deliverable during the instructional week (Monday–Sunday). Failure to actively engage in the course by posting to discussion forums or

submitting assignments will result in an official absence and a lower grade. In addition, there are specific attendance expectations in several Counseling courses. These courses include but are not limited to the program field courses (weekly 1.5 hours synchronous group supervision), the program skills courses, and the Special Topics Residency course. Attendance is mandatory for the required residency in the Counseling Program. Attendance in field course weekly group supervision is also mandatory. Unexcused absences may result in a lower final grade and/or program dismissal. More information is available in the Counseling Program Student Handbook.

Students in the Counseling Program need to be aware of the following **online graduate program attendance policy**: Should a student fail to attend a course for two consecutive weeks, the student will be administratively withdrawn from the course and program.

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

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

Course Withdrawal Policies: The Counseling Program maintains the same course withdrawal policies as outlined for all online graduate programs in the Graduate Catalog.

Time to Completion:

1. **Master of Science in Counseling Program** (both concentrations of study) is typically 2.5 to 3.5 years. The maximum time for completion of the degree is 6 years. In extraordinary circumstances, students may petition the Dean or Vice President for Academic Affairs, or a designate, in writing for an extension.
2. **Post-graduate Clinical Mental Health Certificate Program** is between 7 and 10 months depending on start time of cohort.
3. **Post-graduate PreK–12 School Counseling Certification Program** varies based on the total number of Pennsylvania Department of Education competencies waived based other master's degree work. The maximum time for completion is 5 years.

Field Requirements: The Counseling Program offers three areas of field experience: Pre-Practicum, Practicum and Internship: 6 hours of Pre-Practicum (built into counseling course work), 100 hours of Practicum and 600 hours of Internship. Below are the main field experience expectations by area.

For specific information regarding field placement particulars (expectations, grading, application requirements, etc.) please review the appropriate field handbook. These handbooks can be found on the student portal and on the program website.

Pre-practicum: Pre-practicum requirements are fulfilled in CNS 505: Foundations of Counseling. This course and the pre-practicum hours involved must be completed when applying for practicum. For more information about the pre-practicum experiences, please review the Practicum Handbook found on the student portal.

Practicum: The following courses are prerequisites for Practicum (CNS 513): CNS 501 Counseling Skills, CNS 505 Foundations of Counseling, CNS 540 Ethical and Legal Issues in Counseling, and CNS 537 Special Topics Residency. Since these courses are Core courses, students must earn a grade of “B” or better in each in order to begin Practicum.

Practicum requires 100 hours of fieldwork over the course of 14 weeks (approximately 8 hours per week). Students must complete the full 100 hours at the practicum site with at least 40 hours of direct services with students/clients. The practicum course requires an hour and a half (1.5) of synchronous group supervision weekly. This supervision is held during the evening hours. Students must attend this weekly class group supervision in order to pass the course. For more information about Practicum, please review the Practicum Handbook found on the student portal and on our program website.

Internship: Internship requires 600 hours of field work on site. At least 240 hours of the required fieldwork hours must be in direct service to clients/students. Each internship course requires an hour and a half of weekly synchronous group supervision, which is held during evening hours and is mandatory in order to pass the course. For more information about Internship, please review the Internship Handbook found on the student portal.

Students complete internship over the course of two semesters in Internship I (300 hours) and Internship II (300 hours). Students who anticipate a hardship with completing 300 hours in each internship course may petition during Practicum to complete 200 hours in each internship course and add a third internship course (Internship III, 200 hours) to the end of their program. This option will extend the length of the program and result in the student taking 3 credit hours in addition to the 60 required for the degree.

Post-graduate Clinical Mental Health Certificate students complete 200 hours of internship with at least 80 hours of direct service with clients. The internship course requires an hour and a half of weekly synchronous group supervision, which is held during evening hours and is mandatory in order to pass the course. For more information about Internship, please review the Internship Handbook found on the student portal.

Post-graduate PreK–12 School Counseling Certification Program students follow the same fieldwork progression as degree students. However, instead of completing 600 hours of internship, they are required to complete 420 internship hours with at least 168 hours of direct service with students.

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

- Both practicum and internship experiences must be in a setting applicable to the student’s concentration of study under the supervision of an appropriate site supervisor with the proper

license/certification.

- No two field placements can be taken at the same time. The student must complete practicum and internship experiences separately. No field experience can start before the Practicum/Internship course begins. No field experience can end before the Practicum/Internship course ends, and no Field Experience can continue after the Practicum course ends.

School Counseling concentration students:

- Cannot complete Practicum and Internship field experience during the summer.
- Must complete Practicum and Internship field experience during the PreK–12 school day when PreK–12 school is in session.
- Must be supervised on site by a certified school counselor with three years of school counseling experience who is currently employed as a school counselor.

Clinical Mental Health concentration students:

- Are permitted to complete their field experiences during the summer.
- Students in the post-graduate Clinical Mental Health Certificate program must complete their fieldwork in a clinical mental health setting.

Any students who wish to complete their field experience where they work must file a petition requesting an exception. Filing a petition to request permission to complete practicum or internship where one works does not guarantee a waiver. For more information on the petition to complete field in the workplace, please see the Practicum or Internship Handbook found on the student portal.

Comprehensive Exam:

All Counseling Program degree students must complete the must complete the program's comprehensive examination, which assesses student mastery of core curricular areas in counselor education. Students are permitted two (2) attempts to achieve a passing score. Students who do not pass after two attempts must demonstrate competency in the deficient content areas through a faculty-determined remediation process to graduate. For a full explanation of this policy and process, please see the Counseling Program Student Handbook.

Professional Counselor Dispositions

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

MASTER OF SCIENCE IN EDUCATION

Degree: Master of Science

Degrees Offered: Master of Science in Education

Master of Science in Education with PK-4 Teaching Certification, Master of Science in Education with Secondary Teaching Certification, Certification *Only*: PK-4 Teaching Certification; Secondary Teaching Certification

Program Accreditation: Recognized and approved by the Pennsylvania Department of Education

Program Modality: Online

Academic Program Director: Jaimie Bowen

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

Preparation for Professional Licensure/Certification: This program was designed to meet the licensure/certification requirements of the Commonwealth of Pennsylvania. Students who reside in a different state should carefully review their home state's licensure/certification requirements prior to enrolling in this program. Both field experience observations and student teaching are required for certification. 150 Pre-student teaching hours are embedded within certification courses. Student teaching is a 14-week full-time placement.

Student is responsible for all required clearances in their respective state. To qualify for Pennsylvania Instructional, I Certification, a student must complete all certification specific coursework, pass required qualifying tests, and validate clearances. If the student meets all criteria, the Certification Specialist will recommend for certification to the Pennsylvania Department of Education.

Program Learning Outcomes:

PLO1 Apply theoretical and practical knowledge in support of their professional practice.

PLO2 Utilize educational research and develop their own research interests and agenda.

PLO3 Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States.

PLO4 Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures.

PLO5 Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners.

For Major Requirements, see Program Handbook and Curriculum Sheets.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures:

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

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

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

For Curriculum Sequence, see Program Handbook

Academic Standards/Grade Requirements: Students in the MSED program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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. When possible, a student should follow the course sequence as listed.

PK–4 Certification

The courses listed below are considered core pedagogy courses for the PK–4 Certification and require a final grade of B or better prior to student teaching:

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 580: Multicultural & Diversity Issues in Education
EDU 581: Foundations of Special Education in an Inclusionary Setting
EDU 565: Student Teaching and Professional Seminar also requires a grade of B or better to be considered for Certification.

Secondary Certification: An audit of undergraduate transcripts will be conducted during the admissions process. If all secondary competencies have not been met and/or the student has not earned a C or better in the undergraduate content area, the student will be required to complete additional undergraduate coursework. Students whose audit indicates a need for additional coursework are responsible for tracking their progress, creating a folder with all related documents and following the procedure outlined below:

1. Find courses to meet needed competencies.
2. Obtain course approvals using the Secondary Education Course Approval Form for each needed competency.
3. Obtain transcripts showing the needed courses have been completed with a passing grade.
4. Annotate the audit sheet to show that all needed courses have been completed.
5. Submit course approval forms, transcripts and annotated audit sheet at the same time the student applies for student teaching.

The courses listed below are considered core pedagogy courses for the Secondary Certification and require a final grade of B or better prior to student teaching:

EDU 508: Secondary School Methods and Materials

EDU 580: Multicultural & Diversity Issues in Education

EDU 581: Foundations of Special Education in and Inclusionary Setting

EDU 565: Student Teaching and Professional Seminar also requires a grade of B or better to be considered for Certification.

Professional Disposition and Conduct: For all students in a certification program, a professional disposition assessment is required to be submitted twice during the program: prior to and during student teaching.

Attendance Policies: The pace of an accelerated degree program requires students to maximize opportunities to learn. The classes and out-of-class learning activities provide the primary context for instruction as well as learning. The College of Arts, Sciences, 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.

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

Academic Progress, Probation and Program Dismissals:

Academic Probation

A student whose GPA falls below a 3.0 will be placed on academic probation and must improve their GPA to a 3.0 or higher within the next six credits attempted.

If a student earns below a grade of B in any of the core pedagogy courses listed above, they must repeat the course at Gwynedd Mercy University and earn a grade of B or better. A student who earns a grade of C or C+ will receive a notice of academic warning from the Dean.

Academic Dismissal

A student who is placed on academic probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses or who earns below a C in any course will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance

for readmission is not guaranteed.

Student Teaching

Students who do not successfully complete student teaching or who are removed from their student teaching placement will not be recommended for Instructional I Certification to the Pennsylvania Department of Education. Removal from student teaching placement may occur for various reasons, including but not limited to unsatisfactory performance based on supervision reports; disposition concerns from Gwynedd Mercy faculty and staff and/or the faculty and staff of the student teaching placement; and an arrest or conviction of any reportable offense, according to Section 111(e) of the PA School Code.

Student teaching performance is a critical component of the certification program, and students are encouraged to discuss concerns with their Program Director and Certification Specialist. Additional information can be found in the Student Teaching Handbook.

Course Withdrawal Policy:

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

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

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

SUPERINTENDENT LETTER OF ELIGIBILITY—CERTIFICATION ONLY

Program Certificate: Pennsylvania Superintendent Letter of Eligibility

Program Accreditation: Recognized and approved by the Pennsylvania Department of Education

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

Academic Program Director: Raymond Bandlow

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

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

Preparation for Professional Licensure/Certification: This program meets all coursework requirements

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

Program Learning Outcomes

PLO1 Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others.

PLO2 Understand the foundational base of organizational theory and demonstrate the ability to bridge theory and practice.

PLO3 Given scenarios of conflict, choose ethical courses of action consistent with Gospel values.

PLO4 Synthesize and analyze data to reveal relations and causality and convert raw data into actionable information.

PLO5 View problems and challenges through the lens of a scientist, seeking evidence-based conclusions.

PLO6 Practice and model steward leadership in transforming organizations to better serve all constituents.

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

Admission Requirements

- A master's degree or equivalent in a field related to the student's preferred area of concentration from an institution accredited by the Middle States Commission on Higher Education, or comparable accreditation, with a cumulative GPA of 3.0 or above.
- Official graduate and undergraduate transcripts.
- A resume showing professional experience.
- Six years of experience in an educational setting, of which three years must be in a supervisory or administrative role.
- Two letters of reference.

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

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

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

Academic Standards/Grade Requirements: Students in the Superintendent letter program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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. When possible, a student should follow the course sequence as listed.

Academic Progress, Probation and Program Dismissals:

Academic Probation

A student whose GPA falls below a 3.0 will be placed on academic probation and must improve their GPA to a 3.0 or higher within the next six credits completed.

A student who earns a grade of C or C+ will receive a notice of academic warning from the Dean.

Academic Dismissal

A student who is placed on academic probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses or who earns below a C in any course will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

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

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

Course of Study and Curriculum Sequence: See Program Handbook

TEACHING & LEARNING IN HIGHER EDUCATION—CERTIFICATION

Program Certificate: Gwynedd Mercy University Certification

Program Accreditation: Recognized and approved by the Pennsylvania Department of Education

Program Modality: Online

Academic Program Director: Raymond Bandlow

Program Description: This program requires five content courses, 3 credit hours each, for a total of fifteen (15) credit hours.

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

Program Learning Outcomes:

PLO1 Professional competency for teaching in higher education and educational organizations with a commitment to understanding the individual learner and engaging them in the course of study.

PLO2 Critical thinking and reflection to synthesize information and develop sound arguments and reasonable solutions with moral and ethical judgment that guides teaching decisions.

PLO3 Intercultural competence and knowledge to promote advocacy and activism related to the core values within the Mercy mission.

Admission Requirements:

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

- A resume showing professional experience.
- Two letters of reference.

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

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

Academic Standards/Grade Requirements: Students in the Teaching & Learning in Higher Education Certificate program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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. When possible, a student should follow the course sequence as listed.

Academic Progress, Probation and Program Dismissals:

Academic Probation

A student whose GPA falls below a 3.0 will be placed on Academic Probation and must improve their GPA to a 3.0 or higher within the next six credits completed.

A student who earns a grade of C or C+ will receive a notice of Academic Warning from the Dean.

Academic Dismissal

A student who is placed on Academic Probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses or who earns below a C in any course will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

Time to Completion of Certification:

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

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

MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION: SUPERVISOR OF CURRICULUM & INSTRUCTION CERTIFICATION

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

Department of Education

Degree: Master of Science; Certification Only

Program Modality: Online

Academic Program Director: Jaimie Bowen

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

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

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

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

The Pennsylvania Department of Education requires:

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

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

Program Learning Outcomes:

PLO1 Think and plan strategically to create an organizational vision focused on student success and communicate the vision to all relevant stakeholders.

PLO2 Create an organizational culture of teaching and learning in which students learning is paramount.

PLO3 Manage resources effectively to bring about desired results.

PLO4 Collaborate, communicate, and empower others inside and outside the organization to pursue excellence in learning.

PLO5 Operate fairly and equitably, exhibiting personal and professional integrity.

For Major Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures

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

- A baccalaureate degree from an accredited college or university
- Official transcripts from every college or university attended
- Completed application form
- A completed Disposition Questionnaire
 - A professional reference from a superior/supervisor submitted via their email address
- Professional resume
- Two completed supervisory reference forms
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only).
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case-by-case basis
- Personal interviews may be required as needed.
- Possess a Level I or Level II Certificate
- Academic Instructional Teaching Experience

Certification ONLY Program

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

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

For Curriculum Sequence, see Program Handbook

Academic Standards/Grade Requirements: Students in the MSEA program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may not receive a numerical grade lower than a B in any one Practicum. Students may retake an individual course only one time. When possible, a student should follow the course sequence as listed.

Academic Progress, Probation and Program Dismissal

Academic Probation

A student whose GPA falls below a 3.0 will be placed on academic probation and must improve their GPA to a 3.0 or higher within the next six credits completed.

A student who earns a grade of C or C+ will receive a notice of academic warning from the Dean.

Academic Dismissal

A student who is placed on academic probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses, or who earns below a C in any course, will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

Time to Completion: The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the Dean in writing for an extension. *It is recommended students complete no less than six credits each year from initial enrollment.*

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

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

Non-Academic Criteria for Admission, Progression and Retention

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

MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION: K12 PRINCIPAL CERTIFICATION

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

Degree: Master of Science; Certification Only

Program Modality: Online

Academic Program Director: Jaimie Bowen

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

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

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

- A minimum of 3 years of academic instructional experience

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

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

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

Program Learning Outcomes:

PLO1 Think and plan strategically to create an organizational vision focused on student success and communicate the vision to all relevant stakeholders.

PLO2 Create an organizational culture of teaching and learning in which students learning is paramount.

PLO3 Manage resources effectively to bring about desired results.

PLO4 Collaborate, communicate, and empower others inside and outside the organization to pursue excellence in learning.

PLO5 Operate fairly and equitably, exhibiting personal and professional integrity.

For Major Requirements, see Program Handbook and Curriculum Sheets.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures

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

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

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

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

For Curriculum Sequence, see Program Handbook

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

Academic Standards/Grade Requirements: Students in the MSEA program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may not receive a numerical grade lower than a B in any one Practicum. Students may retake an individual course only one time. When possible, a student should follow the course sequence as listed.

Academic Progress, Probation and Program Dismissals:

Academic Probation

A student whose GPA falls below a 3.0 will be placed on academic probation and must improve their GPA to a 3.0 or higher within the next six credits completed. A student who earns a grade of C or C+ will receive a notice of academic warning from the Dean.

Academic Dismissal

A student who is placed on academic probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses, or who earns below a C in any course, will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

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

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

from the program unless attending a concurrent course.

Time to Completion: The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the Dean or Vice President for Academic Affairs, or a designate, in writing for an extension. *It is recommended students complete no less than six credits each year from initial enrollment.*

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

MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION: DUAL K12 PRINCIPAL AND SUPERVISOR OF CURRICULUM & INSTRUCTION CERTIFICATIONS

Degree: Master of Science

Certificate Tracks: Educational Administration with: Dual K–12 Principal and Supervisor in Curriculum and Instruction Certification

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

Program Modality: Online

Academic Program Director: Jaimie Bowen

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

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

Program Description:

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

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

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

NOTE: This program was designed to meet the licensure/certification requirements of the

Commonwealth of Pennsylvania. Students who reside in a different state should carefully review your home state's licensure/certification requirements prior to enrolling in this program. Out-of-state students must consult the requirements for the state to which they are making application. Out-of-state students must complete 540 hours of Practicum experience even if the state to which one is making application requires fewer hours. It is the student's responsibility to ensure they have secured the appropriate number of Practicum hours and maintain recordkeeping of those hours for the state they are applying.

Program Learning Outcomes:

PLO1 Think and plan strategically to create an organizational vision focused on student success and communicate the vision to all relevant stakeholders.

PLO2 Create an organizational culture of teaching and learning in which students learning is paramount.

PLO3 Manage resources effectively to bring about desired results.

PLO4 Collaborate, communicate, and empower others inside and outside the organization to pursue excellence in learning.

PLO5 Operate fairly and equitably, exhibiting personal and professional integrity.

For Major Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures:

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

- A baccalaureate degree from an accredited college or university
- Official transcripts from every college or university attended
- Completed application form
- A completed Disposition Questionnaire
- A professional reference from a superior/supervisor submitted via their email address
- Professional resume
- Two completed supervisory reference forms
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only).
- A minimum undergraduate GPA of 3.0 or higher. Candidates with a GPA lower than 3.0 are encouraged to apply and will be evaluated on a case-by-case basis.
- Personal interviews may be required as needed.
- Possess a Level I or Level II Certification
- Five years of academic instructional teaching experience

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

Internal/External Transfers: Internal transfer credit or credit from another previously attended accredited University will be reviewed by the Program Director for determination of acceptance. For the master's degree, transfer credit will not exceed 6 credits. Transfer credit to be considered for the

master's degree must not exceed 5 years beyond the application date for consideration. Transfer credit consideration is on a case-by-case basis.

For Curriculum Sequence, see Program Handbook

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

Time to Completion: The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the Dean or Vice President for Academic Affairs, or a designate, in writing for an extension. *It is recommended students complete no less than six credits each year from initial enrollment.*

Academic Standards/Grade Requirements: Students in the MSEA program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in the program. Students may retake a maximum of 2 courses in which they earned a C or C+. Students may not receive a numerical grade lower than a B in any one Practicum. Students may retake an individual course only one time. When possible, a student should follow the course sequence as listed.

Academic Progress, Probation and Program Dismissals:

Academic Probation

A student whose GPA falls below a 3.0 will be placed on academic probation and must improve their GPA to a 3.0 or higher within the next six credits attempted.

A student who earns a grade of C or C+ will receive a notice of academic warning from the Dean.

Academic Dismissal

A student who is placed on academic probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses or who earns below a C in any course will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

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

MASTER OF SCIENCE IN SPECIAL EDUCATION

Degree: Master of Science

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

Certification Only: PK–12 Special Education Teaching Certification

Program Accreditation: Recognized and approved by the Pennsylvania Department of Education

Program Modality: Online

Academic Program Director: Jaimie Bowen

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

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

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

Program Learning Outcomes:

PLO1 Apply theoretical and practical knowledge in support of their professional practice.

PLO2 Utilize educational research and develop their own research interests and agenda.

PLO3 Examine and critique the economic, political, cultural, historical, and social influences that education in the United States.

PLO4 Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures.

PLO5 Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners.

For Major Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures:

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

Internal/External Transfers: Up to 6 credits from a related master's-level degree can be transferred.

Transfer credit will be reviewed on an individual basis.

For Curriculum Sequence, see Program Handbook

Academic Standards/Grade Requirements: Students in the Master of Science in Special Education program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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. When possible, a student should follow the course sequence as listed.

The courses listed below are considered core pedagogy courses for the Special Education Program and require a final grade of B or better prior to student teaching.

SPE 520: Methods, Materials, and Curriculum

SPE 562: Special Education Law and Ethics

SPE 563: Current Issues in Special Education

EDU 581: Foundations of Special Education in an Inclusionary Setting

SPE 560: Diagnosis, Assessment, Prescriptive & Intervention Techniques

SPE 561: Learning Methods & Materials for the Special Learner

SPE 564: Behavior Management Skills for the Special Learner

SPE 565: Student Teaching and Professional Seminar also requires a grade of B or better to be considered for Certification.

Professional Disposition and Conduct: For all students in a certification program, a professional disposition assessment is required to be submitted twice during the program: prior to and during

student teaching.

Attendance Policies:

The pace of an accelerated degree program requires students to maximize opportunities to learn. The classes and out-of-class learning activities provide the primary context for instruction as well as learning. The College of Arts, Sciences, 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.

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

Academic Progress, Probation and Program Dismissals:

Academic Probation

A student whose GPA falls below a 3.0 will be placed on Academic Probation and must improve their GPA to a 3.0 or higher within the next six credits completed.

If a student earns below a grade of B in any of the core pedagogy courses listed above, they must repeat the course at Gwynedd Mercy University and earn a grade of B or better.

A student who earns a grade of C or C+ will receive a notice of Academic Warning from the Dean.

Academic Dismissal

A student who is placed on Academic Probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses, or who earns below a C in any course, will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

Student Teaching

Students who do not successfully complete student teaching or are removed from their student teaching placement will not be recommended for Instructional I Certification to the Pennsylvania Department of Education. Removal from student teaching placement may occur for various reasons, including but not limited to unsatisfactory performance based on supervision reports; disposition concerns from Gwynedd Mercy faculty and staff and/or the faculty and staff of the student teaching placement; and an arrest or conviction of any reportable offense, according to Section 111(e) of the PA School Code.

Student teaching performance is a critical component of the certification program, and students are encouraged to discuss concerns with their Program Director and Certification Specialist. Additional information can be found in the Student Teaching Handbook.

Course Withdrawal Policy:

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

Time to Completion:

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

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

Masters in Special Education 4+1

Program Accreditation Status: Pennsylvania Department of Education

Program Degree Level: Master of Science in Special Education, 4+1

Program Modality: Mixed – On-line and On-ground

Program Description: The 4 +1 Masters in Special Education (MSED) is designed for the preparing professional who desires a seamless pathway to the preferred terminal degree academic requirement for PA Permanent Certification in special education.

Preparation for Professional Licensure: The course content aligns with the PDE competencies required as a pathway to PDE Special Education certification.

Program Learning Outcomes:

PLO1: Demonstrate mastery of PDE professional competencies through course requirements/products, lesson presentations and field experiences.

PLO2: Demonstrate knowledge of the theoretical, philosophical and ethical perspectives that affect current educational trends in the United States.

PLO3: Exhibit an appropriate disposition for teaching through the demonstration of compassion, integrity, moral and social responsibility in all interactions respecting the uniqueness, dignity, and diversity of the individual.

Consult *Program Handbook and Curriculum Sheets* for course requirements.

Students are admitted during the second semester of their first academic year. Transfer students may be admitted at the time of admission to the Education Program. To remain in good standing in the 4+ 1 Masters Program, the student needs to meet the minimum requirements for the BS certification track.

2+2: COMBINED MASTER OF SCIENCE (MS) IN EDUCATIONAL ADMINISTRATION, PK12 PRINCIPAL CERTIFICATION, AND DOCTOR OF EDUCATION (EDD) IN EDUCATIONAL LEADERSHIP

Degrees Offered: Master of Science and Doctor of Education

Certificate Offered: PK12 Principal

Program Accreditation: Gwynedd Mercy University is fully accredited at the national level by the Middle States Commission on Higher Education (MSCHE). The PK12 Principal Certification is recognized and approved by the Pennsylvania Department of Education.

Program Modality: Online with On-Ground Residencies

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

Academic Program Director: Raymond Bandlow

Program Description: The 2+2 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 PK12 schools and school districts. It requires ten courses (thirty credit hours) for the MS degree and PK12 Principal Certification and twelve doctoral level courses (thirty-six credit hours) for a total of sixty-six (66) credit hours. The area of concentration is Leadership in PK–12 School and School Districts.

The purpose of this accelerated program, which can be completed in four years, is to impart in students the skills, knowledge, and attitudes necessary to fulfill leadership roles in U.S. and international schools, school districts, colleges, universities, and nonprofit organizations that support education. This program develops the next generation of educational leadership.

Textbooks and Residency Costs Included:

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

Preparation for Professional Licensure:

This program in educational leadership with a PK12 emphasis includes all coursework and practicum requirements for Pennsylvania PK12 Principal Certification. The doctoral program in leadership with PK–12 concentration includes content courses for Pennsylvania Superintendent Letter of Eligibility certification.

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

Master's Degree in Educational Administration with K12 Principal Certification Program Learning Outcomes (PLOs):

PLO1 Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)

PLO2 Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)

PLO3 Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)

PLO4 Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)

PLO5 Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

EdD in Educational Leadership, K12 Schools & School Districts Concentration Program Learning Outcomes (PLOs):

PLO1 Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)

PLO2 Understand the foundational base of organizational theory and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)

PLO3 Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)

PLO4 Synthesize and analyze data to reveal relations and causality and convert raw data into actionable information. (ULO2, 4)

PLO5 View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)

PLO6 Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)

PLO7 Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

Admission Requirements:

- A bachelors' degree or equivalent in a field related to the student's preferred area of concentration from an institution accredited by the Middle States Commission on Higher Education or comparable accreditation, with a cumulative GPA of 3.0 or above.
- Official graduate and undergraduate transcripts.
- A resume showing professional experience.
- Three letters of reference from persons in leadership roles in the applicant's chosen area of concentration attesting that the applicant has the ability to engage in studies at the graduate level.
- A personal interview with a member of the doctoral faculty. For applicants where distance or other considerations are factors, an electronic medium may be utilized for the interview.
- A written statement of professional goals and topic of research interest.
- A 750–1000-word sample of applicant's writing abilities.
- Non-US applicants may be required to have earned a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination.

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

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

Transfer Credits:

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

Academic Standards/Grade Requirements: Students in this graduate program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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. When possible, a student should follow the course sequence as listed.

Academic Progress, Probation and Program Dismissals:Academic Probation

A student whose GPA falls below a 3.0 will be placed on Academic Probation and must improve their GPA to a 3.0 or higher within the next six credits completed.

A student who earns a grade of C or C+ will receive a notice of Academic Warning from the Dean.

Academic Dismissal

A student who is placed on Academic Probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses, or who earns below a C in any course, will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

Attendance Policy for Residencies: Doctoral students are expected to attend the full duration of all residencies in person. Absence from any portion of a residency requires advance approval of the Program Director.

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

Requirements for Graduation:

1. For the Master of Science and PK12 Principal Certification, thirty credit hours are required. For the EdD, thirty-six credit hours are required.
2. Professional Practice Portfolio: In lieu of a Comprehensive Exam, doctoral students must submit a Professional Practice Portfolio approved by two faculty members appointed by the Program Director. The Portfolio must be submitted 3 to 4 months prior to the end of required coursework and approved no less than one month prior to graduation.
3. Dissemination of the Dissertation: All students are required to disseminate the results of the dissertation beyond the written dissertation and oral defense. Students may choose one of two modalities for dissemination: presentation or publication. In both cases, the outlet for the presentation or publication must meet the requirements in the Dissertation Handbook and be approved by the dissertation advisor. Students should consult with the advisor prior to

submitting their work to any outlet as the outlet must be approved by the advisor. Advisors will also be listed as second author on publications. Students and advisors should consult the Dissertation Handbook for dissemination requirements.

4. **Dissertation and Oral Defense:** The doctoral student's dissertation must be formally accepted by all members of the Dissertation Committee through two forms:
 - o In academic writing style that meets APA requirements.
 - o 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.
 - o After acceptance of the dissertation in electronic form and through Oral Defense, the student must submit a bound copy and two electronic copies on flash drives to Keiss Library.
 - o The student must also submit form IRB 011, Research Completion Report, to the Institutional Review Board (IRB). After receiving form IRB 011, the IRB will issue a letter of receipt to the student for presentation to the Dissertation Advisor.

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

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

2+2: COMBINED MASTER OF SCIENCE (MS) IN EDUCATION AND DOCTOR OF EDUCATION (EDD) IN CURRICULUM, INSTRUCTION, AND E-LEARNING IN PK12

Degrees Offered: Master of Science and Doctor of Education

Certificate Offered: With or without certification

Program Accreditation: Gwynedd Mercy University is fully accredited at the national level by the Middle States Commission on Higher Education (MSCHE). Master of Science in Education with PK-4 Teaching Certification, Master of Science in Education with Secondary Teaching Certification, Master of Science in Education with SEL Endorsement Certification Only: PK-4 Teaching Certification; Secondary Teaching Certification

Program Accreditation: Recognized and approved by the Pennsylvania Department of Education

Program Modality: Online with On-Ground Residencies

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

Academic Program Director: Raymond Bandlow

Program Description: The 2+2 program is presented in an accelerated cohort model, delivered online with three residencies. It is built upon a foundation of coursework essential to instruction in PK12 schools and school districts. It requires ten to twelve courses (thirty to thirty-six credit hours) for the MS degree and twelve doctoral level courses (thirty-six credit hours) for a total of sixty-six to seventy-two credit hours.

The purpose of this accelerated program, which can be completed in four years, is to impart in students the skills, knowledge, and attitudes necessary to fulfill instructional roles in U.S. and international schools, school districts, colleges, universities, and nonprofit organizations that support education. This program develops the next generation of instructional leadership.

Textbooks and Residency Costs Included:

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

Academic Criteria for Admission, Progression and Retention Program Admissions Requirements and Procedures:

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

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

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

Transfer Credits:

Graduate credits, typically not to exceed six, earned at other accredited institutions in a master's 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.

Academic Standards/Grade Requirements: Students in this graduate program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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. When possible, a student should follow the course sequence as listed.

Academic Progress, Probation and Program Dismissals:

Academic Probation:

A student whose GPA falls below a 3.0 will be placed on Academic Probation and must improve their GPA to a 3.0 or higher within the next six credits completed.

A student who earns a grade of C or C+ will receive a notice of Academic Warning from the Dean.

Academic Dismissal:

A student who is placed on Academic Probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses, or who earns below a C in any course, will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

Attendance Policy for Residencies: Doctoral students are expected to attend the full duration of all residencies in person. Absence from any portion of a residency requires advance approval of the Program Director.

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

Requirements for Graduation:

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

for presentation to the Dissertation Advisor.

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

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

BUSINESS PROGRAM CERTIFICATES

Degree: Certificate

Options: Healthcare Administration; Leadership; Strategic Management

Program Modality: Online

Academic Program Director: John Covone

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

For Major Requirements, see Program Handbook and Curriculum Sheets

Requirements: Certificate Coursework 12 credits

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

Course Requirements:

Certificate in Health Care Administration—12 credits
MBA 610 Strategic Management
MBA 730 Healthcare Budgeting, Planning and Finance
MBA 740 Managing Healthcare Delivery Systems
MBA 750 Healthcare Information Systems

Certificate in Leadership—12 credits
MBA 600 Ethical Decision Making and Corporate Social Responsibility
MBA 700 Organizational Leadership
MBA 710 Global Management MBA 720 Managing Human Capital

Certificate in Strategic Management—12
credits MBA 610 Strategic Management
MBA 620 Accounting for Decision
Makers MBA 630 Marketing Planning
MBA 650 Managerial Finance

Academic Criteria for Admission, Progression and Retention

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

- A completed and signed application and application fee.
- A baccalaureate degree from a regionally accredited University or College with a GPA of 3.00 or above.
- The official University transcripts of all undergraduate and graduate course work.
- Two letters of recommendation (preferably, one should be from a supervisor).
- A minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination (non-US applications only). Students whose native language is English are not required to submit language scores.

Academic Standards/Grade Requirements: Students in the MBA program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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. When possible, a student should follow the course sequence as listed.

Attendance Policies: Same as University policy

Academic Progress, Probation and Dismissal

Academic Probation: A student whose GPA falls below a 3.0 will be placed on Academic Probation and must improve their GPA to a 3.0 or higher within the next six credits completed.

A student who earns a grade of C or C+ will receive a notice of Academic Warning from the

Dean. Academic Dismissal

A student who is placed on Academic Probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses or who earns below a C in any course will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

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

EDD IN EDUCATIONAL LEADERSHIP

Degree Offered: Doctor of Education

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

Program Modality: Online with On-Ground Residencies

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

Academic Program Director: Raymond Bandlow

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

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

The purpose of the program, which can be completed in less than three years, is to impart in students the skills, knowledge, and attitudes necessary to fulfill leadership roles in U.S. and international schools, school districts, colleges, universities, and nonprofit organizations that support education. This program develops the next generation of educational leadership.

Schools, higher education, and education-related organizations are challenged to address the needs of diverse learners and to raise the achievement bar for all students. More is expected of the next generation of educational leaders than ever before. Through a rigorous course of studies, an international perspective, field-based research, and an ethical foundation, graduates will be prepared to lead educational organizations and transform them to meet the needs of all learners in an increasingly global economy and diverse, global society.

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

Preparation for Professional Licensure: The doctoral program in leadership with PK–12 concentration includes content courses for Pennsylvania Superintendent Letter of Eligibility certification. This concentration also includes courses that may be applied toward Pennsylvania K–12 Principal certification and/or Supervisor of Curriculum and Instruction certification. The doctoral program in

educational leadership with special education concentration includes content courses for Pennsylvania Supervisor of Special Education certification.

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

Program Learning Outcomes:

PLO1 Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others.

PLO2 Understand the foundational base of organizational theory and demonstrate the ability to bridge theory and practice.

PLO3 Given scenarios of conflict, choose ethical courses of action consistent with Gospel values.

PLO4 Synthesize and analyze data to reveal relations and causality and convert raw data into actionable information.

PLO5 View problems and challenges through the lens of a scientist, seeking evidence-based conclusions.

PLO6 Practice and model steward leadership in transforming organizations to better serve all constituents.

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

Admission Requirements:

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

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

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

Transfer Credits:

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

Academic Standards/Grade Requirements: Students in the EdD Ed Leadership program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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. When possible, a student should follow the course sequence as listed.

Academic Progress, Probation and Program Dismissals:Academic Probation

A student whose GPA falls below a 3.0 will be placed on Academic Probation and must improve their GPA to a 3.0 or higher within the next six credits completed.

A student who earns a grade of C or C+ will receive a notice of Academic warning from the Dean.

Academic Dismissal

A student who is placed on Academic Probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses, or who earns below a C in any course, will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

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

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

Requirements for Graduation:

1. Course of Study: Students must complete a total of 54 semester hours in a prescribed EdD course of study to fulfill course requirements for graduation.
2. Professional Practice Portfolio: In lieu of a Comprehensive Exam, doctoral students must submit a Professional Practice Portfolio approved by two faculty members selected by the Program Director. The Portfolio must be submitted 3 to 4 months prior to the end of required coursework and approved no less than one month prior to graduation.
3. Dissemination of the Dissertation: All students are required to disseminate the results of the dissertation beyond the written dissertation and oral defense. Students may choose one of two modalities for dissemination: presentation or publication. In both cases, the outlet for the

presentation or publication must meet the requirements in the Dissertation Handbook and be approved by the dissertation advisor. Students should consult with the advisor prior to submitting their work to any outlet as the outlet must be approved by the advisor. Advisors will also be listed as second author on publications. Students and advisors should consult the Dissertation Handbook for dissemination requirements.

4. Dissertation and Oral Defense: The doctoral student's dissertation must be formally accepted by
 - a. all members of the Dissertation Committee through two forms:
 - b. In academic writing style that meets APA requirements.
 - c. Through an Oral Defense of Dissertation. The Oral Defense shall be scheduled after all members of the committee agree that the dissertation is ready to be accepted.
 - d. After acceptance of the dissertation in electronic form and through Oral Defense, the student must submit a bound copy and two electronic copies on flash drives to Keiss Library.
 - e. The student must also submit form IRB 011, Research Completion Report, to the Institutional Review Board (IRB). After receiving form IRB 011, the IRB will issue a letter of receipt to the student for presentation to the Dissertation Advisor.

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

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

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

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

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

The most likely profile of the prospective student includes those with deep experience in education through coursework, scholarship, or professional experience. This option is strictly limited to the ABD in education.

Applicants who meet the first-level currency assessment shall submit a more detailed portfolio; whereby prior learning experiences are matched to learning objectives of each course in the program. Competency requirements will be considered met when prior learning experience demonstrates strong evidence of course-level learning objective mastery.

Through the Prior Learning Assessment process, specified competencies not evidenced may be mastered through an individualized practicum course, EDU 838, with variable credit, ranging from 3 to 6 credit hours.

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

Admission Requirements

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

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

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

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

EDD IN TEACHING AND LEARNING IN HIGHER EDUCATION

Degree Offered: EdD

Degree: Doctor of Education

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

Program Modality: Online with On-Ground Residencies

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

Academic Program Director: Raymond Bandlow

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

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

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

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

Program Learning Outcomes:

PLO 1 Superior communication skills capable of articulating the importance of practical application

of theoretical understanding.

PLO 2 Professional competency for teaching in higher education and educational organizations with a commitment to understanding the individual learner and engaging them in the course of study.

PLO 3 Critical thinking and reflection to synthesize information and develop sound arguments and reasonable solutions with moral and ethical judgment that guides teaching decisions.

PLO 4 Proficient problem-solving skills to use data and technology to implement and assess decisions in application of course material, personal, and professional experiences.

PLO 5 Intercultural competence and knowledge to promote advocacy and activism related to the core values within the Mercy mission.

Admission Requirements:

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

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

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

Academic Standards/Grade Requirements: Students in the EdD Teaching and Learning program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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. When possible, a student should follow the course sequence as listed.

Academic Progress, Probation and Program Dismissals:

Academic Probation

A student whose GPA falls below a 3.0 will be placed on Academic Probation and must improve their GPA to a 3.0 or higher within the next six credits completed.

A student who earns a grade of C or C+ will receive a notice of Academic Warning from the Dean.

Academic Dismissal

A student who is placed on Academic Probation, and fails to resolve the issue as outlined above, will be dismissed from the program. A student who earns a C or C+ in more than two courses, or who earns below a C in any course, will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

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

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

Requirements for Graduation

- Course of Study: Students must complete a total of 54 semester hours in a prescribed EdD course of study to fulfill course requirements for graduation.
- Professional Practice Portfolio: In lieu of a Comprehensive Exam, doctoral students must submit a Professional Practice Portfolio approved by two faculty members selected by the Program Director. The Portfolio must be submitted 3 to 4 months prior to the end of required coursework and approved no less than one month prior to graduation.
- Dissemination of the Dissertation: All students are required to disseminate the results of the dissertation beyond the written dissertation and oral defense. Students may choose one of two modalities for dissemination: presentation or publication. In both cases, the outlet for the presentation or publication must meet the requirements in the Dissertation Handbook and be approved by the dissertation advisor. Students should consult with the advisor prior to submitting their work to any outlet as the outlet must be approved by the advisor. Advisors will also be listed as second author on publications. Students and advisors should consult the Dissertation Handbook for dissemination requirements.
- 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
 - c) members of the committee agree that the dissertation is ready to be accepted.
 - d) After acceptance of the dissertation in electronic form and through Oral Defense, the student must submit a bound copy and two electronic copies on flash drives to Keiss Library.

- e) The student must also submit form IRB 011, Research Completion Report, to the Institutional Review Board (IRB). After receiving form IRB 011, the IRB will issue a letter of receipt to the student for presentation to the Dissertation Advisor.

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

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

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

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

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

The most likely profile of the prospective student is the practitioner-scholar with deep knowledge as evidenced by coursework, scholarship, or professional experience.

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

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

Admission Requirements:

- ABD, Advanced to Doctoral Candidacy in education, or equivalent documented academic status

from a regionally accredited institution.

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

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

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

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

EDD IN CURRICULUM, INSTRUCTION, AND E-LEARNING IN PK12

Program Accreditation Status: Gwynedd Mercy University is fully accredited at the national level by the Middle States Commission on Higher Education (MSCHE).

Program Degree Level: Doctor of Education (EdD)

Program Modality: Hybrid, online with three residencies

Academic Program Director: Raymond Bandlow

Program Description: The EdD in Curriculum, Instruction, and E-Learning in PK12 seeks to develop

instructional leaders and scholars who are prepared to create, organize, and deliver instructional programs at the elementary and secondary levels, particularly through digital and hybrid platforms.

Complementing the Mission of Gwynedd Mercy University, this program will prepare graduates to address challenges and issues facing instructional leadership.

This program is open to educational professionals across the PK12 spectrum. It addresses a vital need in PK12 schools and school districts. Expertise in curriculum and instruction is critically important as the foundation of what is taught in PK12 schools and how it is taught. This expertise is fundamental to teaching and learning. Through this program, we seek to develop both leadership and scholarship in curriculum and instruction. The cause of social justice requires that curriculum, instruction and e-learning address the needs of under-resourced student populations and diverse learners. As a mission-driven doctoral program, it addresses those needs.

An accelerated program, it consists of 18 courses (54 credits) and takes 3 years to complete. It is delivered in an asynchronous, online platform, with three residencies. Residencies include a weekend on campus, a week on campus, and a week at a partner university in another nation. Faculty focus on supporting students in their dissertation research beginning in the first course, a centerpiece of our program that contributes to our very high graduation rate.

Textbooks and Residency Costs Included: All required textbooks are provided to students at no additional cost. Most meals during residencies are provided at no additional cost. For the first Doctoral Residency, transportation, and lodging (if needed) are at the expense of the student. For the second Doctoral Residency, transportation is at the expense of the student but lodging and meals are provided at no additional cost. For the third Doctoral Residency, transportation from an airport near your home, lodging, partner university fees, most meals, and related experiences are provided at no additional cost.

Preparation for Professional Licensure: N/A

Program Learning Outcomes:

PLO1 Graduates will develop a deep knowledge and understanding of the educator's role in curriculum and instruction.

PLO2 Graduates will proficiently apply evidence-based strategies for designing, implementing, and assessing principles and practices in curriculum, instruction, assessment, and e-learning.

PLO3 Graduates will possess the knowledge and skills to develop, implement, assess, and evaluate curriculum and instruction.

PLO4 Graduates will contribute to the advancement of the science of curriculum, instruction, and e-learning through intellectual inquiry, scholarship, and practice.

NOTE: For Coursework Requirements, see Program Handbook and Curriculum Sheets

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures:

- A master's degree from an institution accredited by a regional accreditation association, with a
 - o GPA not less than 3.0.
- Official graduate transcripts.

- A CV showing professional experience. A minimum of three years' experience is recommended.
- Three professional letters of reference from persons in leadership roles attesting that the applicant can engage in studies at the doctoral level and conduct research.
- A personal interview with a member of the doctoral faculty, conducted via an electronic medium.
- A written statement of professional goals and research interests.
- A 750–1500-word writing sample demonstrating the applicant's writing skills.
- For non-U.S. citizens, a minimum score of 550 (written), 213 (computer), 79 (internet) on the TOEFL examination.

Applicants who may not meet one or more of the above requirements are encouraged to contact the Academic Program Director for a holistic review of qualifications by doctoral faculty.

Transfer Credits: Graduate credits, typically not to exceed six, earned at other accredited institutions in a doctoral program prior to matriculation, may be applied toward the doctoral degree. The credits must have been earned 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.

For Curriculum Sequence, see Program Handbook

Academic Standards/Grade Requirements: To maintain good standing, a student must carry a GPA of 3.0 or above and not earn a grade lower than B in any course (or Pass in any Pass/Fail course).

Attendance Policies: Doctoral students are expected to attend the full duration of all residencies in person except that ABD students have the option to attend the international residency as part of EDU 809 or participate in the course 100% online. Absence from any portion of a residency requires advance approval of the Program Director. For online courses, a student that fails to participate for two consecutive weeks will be administratively dropped from the course.

Academic Progress/Academic Probation: A student whose GPA falls below a 3.0 will be placed on Academic Probation and must improve their GPA to a 3.0 or higher within the next six credits completed. A student who earns a grade of C or C+ will receive a notice of Academic warning.

Academic Dismissal: A student who is placed on academic probation and fails to resolve the issue as outlined above will be dismissed from the program. A student who earns a C or C+ in more than two courses or who earns below a C in any course will be dismissed from the program. Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

Course Withdrawal Policies: A student may withdraw from a 7-week course by Sunday of week four, 11:59 pm. A student who withdraws from a course by the stated deadline will be assigned a final grade of "W" and will be financially responsible in accordance with the University Refund Policy.

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

Professional Disposition, Graduation Requirements, and Option for the ABD (All But Dissertation)

Professional Disposition and Conduct: Doctoral and post-master's certification studies are intentionally described as “executive” programs. Professional dispositions and courtesy are expected of all parties in these programs. Continued enrollment in these programs is limited to persons who are advanced in their professional careers and have exercised significant professional responsibility. Furthermore, programs are considered “executive” in that faculty and staff are expected to treat doctoral and advanced certification students as the executives they are. As developing scholars, most of whom are also employed in professional capacities, students are expected to conduct themselves in a professional manner and to communicate with faculty, staff, and peers respectfully, courteously, and considerately at all times. An executive program student who does not adhere to generally accepted professional conduct may be referred to the Vice President for Student Affairs and may be removed from the program.

Professional Practice Portfolio: Doctoral students must create a Professional Practice Portfolio representing their best work in doctoral courses. It shall include examples of superior research, writings, and presentations they have produced during their course of studies. The Portfolio is documentary evidence that they have mastered the Program Learning Outcomes (PLOs) of their program.

Graduation Requirements: In addition to successful completion of all course requirements, students must complete dissertation research, dissemination requirements, and the oral defense of dissertation, as described in the Program Handbook.

Option for the ABD: For this degree, a Doctoral Degree Completion Option is offered to those who are ABD (All But Dissertation) from other universities. 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 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.

EdD IN NURSING EDUCATION

Program Accreditation Status: Gwynedd Mercy University is fully accredited at the national level by the Middle States Commission on Higher Education (MSCHE).

Program Degree Level: Doctor of Education (EdD)

Program Modality: Hybrid, online with three residencies

Academic Program Director: Raymond Bandlow

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

twelve (12) credit hours. The course of study totals fifty-four (54) credit hours.

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

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

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

Program Learning Outcomes:

PLO 1 Superior communication skills capable of articulating the importance of practical application of theoretical understanding.

PLO 2 Professional competency for teaching in higher education and educational organizations with a commitment to understanding the individual learner and engaging them in the course of study.

PLO 3 Critical thinking and reflection to synthesize information and develop sound arguments and reasonable solutions with moral and ethical judgment that guides teaching decisions.

PLO 4 Proficient problem-solving skills to use data and technology to implement and assess decisions in application of course material, personal, and professional experiences.

PLO 5 Intercultural competence and knowledge to promote advocacy and activism related to the core values within the Mercy mission.

Admission Requirements:

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

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

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

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

Academic Standards/Grade Requirements: Students in the EdD Teaching and Learning program must maintain a minimum cumulative grade point average (GPA) of 3.0. Students may not earn more than two grades of C or C+ and may not earn any grade below a C and remain in 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. When possible, a student should follow the course sequence as listed.

Academic Progress, Probation and Program Dismissals:

Academic Probation

A student whose GPA falls below a 3.0 will be placed on Academic Probation and must improve their GPA to a 3.0 or higher within the next six credits completed.

A student who earns a grade of C or C+ will receive a notice of Academic Warning from the Dean.

Academic Dismissal

A student who is placed on Academic Probation, and fails to resolve the issue as outlined above, will be dismissed from the program. A student who earns a C or C+ in more than two courses, or who earns below a C in any course, will be dismissed from the program.

Students who are dismissed may apply for readmission one year after the date of dismissal. Acceptance for readmission is not guaranteed.

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

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

Requirements for Graduation

- Course of Study: Students must complete a total of 54 semester hours in a prescribed EdD course of study to fulfill course requirements for graduation.

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

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

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

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Eligibility—ABD in Any Academic Discipline: Through this option, the prior learning of students who are ABD in any academic discipline will be assessed through a two-part process. First, the student's application materials will undergo a preliminary assessment to determine if the ABD demonstrates

currency through prior coursework, work experience, and scholarship sufficient to warrant a more extensive review of prior learning. A rubric will be utilized by a team of two faculty members for that review.

The most likely profile of the prospective student is the practitioner-scholar with deep knowledge as evidenced by coursework, scholarship, or professional experience.

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

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

Admission Requirements:

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

- Applicants who cannot meet one or more of the above requirements are encouraged to contact the Program Director for a holistic review of qualifications.
-
- **Course of Study and Curriculum Sequence for ABD Option:** See Program Handbook for course of study and suggested curriculum sequence. A minimum of 27 credit hours must be completed at Gwynedd Mercy University. The course of study is a combination of required courses, to be completed by all students in this option, and individually determined courses selected to ensure that all Program Learning Objectives (PLOs) are met.
- The selection of courses and substitutions thereto may be made with approval of the Program Director through the Prior Learning Assessment (PLA) process. Practicum courses, if any, shall be individualized and may range from three to six credits to allow the student to gain field experience and deep understanding under the supervision of a mentor in any area where the PLA did not evidence the mastery of competencies.

FRANCES M. MAGUIRE COLLEGE of NURSING and HEALTH PROFESSIONS

Administration:

Dean: Jane Tang, PhD, RN, NE-BC

Associate Dean, Kristin Sagedy, PhD, RN, CEN

Undergraduate Programs Department Faculty:

Exercise Science: Colin Pennington, PhD, Program Director.

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

Nursing: Laraine Amoia-Watters, EdD, MSN, CRNP, Program Director; Stephanie Arif, MSN, CRNP, AGACNP-BC; Renee Bollenbach, MSN, RN; Nancy Bond, MSN, RN; Nichole Butler, PhD, RN, ACNS-BC, APN; Kathleen Clark, EdD, MSN, RN; Michele Hawks, DNP, RN-BC, CCRN-K, GERO-BC; Ashely Heidler, MSN, RN, CPN; Mary Herman, EdD, MSN, RN; Maria Jordan, MSN, RN; Jennifer Kelly-Connolly, MSN, RN, CCE; Michele Kusterbeck, MSN, RN, CRRN, WCC; Andrea Mann, MSN, RN, CNE; Goldie Markowitz, DNP, MSN, CRNP-PC; Frances McAdams, PhD, MSN, MS, RN; Nancy McCormack, MSN, RN NC-BC; Theresa McGowan, DNP, CPNP- PC, NP/DNP Program Director; Hillary McManamon, MSN, RN; Dona M. Molyneaux, PhD, RN, CNE, Program Director; CNE; Megan Mustachio, DNP, WCC, CHSE, RN; Suzanne Prestoy, PhD, RN; Catherine Razzi, DNP, RN, ACNS, DEMSN Program Director; Amanda Rohloff, MSN, RNC-OB, AnnMarie Welsh, EdD, MSN, RN, CPN.

Occupational Science: Thomas Mernar, PhD, OTR/L, FAOTA Program Director; Mindy MacRone-Wojton, DSc, OTR/L; Sharon Montgomery, OTD, OTR/L, CHT, CEAS; Megan Mueller, OTD, OTR/L; Michele Peterson, EdD, OTR/L, Academic Fieldwork Coordinator; Rachel Shoener, DSc, OTR/L.

Radiation Therapy: Lorraine Quarles, MS, R.T. (T) (ARRT); Program Director; Wayne Pinover, DO, Medical Director. Judith McDonald, BA, RT, (R)(M)(T); Emily Quinn, BS, R.T. (R)(T) Clinical Coordinator.

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

Respiratory Care: William Randall Solly, MS, RRT, RPFT, AE-C; Program Director; Melissa Thornborough, MEd, RRT, RRT-ACCS, AE-C, Director of Clinical Education; Barbara B. Schuster, MEd, RRT, RRT-NPS; Rachel Flannelly, BHS, RRT-NPS; Jason Lu, MD, Medical Director.

Speech-Language Pathology Prerequisite Program: Karen Fallon, PhD, CCC-SLP, Program Director; Jane Stuart, MA, CCC-SLP, Director of Clinical Education; Yvonne Howard, PhD, CCC-SLP; Jennifer O'Donnell, PhD, CCC-SLP

Degrees Offered

Bachelor of Health Science

Exercise Science
Occupational Science
Radiation Therapy
Respiratory Care

Bachelor of Science

Medical Laboratory Science
Radiation Therapy
Radiologic Technology

Bachelor of Science in Nursing

Associate of Science

Respiratory Care

Non-Degree Programs

Speech-Language Pathology Prerequisite (SLPP) Program
Speech-Language Pathology Minor

UNDERGRADUATE PROGRAMS

EXERCISE SCIENCE

Degree: Bachelor of Health Science in Exercise Science

Program Modality: Primarily on-ground

Academic Program Director: Colin Pennington

Accreditation: NA

Program Description: The Exercise Science Program is a multidisciplinary program designed to prepare students for dynamic careers in human performance, exercise, and health-related fields. It centers on the study of the human body, physical activity, and health.

Program Learning Outcomes:

PLO1 Demonstrate proficiency in health and fitness assessment techniques and interpret results

accurately.

PLO2 Design and implement safe, effective exercise programs for diverse populations, including apparently healthy individuals, those with increased health risks, athletes, and special populations.

PLO3 Apply scientific principles from anatomy, physiology, biomechanics, and nutrition to concepts in exercise assessment, prescription, and programming.

PLO4 Evaluate and interpret research related to exercise science and apply evidence-based practices.

PLO5 Develop and demonstrate effective professional communication skills, both written and verbal, to convey exercise science concepts to lay and professional audiences.

PLO6 Explain the relationship between physical activity, exercise, and health promotion in disease prevention and overall wellness.

PLO7 Apply quantitative reasoning skills to collect, analyze, and interpret health and fitness data and human movement patterns.

PLO8 Demonstrate knowledge of industry guidelines for minimizing risk and managing legal and organizational processes in professional exercise science settings.

Curriculum:

	Fall Semester	Spring Semester
Freshman	UNV 100 GMercyU Success, 2 credits ENG 100 College English, 3 credits PSY 100 General Psychology, 3 credits MTH 136 Topics of Mathematics, 3 credits BIO 107 Anatomy & Physiology I, 3 credits BIO 107L Anatomy & Physiology I Lab, 1 credit HS 100 Intro to Allied Health, 2 credits Total: 17 credits	UNV 101 GMercyU Success, 1 credit BIO 108 Anatomy & Physiology II, 3 credits BIO 108L Anatomy & Physiology II Lab, 1 credit EXS 200 Introduction to Exercise Science, 3 credits NUT 200 Nutrition, 3 credits ENG 101 College English, 3 credits Total: 14 credits
Sophomore	CHEM 111 Chemistry for Allied Health, 3 credits CHEM 111L Chemistry for Allied Health Lab, 1 credit EXS 250 Concept of Lifetime Fitness, 3 credits PUB 100 Introduction to Public Health, 3 credits OSC 100 Intro to Occupational Health, 3 credits ENG 200 Public Speaking, 3 credits Total: 16 credits	PHY 111 Physics for Allied Health, 3 credits PHY 111L Physics for Allied Health, 1 credit RS or PHL elective, 3 credits EXS 300 Kinesiology, 3 credits EXS 300L Kinesiology Lab, 1 credit Signature Seminar, 3 credits PUB 200 Health Behavior & Health Education, 3 credits Total: 17 credits

Junior	EXS 350 Physiology of Exercise, 3 credits EXS 350L Physiology of Exercise Lab, 1 credit OSC 302 Neuroscience of Occupational Behavior, 3 credits PSY 305 Health Psychology, 3 credits PSY 111 Statistics, 3 credits Total: 13 credits	EXS 360 First Aid and Athletic Training, 3 credits EXS 370 Strength Training and Conditioning, 3 credits EXS 370L Strength Training and Conditioning Lab, 1 credits HIS Elective, 3 credits PUB 240 Human Disease & Disease Prevention, 3 credits ENG Literature Elective, 3 credits Total: 16 credits
Senior	EXS 390 Fitness Assessment, 3 credits EXS 390L Fitness Assessment Lab, 1 credit EXS 450 Motor Learning, 3credits CIS Elective, 3 credits LLFA elective, 3 credits Total: 13 credits	EXS 490 Practicum in Exercise Science, 5 credits RS 231 Bioethics, 3 credits PHL elective, 3 credits Open Elective, 3 credits Total 14 credits

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Qualified applicants are recommended to have **completed** high school or college chemistry and/or physics **and are required to** have satisfied the University's English and mathematics placement test requirement. All applicants complete an online application, <https://www.gmercyu.edu/undergraduate-application>, submit official high school transcripts, and college transcripts if applicable, and submit a letter of recommendation demonstrating academic ability to be successful in a rigorous academic program and possession of strong moral character. Applicants must have achieved a grade point average (GPA) of at least 2.5 on a 4.0 quality scale for entry into the program and an official transcript from each college attended must be submitted.

Internal/External Transfers: Admissions requirements and procedures for internal transfers are as noted above. In addition, the student must submit letters of recommendation from the student's advisor and a former teacher reflecting their ability to be successful and must have a minimum GPA of a 2.5 or higher in the natural sciences. External transfers must satisfy the same requirements as noted above and will have transcripts evaluated by Gwynedd Mercy University's Registrar's Office to ensure they are comparable and meet accepted academic standards ("C" or better). Internal and external transfers will be accepted on a space available basis only.

Progression Requirements

A minimum grade of "C" must be maintained for all major concentrations, Exploring the Natural World, Mathematics & Technology (a "C-" is not acceptable). The minimum major GPA is 2.0 and minimum cumulative GPA is 2.5.

The specific courses and required sequence are shown on the Exercise Science curriculum sheet. Specific questions about course transfer and sequencing are referred to the Program Coordinator.

For Curriculum Sequence, see Program Handbook

Academic Standards/Grade Requirements: As previously noted, students must achieve a "C" or better (C- or below is not acceptable) in all science, mathematics, and exercise science courses (see Grading Scale above).

Additionally, students must follow the course sequence and cannot progress to any upper-level course without satisfactory completion of prerequisite courses. Advanced standing through credit transfer is possible and handled individually.

Attendance Policies: Attendance in all exercise science courses (didactic and/or laboratory) is mandatory. Excused absences are at the discretion of the faculty and specific attendance requirements will be provided in each of the course syllabi. Documentation of absences may be required.

Academic Progress, (Probation), and Program Dismissal: Students must follow the general policies and procedures of the university regarding academic progress, probation, and dismissal. A student who fails a course in the major will be required to repeat that course and any other subsequent respiratory care course but only once (see Academic Standards/Grade Requirements above for more detail). If a student fails a course for the first time within the major, the student is required to withdraw from all exercise science courses until he/she can repeat the course the next time the "failed" course is offered, provided

there is space available. Unsuccessful performance (i.e. <75%) with a repeated course in the major or a subsequent course in the major will result in dismissal from the program.

Course withdrawal policies: The program follows the course withdraw policy provided by the university as outlined in the Undergraduate Catalog.

Non-Academic Criteria for Admission, Progression and Retention

Technology Requirements: Coursework and lab activities will be submitted online. Instructors and practicum supervisors may require virtual meetings. Students are required to have a personal laptop with camera capability for all portions of the Program. All students are provided with the university's laptop specifications prior to the start of the professional phase of the program.

MEDICAL LABORATORY SCIENCE

Degree: Bachelor of Science

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

Campus Coordinator: Joy Fox

Program Description: A student who wishes to earn a Bachelor of Science degree in Medical Laboratory Science (MLS) follows a four-year program or a five-year program. The first three years (90+) credits are taken on the university campus. The final year of the Medical Laboratory Science program takes place in a 12-month program at a hospital-based NAACLS approved affiliate School of Medical Laboratory Science to which the student must apply and be accepted to attend. At the MLS hospital-based program the student will have didactic, laboratory and clinical education on a full-time, 40 hours a week basis. All MLS courses will be taught by qualified educators in the field of MLS. Students will participate in didactic and clinical education courses at an affiliate site to which they have applied and been accepted. Students are expected to follow all policies at the University and MLS affiliate. Students are prepared to take the MLS (ASCP) examination offered by the American Society of Clinical Pathologists for professional certification.

Students enrolled in the Medical Laboratory Science major must complete all required courses before beginning the senior year of study at a hospital-based National Accrediting Agency for Clinical Laboratory Science (NAACLS) approved affiliate School of Medical Laboratory Science. Most science courses must be less than seven (7) years old by the time the student begins at the affiliate hospital. No science course can be greater than ten (10) years old by the time the student enters the affiliate MLS program at the hospital.

The hospital-based (NAACLS) affiliate accredited Schools of Medical Laboratory Science are independent from the University. Students will be advised when applications must be submitted to affiliate programs. A list of NAACLS approved Schools of Medical Laboratory Science can be found at www.naacls.org. Admission to the affiliate program is competitive and the University cannot guarantee admission.

Three-Plus-One Option

Students who complete all academic requirements in three years will seek admission to a NAACLS accredited affiliate hospital-based School of Medical Laboratory Science in order to complete the senior year. Representatives from the hospital will review the applicant's grades and performance in the

program. A personal interview will follow. **Admission is competitive and the University cannot guarantee that a student will be accepted to an affiliate program**

The senior student who is full-time pays a fee to the University for this year (found in this catalog under expenses). The student is responsible for the tuition to the affiliate hospital and any additional costs. Students can continue to file the FASFA form through the University and receive federal financial aid towards the affiliate program toward tuition. Scholarships, merit awards, and grants offered by the University are no longer valid. The student enrolled in the affiliate MLS program is expected to follow all policies and procedures of that affiliate as well as the University.

Students who receive tuition assistance from the Veterans Administration (VA) should be aware that once they enter the affiliate program, the University will no longer be the liaison for processing VA tuition transactions. It is the student's responsibility to contact the affiliate program to find out if they are a VA participating program prior to applying. The certifying official at a VA participating affiliate will assume the role of processing VA benefits while enrolled in the affiliate program. The student should also contact the VA directly for additional information.

The student is responsible for transportation (including parking, tolls, gas, public transportation, etc.) to and from the School of Medical Laboratory Science. The student is responsible for registering for Gwynedd MLS courses that correlate with the affiliate program courses for the Fall and Spring semesters.

Following successful completion of the prescribed curriculum, the student is eligible to receive the Bachelor of Science degree in Medical Laboratory Science, and after passing a nationally administered examination, administered by the American Society of Clinical Pathologists (ASCP), to become a certified medical laboratory scientist.

Jefferson Option – Bioscience Technologies

Students also have the option to apply for transfer into the Bioscience Technologies program at Thomas Jefferson University College of Health Professions. Gwynedd Mercy University maintains a formal articulation agreement with Jefferson. Application must be made separately from the Gwynedd Mercy University application. Students interested in transferring to the Bioscience Technologies program at Jefferson will follow the curriculum of the Medical Laboratory Science program. They will work with the Jefferson admissions transfer coordinator as well as their University academic advisor to complete all prerequisite courses and paperwork to apply for transfer. **Admission is competitive and students have no guarantee that they will be accepted for transfer.**

Bioscience Technologists work with RNA, DNA and proteins in academic research laboratories, pharmaceutical industries, forensic DNA testing laboratories or molecular analysis.

Cytotechnologists use microscopy to evaluate specimens, locate and interpret the presence or absence of cancer cells, precancerous changes, infections or inflammatory patterns. Specimens can be obtained from any organ of the body. Cytotechnologists are the health professionals who interpret lab specimens, such as the "pap" smears. Medical Laboratory Scientists perform a wide range of diagnostic testing in various types of laboratories.

The Bachelor's degree in Biotechnology/Applied Molecular Technologies, Cytotechnology/Cell Sciences or Medical Laboratory Science will be awarded by Thomas Jefferson University.

Additional information on these programs can be found on the Jefferson website for health professions. It is important for the interested student to make interest and intent known to the Campus Coordinator as soon as possible in order to coordinate the completion of prerequisite courses and application in a timely manner.

Medical Laboratory Science/Biology—Four-Plus-One Option

The student who prefers to obtain a bachelor's degree in biology prior to studying the medical laboratory science component may do so. Following the attainment of this degree, the student can seek admission to an NAACLS accredited School of Medical Laboratory Science. Acceptance into the MLS hospital-based program will be facilitated by completing the listed prerequisites as a part of the initial degree program. In this case, a student will not receive 35 credits for the MLS program's didactic and clinical training and will not receive a second degree in medical laboratory science. The student would receive a certificate from the hospital and be eligible to take the MLS (ASCP) examination.

If a student wishes to complete a bachelor's degree in biology and then receive a second degree in medical laboratory science, the student will apply to the NAACLS accredited affiliate School of Medical Laboratory Science as a matriculated Gwynedd Mercy University student. The student would receive 35 credits for the didactic and clinical training and would be awarded a second degree, a Bachelor of Science in Medical Laboratory Science. Students would be eligible to take the MLS (ASCP) examination at the completion of the program.

Program Learning Objectives:

PLO1 The success of the program, and hence its graduates, is determined by students/graduates: Successfully completing the first three years of the program with a minimum overall GPA of 2.8 and a science and math GPA of 2.5.

PLO2 Being accepted to one or more NAACLS accredited affiliate Schools of Medical Laboratory Science.

PLO3 Successfully completing the twelve months of professional studies in a NAACLS accredited hospital-based program and being awarded a Certificate of Completion.

PLO4 Successfully passing the MLS national registry examination offered by the ASCP.

PLO5 Achieving gainful employment in medical laboratory science or other types of laboratory, such as pharmaceutical.

For Major Requirements: See Program Handbook and/or Curriculum Sheets.

Academic Criteria for Admission, Progression and Retention for Medical Laboratory Science

Program Admissions Requirements and Procedures: The prospective student should apply through Admissions. The program requires a minimum 2.8 GPA for all applicants. Science and math courses for first time freshmen should include Biology, Chemistry, Physics or Anatomy and Physiology, Algebra I and II, and Geometry or equivalent courses. Grades in these courses should be an average of not less than a B. Other pertinent courses will be reviewed. The Campus Coordinator will also review prospective student information provided for admission.

Admission to the MLT-to-MLS program is open to graduates of a medical laboratory technician (MLT) program who have obtained their MLT (ASCP) certification (or equivalent). Additional criteria for eligibility for admission with advanced standing to Gwynedd Mercy University are described in this catalog in the Admissions section. Application may be made for this program as a full-time or part-time student.

Upon acceptance to Gwynedd Mercy University, the student will begin course work to fulfill the baccalaureate degree requirements. The degree requirements include the academic requirements of the University, as well as the upper-level science and health science courses. Students are required to attend a NAACLS approved affiliate School of Medical Laboratory Science and are not exempt due to the previous study in medical laboratory technology.

All students seeking admissions to affiliate programs for the major must maintain a minimum grade point average of 2.8 overall and 2.5 in science. Students must go through the admission process required to be admitted to the hospital based NAACLS accredited affiliate School of Medical Laboratory Science. The hospital based NAACLS accredited affiliate School of Medical Laboratory Science is independent from the University. Admission is competitive and the University cannot guarantee admission. Course requirements are the same as listed under Medical Laboratory Science.

Internal transfer students seeking to enter the program will indicate interest to the Campus Coordinator who will review their transcripts and any other information available and applicable. The student seeking transfer shall have an overall GPA of not less than 2.8 and grades in science and math not less than an average of a B. The Campus Coordinator will determine if the student can transfer into this program of study.

External transfer students seeking to enter the program will apply through Admissions. The student seeking transfer shall have an overall GPA of not less than 2.8 and grades in science and math not less than an average of a B. Applicable courses in science must not be older than seven years at the anticipated entrance date to the affiliate program to be eligible for transfer. The prospective student must take 45 credits minimum at the University to be eligible for the degree. Admissions will consult with the Campus Coordinator to determine acceptance. The registrar will evaluate courses for transfer.

For Curriculum Sequence, see the Program Handbook and curriculum sheets.

Academic Standards/Grade Requirements and Progression for Medical Laboratory Science: Students must maintain a minimum grade point average of 2.8 overall and a 2.5 average in science and math. If either the overall GPA or science and math GPA falls below these standards, the student will be placed on program probation. Should the GPA remain below these standards for a second semester, then the student will be dismissed from the MLS program. **All grades in science, math and the major must be "C" or above. For any grade below a "C" (not a C-) in a science course, math course or a major course, the student will have one opportunity, for one course only, to repeat the course.** The student will be placed on program probation. Any subsequent grade below a "C" in a science, math, or a major course will result in the student being dismissed from the MLS program. Students must go through the admission process required to be admitted to the hospital-based NAACLS accredited affiliate School of Medical Laboratory Science. The hospital based NAACLS accredited affiliate School of Medical Laboratory Science is independent from the University. **Admission is competitive and the University**

cannot guarantee admission.

Attendance Policies: The student is required to abide by all attendance policies set forth for each University course. In addition, the NAACLS accredited affiliate program policies for attendance are strictly enforced and will be shared with the student before or upon acceptance.

Students are responsible for their own transportation, parking fees, gas, tolls or public transportation, etc. to and from the affiliate program and its clinical affiliate sites.

Non-Academic Criteria for Admission, Progression and Retention Technical Standards

An applicant to the Medical Laboratory Science Program must, with or without reasonable accommodation, have sufficient:

- Visual acuity to be able to identify microscopic structures, cells, and organisms; to operate analytical instruments appropriately and safely without substantially endangering students, co-workers and patients.
- Fine motor skills and manual dexterity to obtain and manipulate specimens, reagents, instruments, and analytical equipment according to established guidelines with speed, accuracy, precision, and in a manner that does not endanger others.
- Communication skills to effectively convey and/or explain results to other health care personnel, both within and outside the laboratory.
- Interactive skills to maintain cooperative and productive working relationships with patients and other health care professionals.
- Emotional stability to exercise appropriate judgment in responding to emergency situations that may be present in the health care environment.
- Ability to effectively handle stressful situations.
- Ability, with or without reasonable accommodation, to safely perform all core tasks required of a medical laboratory scientist.

All standards were formulated to be in compliance with the Rehabilitation Act of 1973 and the Americans with Disability Act.

Affiliate Program Clearances and Policies/Procedures: Students accepted to an affiliate MLS program must follow all pre-admission clearance procedures as stated by that program. In addition, all policies, such as confidentiality, dress code, professional liability insurance and professional standards must be adhered to. Failure to comply may result in dismissal from the affiliate MLS program and the University's MLS Program.

Students must maintain health insurance coverage for the duration of the MLS Program.

OCCUPATIONAL SCIENCE

Degree: Bachelor of Health Science (BHS)

Program Modality: On Ground (The didactic portion of the Occupational Science program is delivered on-ground.)

Academic Program Director: Thomas Mernar

The Department of Occupational Science and Occupational Therapy offers a 5-year dual degree program in Occupational Science (BHS) and Occupational Therapy (MSOT).

Accreditation, Certification, and Credentialing Requirements: The Bachelor of Health Science (BHS) in Occupational Science Program is a dual degree program with the Master of Science in Occupational Therapy (MSOT) Program. The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its Web address is www.acoteonline.org.

The Occupational Science program is a term degree program with course offerings in the summer, fall, and spring. Students are required to complete one summer term during their senior year. This summer term begins during the first week of June each year and this summer does not align with the summer I or summer II schedules.

Program Description: The Occupational Science program holds two phases. First, the pre-professional phase of the program occurs during the first three years when students will complete courses in general education, liberal arts, health science, and occupational science. Second, the professional phase of the program occurs during the fourth year when students complete the first year of occupational therapy courses. This phase is referred to as the Professional Phase or PY1.

Occupational Science majors will have an undergraduate advisor during both the pre- professional and professional phases of the program.

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

Program Learning Outcomes: The five program learning outcomes for the Occupational Science Program are as follows:

PLO1 Analyze the relationships between occupation, health, and well-being.

PLO2 Evaluate the biological, social, cultural, and institutional influences of occupational balance and occupational participation.

PLO3 Defend occupational justice and the human right to access and participate in meaningful occupations that supports well-being and participation.

PLO4 Examine the value and significance of occupations, as experienced and interpreted by an individual as an occupational being.

PLO5 Analyze how identities are constructed through doing as well as how individual and collective identities contribute to our sense of being, belonging, and becoming.

For major requirements: See Program Handbook and curriculum sheets.

Academic Criteria for Admission, Progression, and Retention

Admission criteria for entry into the Bachelor of Health Science in Occupational Science Program are based on one of three paths of entry.

Traditional Freshmen Admission: High school seniors should achieve a 3.1 high school GPA on a 4-point scale—standardized test scores such as the SAT and ACT are optional.

Internal Transfers: Current GMercyU students who would like to apply for a change of major to Occupational Science need to complete a change of major application and email it Dr. Thomas Mernar, Program Director of Occupational Science and Occupational Therapy Programs at mernar.t@gmercyu.edu. To be eligible for a change of major to Occupational Science, students must have completed 24 or more credits at Gwynedd Mercy University, maintained a cumulative GPA of a 3.1 or greater, submitted the change of major application and completed an in-person interview with Dr. Thomas Mernar, Program Director. Having earned an overall GPA of 3.1 or greater does not guarantee acceptance of a change of major to Occupational Science.

External Transfers: Pending availability, a limited number of students from other academic institutions may be eligible to transfer directly into the Occupational Science major if they have completed 24 or more credits, maintained a cumulative GPA of 3.1 or greater, and completed an external student transfer application that includes a written essay.

Academic Progress, Probation, and Program Dismissal

Academic Progress

All students must receive a grade of “C+” or better in all “major courses” (these courses can be identified by having a HS or OSC or prefix in the course code) or the student will not be allowed to progress in their program until the course is retaken. For major courses, the student may need to wait a year for the course to be offered again; therefore, a Leave of Absence may need to be taken. As per the Department’s Grade Standards above, a “C+” is earned in an OSC course if a student’s final grade is between a 77-79%.

Program progression GPA requirements are based on academic performance during each academic semester in the BHSOS program. For fulltime students, it is a requirement that each student maintains a:

- **Minimum semester GPA** of a 3.0 during the pre-professional and professional phase of the program
- **Minimum cumulative GPA** of a 3.0 in order to earn their BHS degree

Prior to entry into the PY1 of the program, students are required to having an overall GPA ≥ 3.0 , completed and documented 20 or more hours of occupational therapy observation, and attest to meeting the Technical Functions of Occupational Therapy Practice with or without reasonable accommodations (see below).

Probation

Probationary status is assigned to a student whose **semester grade point average** has fallen below good standing status at the conclusion of an academic semester, and the period of probation goes into effect for the following academic semester. Please note that a student may have an overall program GPA ≥ 3.0 and still be placed on academic probation since academic probation is based on the **semester grade point average** for each semester in the program.

Students may only be placed on academic probation once during their preprofessional phase undergraduate program from freshman to junior years as per the *Undergraduate Class Standing Classification by Credits* seen in the [Registration Information for Students](#) and once during their professional phase/graduate program, the PY1 and PY2 years. PY2 is the professional year 2, a time when graduates from this BHS in Occupational Science program take one year of graduate courses to earn their Master of Science in Occupational Therapy.

Program Dismissal

Students who fall into the academic probation range a second time during either the preprofessional or professional/graduate phases will receive a program dismissal letter from the Program Director. Students who are dismissed from the program can elect to change their major and complete degree requirements of a different major offered by the university.

Students reserve the right to appeal a program dismissal if there were extenuating circumstances that effected the students' academic performance during the semester that the dismissal was given. Students should notify the Program Director that an appeal is sought within 48 hours after receiving the program dismissal letter. The Program Director will then provide the student, the contact information for the Chair of the Appeals Committee for the Frances M. Maguire College of Nursing and Health Professions in order to formally submit an appeal. An appeal can only occur once for either a BHSOS (during the pre-professional phase of the program) or during the period of PY1 and PY2. If a BHSOS student filed an appeal as an undergraduate student during the pre-professional phase and are successful in that appeal, they do not qualify for another program dismissal appeal as a student during PY1 or PY2.

Curriculum Sequence:

PRE-PROFESSIONAL PHASE

FRESHMAN YEAR Fall Semester		
Course number	Course name	Credits
OSC 100	Introduction to Occupation and Occupational Science	3
HS 100	Introduction to Allied Health	2
UNV 100	GMercyU Success	2
ENG 100	Critical Reading and Writing	3

PSY 100	General Psychology	3
SOC 100	Principles of Sociology	3
Total		16

FRESHMAN YEAR Spring Semester		
Course number	Course name	Credits
OSC 102	Development of Humans as Occupational Beings	3
UNV 101	GMercyU Service	1
PSY 111	Statistics	3
MTH 136	Topics in Mathematics	3
RS 115	World Religions	3
ENG 101	College English	3
Total		16

SOPHOMORE YEAR Fall Semester		
Course number	Course name	Credits
OSC 201	Nature and Meaning of Human Occupation	3
HS 109	Medical Terminology	3
BIO 107	Anatomy and Physiology I	3
BIO 107L	Anatomy and Physiology I lab	1
ENG 200	Public Speaking	3
PSY 200	Developmental Psychology	3
Total		16

SOPHOMORE YEAR Spring Semester		
Course number	Course name	Credits
OSC 202	Occupational Justice	3
HS	Elective	3
BIO 108	Anatomy and Physiology II	3
BIO 108L	Anatomy and Physiology II lab	1
PSY 210	Psychopathology	3

ENG	Elective	3
Total		16

JUNIOR YEAR Fall Semester		
Course number	Course name	Credits
OSC 301	Occupational Perspective of Health	3
HIS	Elective	3
PHL	Elective	3
EMAL	Elective	3
Total		12

JUNIOR YEAR Spring Semester		
Course number	Course name	Credits
OSC 302	Neuroscience of Occupational Behavior	3
RS/PHL	Elective	3
SEM	Elective	3
Open	Elective	3
Total		12

PROFESSIONAL PHASE (PY1)

SENIOR YEAR/PROFESSIONAL YEAR 1 Summer Semester		
Course number	Course name	Credits
OSC 402	Neuroscience for Occupational Therapy	2
OSC 410	Ethical Foundations in Occupational Therapy Practice	2
Total		4

SENIOR YEAR/PROFESSIONAL YEAR 1 Fall Semester		
Course number	Course name	Credits
OSC 404	Therapeutic Use of Self	2
OSC 405	Foundations of Occupational Therapy	3
OSC 406	Creativity and Activity Analysis	2
OSC 414	Research Methods I: Evidence-based Practice	3
OSC 419	Functional Anatomy and Kinesiology for Occupational Therapy	5
Total		15

SENIOR YEAR/PROFESSIONAL YEAR 1 Spring Semester		
Course number	Course name	Credits
OSC 411	Health and Occupational Participation of Children and Youth	3
OSC 412	Occupational Therapy Process: Children and Youth	5
OSC 413	Occupational Therapy Fieldwork I: Children and Youth	1
OSC 416	Health Care, Policy, and Advocacy	2
OSC 421	Occupational Therapy & Upper Extremity Rehabilitation	3
OSC 4000	Research Methods II: Applied Research Capstone	3
Total		17

BHS in Occupational Science degree awarded with 124 credits

Academic Standards/Grade Requirements: A grade of a “C” is required of all major courses.

Attendance Policy: In the Occupational Science program, professional knowledge and skills are integrated through classroom, fieldwork, and service-learning experiences. *Punctuality and regular attendance are expected in every Occupational Science course.* Instructors take class attendance into account when determining grades.

1. Students are responsible for contacting an instructor in the event of an absence, lateness, or early dismissal (when able to do so safely).
2. Up to 3 total absences, episodes of lateness and/or leaving early from a single course are allowed without penalty for fall, spring, and summer terms.
3. Having 4 or more total absences, episodes of lateness and/or leaving early from a single course in the fall, spring, or summer terms will result in a 3-point final grade deduction from that respective course.
4. Examinations missed due to absence, lateness and/or leaving early will only be rescheduled at the discretion of the instructor and if proper notification of the absence, lateness, or leaving early was given prior to the exam. Students are responsible for all material covered in the course regardless of missed class time.

Time to Completion: A BHS in Occupational Science can be completed in 4 years with 124 credits completed.

OT Program Fees: Students will be required to pay OT Program Fees of \$200 for each academic term (summer, fall, spring) beginning their senior year. The OT Program fee pays for membership to AOTA, POTA, electronic medical records software, Typhon student tracking and e-portfolio, NBCOT exam preparation, program polo shirt, and ExamSoft testing software. Additional costs to the students can include: graduate health insurance; Complio clearance, health and wellness tracking; American Heart Association Heartsaver First Aid, CPR, and AED certification; health clearances (e.g., annual flu shot, physical, and immunizations); uniform attire if a fieldwork site holds dress requirements; transportation to the university and fieldwork sites; and required books/course materials (approximately \$2,000/year).

Non-Academic Criteria for Admission, Progression and Retention

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

Observation

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

Communication

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

Motor Function

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

Intellectual-conceptual Abilities

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

Integrative and Quantitative Abilities

- Demonstrate the mental capacity to understand, problem-solve and make judgments in order to promote safety.

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

Behavioral and Social Attributes

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

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

Compliance Requirements and Clearances: Occupational Science students in PY1 must be compliant with all clearance and health and wellness requirements. At the onset of PY1, students will be sent information and instructions for access to the Complio system. Clearance and health and wellness requirements are annual, so they will need to be redone the following year to remain in compliance. Failure to adhere to the required compliance deadlines may result in course grade deductions and a non-approval to register for the subsequent Program term. Clearance and health and wellness requirements for the Occupational Science Program include: PA State Police background check, PA child abuse clearance, FBI fingerprints, completion of Act 126—"Child Abuse Recognition and Reporting Training" (Please note that this is a 3-hour online training certificate and NOT the PA child abuse clearance), American Heart Association Heartsaver First Aid, CPR, AED Certification (Please note that no exceptions will be made for any other certification), Medical history/physical examination, Vaccinations that include MMR, Varicella, Hepatitis B, Tdap, Tuberculosis, Drug Screening, Flu Shot, and Meningitis. An adverse background check can restrict a student's ability to access fieldwork, affect a graduate's ability to later sit for the NBCOT® certification examination, or attain state licensure as an occupational therapist.

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

students' final grade.

Testing Requirements: Some instructors will require the students to use the testing platform of ExamSoft during PY1.

Technology Requirements: Students must have a laptop with camera capability for all portions of the program. All students are provided with the university's laptop specifications prior to the start of the professional phase of the program.

RADIOLOGIC TECHNOLOGY

Degree: Bachelor of Science

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

Program Coordinator: Joy Fox

Program Description: The Radiologic Technologist or radiographer is an individual who uses imaging equipment to perform diagnostic imaging (x-ray) procedures as ordered by physicians. They are health care specialists who can also perform advanced modality procedures such as CT, MRI, mammography, and interventional radiology as well as education, research and other related fields with additional education or training.

As a radiologic technologist, one can work in a variety of health care settings including: hospitals, doctors' offices, clinics and outpatient centers as well as continuing their education after graduation.

As a radiologic technologist, a professional in the health care team, graduates are responsible for proper patient care, appropriate radiation exposure and accurate radiographic positioning and procedures to ensure quality diagnostic radiographs. Graduates from this Bachelor of Science degree program can expect additional career options such as management, applications, sales and more. The Bachelor of Science degree affords the graduate opportunities for advancement along with the skill of a registered radiologic technologist.

A student who wishes to earn a Bachelor of Science degree in Radiologic Technology follows a four-year program. The first two years (63) credits are taken on the university campus. The final two years (59 credits) of the Radiologic Technology program takes place in a 20–24-month program at a hospital-based Joint Review Committee on Education in Radiologic Technology (JRCERT) approved affiliate School of Radiologic Technology (or Radiography). A student must apply and be accepted to one of these affiliate programs.

Students are prepared to take the Examination in Radiography offered by the American Registry of Radiologic Technologists (ARRT) for Professional Registration.

Students enrolled in the Radiologic Technology major must complete all required Gwynedd Mercy courses before beginning the junior year of study at a hospital-based Radiologic Technology Program. The hospital-based (JRCERT) affiliate accredited Schools of Radiologic Technology are independent from the University. Students will be advised when application must be submitted to affiliate programs. A list of JRCERT approved affiliate Schools of Radiologic Technology can be found in the Student Handbook. Additional JRCERT accredited programs can be found at www.jrcert.org. Representatives from the

hospital-based program will review the applicant's grades and a personal interview will follow. Some affiliates require the student to take the TEAS assessment test. **Admission is competitive and the University cannot guarantee that a student will be accepted to an affiliate program.**

During the second two years of the program in radiologic technology, the student will have didactic, laboratory and clinical education on a full-time, 40 hours a week basis at the affiliate program. All radiologic technology courses will be taught by qualified educators in the field of radiologic technology. Students will participate in didactic and clinical education courses at an affiliate site to which they have applied and been accepted. Students are expected to follow all policies and procedures of the affiliate program while enrolled. All graduating students are eligible to sit for the national American Registry of Radiologic Technologists (ARRT) examination in Radiography to become a registered Radiologic Technologist, RT(R), a title recognized in all 50 states.

The junior and senior student who is at the affiliate program pays the affiliate's tuition as well as a fee to the University for each year (found in this catalog under expenses). The student is responsible for the tuition to the affiliate hospital and any additional costs. The student enrolled in the affiliate radiologic technology program is expected to follow all policies and procedures of that affiliate.

The student is responsible for transportation to and from the School of Radiologic Technology, including parking, gas, tolls, public transportation, etc. The student is responsible for registering for Gwynedd Mercy RDS courses that correlate with the affiliate program courses for the Fall, Spring and Summer semesters.

Students can continue to file the FASFA form through the University and receive federal financial aid towards the affiliate program toward tuition. Scholarships, grants and merit awards are no longer valid. Students who receive tuition assistance from the Veterans Administration (VA) should be aware that once they enter the affiliate program, the University will no longer be the liaison for processing VA tuition transactions. It is the student's responsibility to contact the affiliate program to find out if they are a VA participating program prior to applying. The certifying official at a VA participating affiliate will assume the role of processing VA benefits while enrolled in the affiliate program. The student should also contact the VA directly for additional information.

Jefferson Option—Radiologic Sciences

Students also have the option to apply for transfer into the Diagnostic Imaging Multi-Competency Program at Thomas Jefferson University College of Health Professions. Gwynedd Mercy University maintains a formal articulation agreement with Thomas Jefferson University. Students considering possible transfer to Jefferson are urged to inform the program coordinator as soon as possible upon acceptance to the Radiologic Technology Program in order to plan efficiently. **Application must be made separately from the Gwynedd Mercy University application. Additional pre-requisite courses are required.** Students will be advised at which point in their studies this application must be submitted. Admission is competitive and no guarantee is granted to any student that they will be accepted. Students choosing this option will have their Bachelor of Science degree awarded by Thomas Jefferson University. Students considering this option should meet with the Radiologic Technology Campus Coordinator as early in the educational process as possible to plan this pathway. **This is a very competitive program, and the University makes no guarantee of acceptance.**

B.S. Completion Option (Reverse Bachelor's Degree)

This program is designed to provide the Registered Radiologic Technologist, RT(R), with a pathway to earn the B.S. in Radiologic Technology degree recognizing their accomplishment in successfully completing a School of Radiologic Technology and subsequently passing the ARRT's Examination in Radiography. The student is required to follow and complete the courses listed in the Radiologic Technology Curriculum.

This is the same curriculum that the traditional 2 + 2 student follows.

Students may be eligible for up to 62 credits in the Radiology major section of the curriculum. Students may also transfer general education courses from other colleges and universities as per Gwynedd Mercy University's policies and procedures. The student must also meet the credit residency requirement in order to earn the degree. Associated fees to the University depend on the type of Radiologic Technology Program attended.

Please contact the Radiologic Technology Campus Coordinator for more details.

Program Learning Objectives: The success of the program, and hence its graduates, is determined by students/graduates:

PLO1 Successfully completing the first two years of the program with a minimum overall GPA of and a science and math GPA of 2.8.

PLO2 Acceptance to one or more JRCERT affiliate accredited Schools of Radiologic Technology.

PLO3 Successfully completing the two years of professional studies in a JRCERT affiliate accredited hospital-based program, and being awarded a Certificate of Completion.

PLO4 Successfully passing the ARRT national registry Examination in Radiography.

PLO5 Achieving gainful employment in the field of Radiologic Technology.

For Major Requirements, see Program Handbook and curriculum sheets.

Academic Criteria for Admission, Progression and Retention for Radiologic Technology Program

Admissions Requirements and Procedures: The prospective student should apply through admissions. The program requires a minimum overall 2.8 GPA for all applicants. Science and math courses for first time freshmen should include Biology, Chemistry, Physics or Anatomy and Physiology, Algebra I and II, and Geometry or equivalent courses. Grades in these courses should be an average of not less than a B. Other pertinent courses will be reviewed. The Campus Coordinator will also review prospective student information provided for admission.

Internal transfer students seeking to enter the program will indicate interest to the Campus Coordinator who will review their transcripts and any other information available and applicable. The student seeking transfer shall have an overall GPA of not less than 2.8 and grades in science and math not less than an average of a B. The Campus Coordinator will determine if the student is eligible to transfer into this program of study provided there are enough seats remaining.

External transfer students seeking to enter the program will apply through admissions. The student seeking transfer shall have an overall GPA of not less than 2.8 and grades in science and math not less than an average of a B. Applicable courses in science must not be older than seven years to be eligible for transfer. The prospective student must take 36 credits minimum at the University to be eligible for

the degree. Admissions will consult with the Campus Coordinator to determine acceptance. The registrar will evaluate courses for transfer.

Academic Standards/Grade Requirements and Progression for Radiologic Technology: Students must maintain a minimum grade point average of 2.8 overall and a 2.5 average in the Exploring the Natural World section of the curriculum as well as the major. If either the overall GPA or Exploring the Natural World section of the curriculum and the major GPA falls below these standards, the student will be placed on program probation. Should the GPA remain below these standards for a second semester, then the student will be dismissed from the Radiologic Technology program. **All grades in Exploring the Natural World section and the major must be “C” (not a C-) or above. For any grade below a “C” in any of these courses, the student will have one opportunity, for one course only, to repeat the course.**

The student will be placed on program probation. Any subsequent grade below a C in Exploring the Natural World or a major course will result in the student being dismissed from the Radiologic Technology program. Students must go through the admission process required to be admitted to the hospital-based JRCERT accredited affiliate School of Radiologic Technology. Students will be advised when to apply. The hospital-based JRCERT accredited affiliate School of Radiologic Technology is independent from the University. **Admission is competitive and the University cannot guarantee admission.**

Attendance Policies: The student is required to abide by all attendance policies set forth for each University course. In addition, the JRCERT accredited affiliate program policies for attendance are strictly enforced and will be shared with the student before or upon acceptance.

Students are responsible for their own transportation to and from the affiliate program and its clinical affiliate sites.

Non-Academic Criteria for Admission, Progression and Retention for Radiologic Technology

Technical Standards: An applicant to the Radiologic Technology Program must, with or without reasonable accommodation, have sufficient abilities in the following:

- **Climbing**—Ascending or descending using feet and legs and/or hands and arms. Body agility is emphasized.
- **Balancing**—Maintaining body equilibrium to prevent falling when walking, standing or crouching.
- **Stooping**—Bending body downward and forward by bending leg and spine.
- **Kneeling**—Bending legs at knee to come to a rest on knee or knees.
- **Crouching**—Bending the body downward and forward by bending leg and spine.
- **Reaching**—Extending hand(s) and arm(s) in any direction.
- **Standing**—Particularly for sustained periods of time.
- **Walking**—Moving about on foot to accomplish tasks, particularly for long distances.

- **Pushing**—Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
- **Pulling**—Using upper extremities to exert force in moving objects in a sustained motion.
- **Lifting**—Raising objects from a lower to a higher position or moving objects horizontally from position-to-position.
- **Grasping**—Applying pressure to an object with the fingers or palm.
- **Talking**—Expressing or exchanging ideas by means of spoken word to other workers accurately, loudly or quickly.
- **Hearing**—Ability to receive detailed information through oral communication and to make fine discriminations in sound when applicable.
- **Visual Acuity**—This is a minimum standard for use with those whose work deals largely with preparing and analyzing data and figures, accounting, transcription, computer terminal, monitors, extensive reading, visual inspection, using measurement devices, assembly or fabrication of parts at distances close to eyes.
- **Medium Work**—Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

All standards were formulated to be in compliance with the Rehabilitation Act of 1973 and the Americans with Disability Act.

Affiliate Program Clearances and Policies/Procedures: Students accepted to an affiliate Radiologic Technology program must follow all pre-admission clearance procedures as stated by that program. In addition, all policies, such as confidentiality, dress code, professional liability insurance and professional standards must be adhered to. Failure to comply may result in dismissal from the affiliate Radiologic Technology program and the University's Radiologic Technology Program.

Students must maintain health insurance coverage for the duration of the Radiologic Technology Program.

RADIATION THERAPY

Degree: Bachelor of Health Science, Bachelor of Science

Program Modality: On-ground

Academic Program Director: Lorraine Quarles

Description: As a radiation therapist, you will work directly with patients, radiation oncologists and radiation physicists using advanced equipment to administer high energy x-rays, radioactive materials, and other sources of ionizing radiation to treat cancer. While here at GMercyU, one of the top radiation therapy schools in PA, you will be prepared to deliver competent and compassionate patient-centered care. In keeping with our Mercy tradition, our curriculum is career-oriented but also helps you build a strong foundation in liberal arts and ethics, so you are prepared to treat the whole person with respect and dignity. You can build on your educational foundation in radiation therapy and take your career in different directions including administration, dosimetry, research, education, and direct patient care, making us a great choice for students seeking a radiation therapy school in PA.

Preparation for Professional Certification Registry/Licensure: Upon successful completion of the Program, the graduate is eligible to apply to take the American Registry of Radiologic Technologists (ARRT) certification examination in radiation therapy. Instructions to complete the online application will be provided by the Program Director at the appropriate time. Students are to return their completed Program Competency list to the Program Director for signature. **All program competencies must be satisfactorily completed and verified by the Program Director. Students must complete all competencies in order to be eligible to submit their online application to the ARRT.** The ARRT will review all applications and approve eligibility to take the examination. Applicants must be in good standing and in compliance with the ARRT Standard of Ethics and Rules and Regulations. Any applicant who has been **convicted of a felony or misdemeanor** should contact the ARRT prior to application and have their case reviewed. The ARRT reserves the right to refuse eligibility to any applicant whom they find not in compliance with the Rules and Regulations and Standards of Ethics.

Program Learning Outcomes and Goals:

Goals:

- *Graduates will be competent entry level radiation therapists.
- *Students will demonstrate critical thinking.
- *Students will demonstrate effective communication skills.
- * The students/graduates will model professionalism.

Program Student Learning Outcomes: At the completion of the radiation therapy program, the graduates will demonstrate:

PLO1 Empathic patient centered care.

PLO2 Application of appropriate radiation safety principles.

PLO3 Accuracy in performing radiation therapy procedures.

PLO4 Effective oral and written communication skills.

PLO5 Appropriate response to events in clinical and lab situations.

PLO6 Appropriate professional behaviors.

For Major Requirements, see Program Handbook and Curriculum Sheets: The Radiation Therapy Program has a carefully developed, approved curriculum of study. The program will follow the most recent radiation therapy curriculum published by the American Society of Radiologic Technologists (ASRT). Additionally, the most recent American Registry of Registered Radiographers (ARRT) guidelines are integrated into the curriculum. A full description of each program with the required academic courses and the courses of the concentration of study are available in the University catalog, as well as a sample curriculum sheet for both the Bachelor of Science and the Bachelor of Health Science degree.

Academic Criteria for Admission, Progression and Retention

Program Admissions Requirements and Procedures: Gwynedd Mercy University and the Radiation Therapy Bachelor of Science degree programs are open to all individuals of any race, color, religion, gender, age, disability, national origin, and any other protected class. The program has a rolling admission policy and admission decisions are based on academic performance, experience, and achievement of the applicant. Completed applications are reviewed on a first-come, first-served basis. Admission to the program is limited due to clinical placement.

Traditional First Year Student Admission: The requirements for a first-time student entering the

University include the following:

- Completed application
- Earn an overall high school GPA of 3.0 or higher on a 4.0-point scale.
- Submit an essay addressing the following: Why do you want to become a radiation therapist? What qualities make you a strong candidate for this field? What do you believe is the role of a radiation therapist in patient care?
- Interview with the radiation therapy program faculty.

Transfer Students:

- Meet the admission criteria of the University and the Radiation Therapy Program.
- Complete an online application.
- ☐ Applicants must be proficient in math and science with college courses in Anatomy & Physiology I & II, with a lab (online labs not accepted), an upper-level Math (both with a transfer grade of "C" or higher), English 101, Computer Science and Public Speaking/ Communication classes, with an overall GPA of 3.0 or higher.
- A letter of recommendation concerning the character from the school from which the applicant is enrolled or graduated.
- Submit an essay addressing the following: Why do you want to become a radiation therapist? What qualities make you a strong candidate for this field? What do you believe is the role of a radiation therapist in patient care?
- Interview with the radiation therapy program faculty.

Radiographers:

- Graduates of a JRCERT-accredited program in Radiologic Technology.
- Earned, at a minimum, an Associate degree from an accredited academic institution.
- Be a registered or registry eligible Radiologic Technologist by the end of the Fall semester of the Junior year.
- Complete an online application.
- Must submit all transcripts from all educational institutions attended.
- Submit a letter of recommendation concerning the moral character of the prospective student from the school from which the applicant is enrolled or graduated from or other professional source.
- Applicants must be proficient in math and science with college courses in Anatomy & Physiology I & II, with a lab (online labs not accepted), an upper-level Math (both with a transfer grade of "C" or higher), English 101, Computer Science and Public Speaking/ Communication classes, with an overall GPA of 3.0 or higher
- Submit an essay addressing the following: Why do you want to become a radiation therapist? What qualities make you a strong candidate for this field? What do you believe is the role of a radiation therapist in patient care?
- Interview with the radiation therapy program faculty.

Curriculum Sequence: See *Program Handbook and curriculum sheets for Radiation Therapy major courses*

Academic Standards/Grade Requirements

STUDENTS MUST EARN A FINAL GRADE OF "C" OR HIGHER IN DIDACTIC COURSES. Any grade less than a "C" is a failing grade for didactic courses in the Radiation Therapy Program.

STUDENTS MUST EARN A FINAL GRADE OF "B" OR HIGHER IN CLINICAL COURSES. Any grade less than a "B" is a failing grade for clinical courses in the Radiation Therapy Program.

Any student who does not earn the minimum grade of "C" for any concentration course(s) may not continue in concentration courses until the course(s) has/ have been successfully completed. No concentration course may be repeated until the following year and **may only be repeated one time**. Students repeating courses will be **readmitted to concentration courses on a space-available basis only**.

A student who fails two or more didactic courses in the major and/or core requisite courses (C- and/or below) will be dismissed from the program. Failure to successfully complete a repeated course with the minimum required grade will result in dismissal from the program.

Students must maintain a minimum overall GPA of 3.0 to remain in the program

Students are on clinical probation until the completion of the fall semester. Probation is lifted following satisfactory clinical evaluation but **may be re-imposed at any time** because of unsatisfactory clinical and/or professional performance.

The following conduct is prohibited, and students will be subject to disciplinary action, including dismissal from the program, in accordance with due process:

1. Any violations of the University Code of Student Conduct
2. Violation of the University Honorcode
3. Violation of the University Drug and Alcohol Use Policy
4. Violations of Clinical Affiliate Policies and Procedures
5. Violation of Radiation Therapy Program Policies (i.e., attendance, lateness, dress code, course requirements, etc.)

Students are expected to always conduct themselves in a professional manner and in accordance with the American Registry of Radiologic Technologists (ARRT) Code of Ethics.

Attendance Policies: There are no excused absences from class. It is the student's responsibility to be prepared for class by reviewing all class notes, completing assignments (both reading and written). If absent from class (classes) the student is responsible for all missed class work and assignments.

The required amount of time to be devoted to study each week is fifteen (15) to twenty (20) hours or two (2) hours of study for each hour of lecture.

Clinical Education: Students are allowed one day off per semester from clinical education for sickness or for personal reasons. Absences of two (2) or more consecutive days for illness require a physician's note regarding the student's ability to return to clinical assignment.

Students must notify **their clinical supervisor and the clinical coordinator each day of absence by the**

start of their shift. The student has the option to make up any additional absences. Absences (not made up) will result in a decrease in the clinical grade. The student will be counseled and placed on probation. Failure to comply with recommendations within the specified time will result in dismissal from the program.

Students will be required to complete the clinical competency evaluation forms as well as timekeeping, via Trajecsyst, an online reporting system. The use of Trajecsyst begins in the Junior year. All clinical course requirements must be completed and reviewed by the clinical coordinator by the specified deadline. Failure to do so will result in a decrease in final course grade. Students must complete all clinical course work prior to the start of the next semester. Students who are not in compliance will be dismissed from the program.

These courses are competency-based. Competency is defined as accurately performing procedures on a consistent basis, not just once. Students are expected to attend all scheduled clinical days for each rotation to obtain the experiences and practice necessary to achieve competency. To earn a grade of "A," students must satisfactorily complete all required clinical experiences and the required number of scheduled clinical days by the end of the rotation. One personal or sick day is permitted each semester, if needed. If a student misses additional scheduled clinical time due to illness, the student may elect to make up the missed clinical days during the same semester. Make-up days may be completed during designated time off that occurs periodically within the semester rotations; however, make-up clinical time may not be scheduled when the University is closed. All required make-up clinical days must be completed before the start of the next semester.

The student may elect not to make up missed clinical days; however, doing so will result in a reduction of the student's clinical course grade in accordance with the course grading criteria. Failure to complete required clinical experiences or comply with an established remediation plan within the specified timeframe may result in dismissal from the program.

In the event of inclement weather resulting in a **University closure**, students should not report to clinical. Students are responsible for notifying their clinical site that the University is closed. The combined total of **clinical and didactic hours must not exceed 40 hours per week**.

The following is the grading system for the required clinical attendance during the specific rotations:

Zero -1 Absence	A	
2 Absences	B	<i>counseling/warning (written and verbal) is given that 1 or 2 days are incomplete</i>
3-4 Absences	C	<i>student will be placed on probation</i>
More than 4	F	<i>will result in dismissal from the program</i>

NOTE: One clinical day is equal to eight (8) hours, unless otherwise indicated.

All clinical course requirements must be completed and submitted by the specified deadline via Trajecsyst. Failure to do so will result in a decrease in final course grade. Students must complete all clinical course work prior to the start of next semester. Students who are not in compliance will be dismissed from the program.

Didactic Education

There are **NO** excused absences from RTS courses. In cases of emergency or illness, the student is to notify Ms. Lorraine Quarles, by calling 267-448-1451 or e-mailing her at quarles.l@gmercyu.edu or Clinical Coordinators, Emily Quinn at 215-646-7300 X 21433 or at quinn.e2@gmercyu.edu, or Judith McDonald at 215-646-7300 X 21429 or at mcdonald.j@gmercyu.edu as well as the instructor for the class, no later than 8:00 am. Excessive absences from class will result in counseling for the student and a decrease in the student's final grade.

Excessive absenteeism will result in the student being placed on probation and will have a grade reduction for the specific course in which the absences occur. No improvement in attendance will result in dismissal from the program. **ATTENDANCE IS MANDATORY FOR ALL CONCENTRATION COURSES.**

Tardiness

Clinical Education

Tardiness is defined as not being at the assigned area and prepared for clinical assignment at the designated starting time. Students will be counseled regarding lateness; additionally, students who are **late more than 2 times during a clinical rotation will be counseled and placed on probation.** Continued failure to modify this behavior will result in the student receiving a decrease of one grade on final course grade or dismissal from the program if tardiness continues.

Classroom

Students are expected to participate in all the academic courses and program activities and are expected to be on time for all classes and labs. Once the class has started you are considered late. Entering the classroom after class has begun is disruptive not only for the students but the instructor as well. It is the student's responsibility to be on time for class. If a student is going to be late, the student is required to contact the Program Director and the Instructor of the course. Students are not to pass any message via fellow students.

Habitual tardiness (more than one (1) lateness in a five (5) week period) will result in a decrease in the grade for the RTS course(s) in which the tardiness occurred.

Students who are repeatedly late will be counseled and placed on probation. If there is no improvement in their punctuality, they will be dismissed from the program.

Academic Progress, Probation, and Program Dismissal: A student who fails two didactic courses in the major and/or co-requisite courses (C- or below) or one clinical course (B- or below) will be dismissed from the program.

Academic/Clinical Probation: All students are accepted on a probationary basis. To continue in the program, a student must achieve a minimum grade of "C" in all didactic courses and a "B" in all clinical education courses.

Clinical/Experiential Learning: Students are required to spend a minimum/maximum of sixteen (16)/thirty (30) hours in Clinical Education each week depending on their year of study. These hours may include conferences and chart rounds. No student is required to remain in the department for overtime hours; however, students are encouraged to remain after normal working hours to complete procedures already in progress. The start of the clinical education day will vary from institution to institution. There

will be one half hour for lunch and one-half hour for paperwork. Any variations in schedules must be approved by the Program Director and Clinical Coordinator. Students must comply with the hours of the clinical institution. Some clinical education experiences may be scheduled at times other than the normal schedule. Students' clinical schedule will be adjusted to provide these experiences, which may require an early, late, or a weekend schedule. Students in the program must provide their own transportation to and from the clinical site. Many of the clinical sites are accessible by public transportation. Students are responsible for arranging and paying for their transportation to their clinical site. Students in need of a parking space at their clinical site will receive information on parking during their orientation to their clinical site if parking spaces are available for students. Students who park at the clinical facilities will be responsible for any fees that may occur.

Non-Academic Criteria for Admission, Progression and Retention

The University conducts a "credit by examination program" whereby students may take examinations for academic credit as applicable to a given program. This program allows knowledge and experience attained through non-formal and non-traditional approaches to learning to be recognized. Certain controls and restrictions by the Accrediting agencies for Allied Health Programs do not permit the use of the above procedure for challenging courses in the concentration. Academic courses, however, may be challenged through the procedure outlined in this catalog.

Technical Standards: In order to perform the daily duties of the Radiation Therapist accurately and efficiently, the Radiation Therapy student must be able to:

- **Climb**—Ascending or descending using feet and legs and/or hands and arms.
- **Balance**—Maintaining body equilibrium to prevent falling when walking, standing, or crouching.
- **Stoop**—Bending body downward and forward by bending leg and spine.
- **Kneel**—Bending legs at knee to come to a rest on knee or knees.
- **Reach**—Extending hand(s) and arm(s) in any direction.
- **Communication**—Communicate effectively with patients and staff in both verbal and written forms in the English language, with the ability to give and receive directions and information.
- **Stand**—Standing for particularly sustained periods of time, to include bending and twisting.
- **Walk**—Moving about on foot to accomplish tasks, particularly for long distances.
- **Push**—Using upper extremities to press against something with steady force to thrust forward, downward, or outward.
- **Pull**—Using upper extremities to exert force in moving objects in a sustained motion.
- **Lift**—Raising object from a lower to a higher position or moving objects horizontally from position-to-position.
- **Grasp**—Applying pressure to an object with the fingers or palm; tactile dexterity.
- **Speak**—Expressing or exchanging ideas by means of spoken words to other workers accurately, loudly, or quickly.
- **Hear**—Ability to receive detailed information through oral communication and to make fine discriminations in sound when applicable, especially in a noisy environment.
- **Visual Acuity**—This is a minimum standard for use with those whose work; deals with preparing and analyzing data and figures, accounting, transcription, computer terminal, monitors, extensive reading, visual inspection, using measurement devices, assembly, or fabrication of parts at distances close to eyes. Ability to see and read instructions in dim lighting.
- **Medium Work**—The ability to exert up to 50 pounds of force occasionally, and/or up to 20

pounds of force frequently, and/or up to 10 pounds of force constantly to move objects to include the ability to provide safe operation of large medical equipment.

Compliance Requirements and Clearances:

Cardiopulmonary Resuscitation (CPR) Certification or re-certification is required before beginning clinical education experiences in any health care facility. Copies must be submitted to the Director of Clinical Education and placed in the student's file.

Certified Background Check: All students enrolled in the Radiation Therapy Program are required to have a criminal background check done through www.castlebranch.com. There are in-state (PA) and out-of-state checks done depending on where the student lives. Students will receive instructions on how to retrieve this information with their orientation letters which are emailed to them in the beginning of July. The student is responsible for the fee incurred.

A **copy** of the completed criminal background check is to be sent to the Radiation Therapy Program Director prior to the start of clinical.

*Some clinical sites will require additional criminal background checks such as Castle Branch Bridges/DISA or IDEMIA (FBI fingerprinting).

A certificate of health from a nurse practitioner or a family physician is necessary. All students are required to have a history and physical done prior to entering the program and clinical education. Students whose History and Physical Record are not on file will not be permitted to attend clinical education. The completed health form must be returned to the University nurse before August 1st. Students must provide documentation of all required inoculations. The Hepatitis B vaccination is required by the clinical affiliates. If the student chooses not to be inoculated for Hepatitis B, they must sign a declination form, which also must be returned to the University nurse. All history and physical forms and declination forms will be kept on file in the University nurse's office. The student must have the following or provide documentation of immunity to comply with Gwynedd Mercy University Radiation Therapy program. Students without completed health forms will not be permitted in any clinical site.

The Following Proof of Immunizations Are Mandatory:

- 1. MEASLES (RUBEOLA), MUMPS, AND RUBELLA (German Measles)**
- 2. VARICELLA:** Proof of two doses of vaccine OR serologic evidence of immunity (titer)
- 3. HEPATITIS B:** Proof of three dose series of vaccine AND serologic evidence of immunity.
Students with low/negative titer results after completion of three dose series should discuss re-immunization with a second three dose series, according to CDC recommendations for healthcare providers. A second serologic titer does not need to be submitted after the second three-dose series of vaccine.

All students must have begun the Hepatitis B Vaccine series prior to the start of classes. The series consists of three injections: an initial injection, followed by the second injection one month later, followed by the third injection five months later.

All students who have already completed the Hepatitis B vaccine series are required to have a Hepatitis B surface antibody titer (blood test) to confirm immunity. A copy of the lab report must be attached to this form. For students who are just beginning the Hepatitis B series, a titer

is required one to two months after completion of the series.

4. **TETANUS TOXOID**
5. **REDUCED DIPHTHERIA TOXOID**
6. **ACELLULAR PERTUSSIS VACCINE**
7. **Proof of T-dap vaccine** within the past 10 years

Child Abuse Clearance: All students enrolled in the Frances M. Maguire College of Nursing and Health Professions are required to have a **Child Abuse History Clearance**. This is accomplished by completing a **Child Abuse History Clearance Form**. Notifications on instructions on obtaining the form will be the responsibility of the Program Director.

Department of Public Welfare PO Box 8170 Harrisburg, PA 17105-8170

A copy of the completed Child Abuse History Clearance Form should be sent to the Radiation Therapy Program Director prior to the start of clinical education.

Covid-19 Vaccination: Students are required to follow university policy regarding Covid-19 vaccination. Additionally, all students are required to provide documentation of Covid-19 vaccination before attending clinical.

Drug Screening: All students must provide evidence of a negative drug screening prior to clinical placement. Some clinical facilities may require additional drug screening to be completed no sooner than 30 days prior to the start of the rotation. NOTE: Random screening may be done on campus or at the clinical site, and will be at the student's expense.

Flu Shot: All students are required to be immunized against the flu by the end of October. Failure to comply with this requirement will result in the student's removal from the clinical site, and therefore, the student will be unable to continue in the program. All students must receive an annual flu shot.

Health Insurance Coverage: Students must carry health insurance while in the Radiation Therapy Program. This health insurance can be obtained through the University if the student does not have personal coverage. Confirmation of health insurance coverage must be submitted to the university by the beginning of each academic year.

Tuberculosis Screening: All students must present yearly results from a tuberculosis screening to participate in clinical education. A baseline two-step PPD skin test is required. Students who can document an initial two-step PPD will be required to have a yearly single-step PPD. Information on PPD screening is listed on the Health Form. Students are responsible for the cost of the screening.

Additional expenses: Additional expenses that the student can incur are health insurance, criminal background checks, child abuse clearance, health and physical clearances (e.g., annual flu shot, COVID, vaccination, TB/PPD, immunizations), CPR certification (American Heart Association for Health Care providers), uniform attire for clinical experience, transportation to the university and to clinical sites (to include parking fees and tolls), required program textbooks.

NOTE: Program requires additional fee of \$250.00 paid to Trajecsyst, in the start of the Junior Fall semester which is billed with RTS 204 Clinical education.

Professional Disposition and Conduct: 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 Student 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 may cause physical or psychological harm to another. The standards assume that individual members of the Gwynedd Mercy University community value loyalty, truthfulness, and contractual fidelity. The student conduct process at Gwynedd Mercy University is not intended to punish students; rather, it exists to protect the interests of the community and to challenge those whose behavior is not in accordance with our policies. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student is unable to conform to their behavior to the community's expectations, the student conduct process may determine that the student should no longer share in the privilege of participating in this community. Authority for the enforcement of university regulations and policy rests with the Vice President for Enrollment and Student Services, who may designate as Administrative Hearing Officers other members of the University community. Gwynedd Mercy University students are responsible for knowing the information, policies and procedures outlined in this document. The University reserves the right to make changes to this code as necessary, and once those changes are posted online, they are in effect. Students are encouraged to refer online for the Student Handbook for updated versions of all policies and procedures.

Professional Liability: All students enrolled in the Radiation Therapy Program are required to carry Professional Liability Insurance. This policy is arranged by the business office of the University; the insurance company is Philadelphia Indemnity Insurance Company. It has a yearly term under a local agent. Copies of the policy contract are held in the University's Business Office.

Sophomore, Junior and Senior, Bachelor of Science/Bachelor of Health Science students are billed accordingly.

RESPIRATORY CARE

Degree: Bachelor of Health Science, Associate of Science

Program Accreditation Status: Full Continuing Accreditation—Commission on Accreditation for Respiratory Care

Program Modality: On-ground

Academic Program Director: William Randall Solly

Program Description: The field of Respiratory Care is a rewarding and rapidly growing health profession concentrating in the diagnosis and treatment of patients with cardiopulmonary abnormalities. Gwynedd Mercy University's Respiratory Care Program (the Program) is a nationally recognized program and highly respected in the Philadelphia region.

The Program follows a "three-plus-one" model and provides a true career ladder allowing for practice at multiple levels. The first three years represent the Associate Degree (AS), where the primary goal is to

provide the student with the knowledge, skills, professional attitudes and behaviors to practice as a safe, competent, caring, and compassionate health care professional. In the final year, the student can earn the Bachelor of Health Science Degree (BHS), where additional coursework can be secured to prepare the therapist to practice in leadership, education, or service capacity. Upon graduation from either the AS or BHS program, the student will be able to sit for their credential examinations and upon successful completion, obtain a license to practice respiratory therapy.

Associate of Science Degree in Respiratory Care: The Associate of Science Degree in Respiratory Care is accredited by the Commission on Accreditation for Respiratory Care (CoARC) and is an Entry into Respiratory Care Professional Practice Program. It consists of three years of coursework and is broken down as follows:

First Year

The first year consists of general studies rich in the natural sciences, mathematics, and liberal arts disciplines. It is designed to prepare students for the respiratory care concentration courses taken in the second and third year.

Second Year

The second-year entails course work in the art and science of respiratory care, coupled with a chemistry course in the Fall and microbiology in the Spring semesters. Respiratory care courses are didactic (classroom), laboratory, and clinical in nature. The didactic classes are designed to address the principles and concepts of the particular subject in question. The laboratory is designed for demonstration and practice and provides an environment where the student can first experience the procedures and practices of respiratory care in a controlled and closely supervised manner. Many of the laboratory sessions are self-directed with assistance provided by the faculty as needed and/or case studies or simulations to enhance theory. The clinical courses are both observational and performance in nature. The student will first observe procedures and modalities to gain confidence and familiarity. After exposure and observation, the student will perform procedures and modalities until competency is achieved. Competency is followed by repeated practice and skill refinement. The ultimate goal is mastery of specific respiratory care-based procedures while demonstrating a high degree of expertise. Clinical course work will entail rotations at multiple health care systems in the Greater Philadelphia area and begin in the spring semester of the second year. These rotations will take place twice per week on Tuesdays and Thursdays in the spring semester, followed by eight weeks of clinical rotations in the summer. The clinical component is competency-based, which means that the student must successfully complete all designated procedures to satisfy the course requirements. Upon completion of the program's second year, the student will continue to the third year, where credentialing-eligibility can be obtained.

Third Year

Entry into the third year of the program requires acceptable academic standing and approval of the program faculty. The third year consists of advanced topics in respiratory care coupled with a statistics course in the Fall and a basic communication course in the Spring. The third year of the program is modeled after the second and consists of didactic (classroom), laboratory, and clinical courses. The didactic classes are designed to address the advanced principles and concepts in a classroom environment, while the laboratory is designed for demonstration and practice. Laboratory sessions will often entail presentations and demonstrations by faculty, physicians and/or other health care professionals with knowledge and expertise in advanced topics. The clinical courses are both

observational and performance in nature. The student will observe advanced procedures and modalities to gain confidence and familiarity. After exposure and observation, the student will perform procedures and modalities until competency is achieved. Competency is followed by repeated practice and skill refinement. The ultimate goal is mastery of specific respiratory care-based procedures while demonstrating a high degree of expertise. Students in the third year of the program are expected to possess a high degree of expertise and proficiency with the skills and modalities addressed in the second year. The third year's clinical component will entail clinical rotations two days a week in the fall and spring semesters. Rotations are of an advanced nature and include specialty rotations that occur in a variety of clinical sites, including large university-teaching hospitals, pediatric and neonatal centers, community hospitals, and alternate care sites.

Upon successful completion of the program's third year, the student will receive an Associate Degree in Respiratory Care and be eligible to sit for the National Board for Respiratory Care (NBRC) Therapist Multiple Choice Examination. Successful completion of the Therapist Multiple Choice Examination at a designated low cut score level grants the student the Certified Respiratory Therapist (CRT) credential and allows the student to apply for a license to practice in the State of Pennsylvania.

Upon completion of the NBRC Therapist Multiple Choice Examination at a designated high cut score level, the student is eligible to sit for the NBRC Clinical Simulation Examination. Upon successful completion of this examination, the student is granted the title of Registered Respiratory Therapist (RRT) and the receipt of an exclusive registry number. The RRT is the terminal credential in the profession of respiratory care and the highest level of professional practice. All students should aspire to achieve this level of credentialing. Additional specialty examinations and credentials are available and can be addressed by the program faculty.

Fourth Year

The fourth year is the baccalaureate level of the program. It is designed as a degree completion program that enhances the liberal arts and adds health science electives geared towards professional leadership in the areas of patient/family clinical education, wellness, and/or entry-level management/supervision. The bachelor's degree strives to prepare a well-rounded graduate prepared to provide professional leadership and service.

Bachelor of Health Science in Respiratory Care: As noted above, this option is designed as the final year of the 3-plus-1 program. It is a degree completion program designed for students seeking professional leadership, education, and/or service in Respiratory Care. Students choosing this option must first complete all course work outlined in the Associate Degree curriculum and the additional courses outlined on the curriculum sheet.

Preparation for Professional Licensure: The Associate of Science Degree in Respiratory Care is accredited by the Commission on Accreditation for Respiratory Care (CoARC) and is an Entry into Respiratory Care Professional Practice Program. It prepares the student for eligibility to sit the NBRC Examination. Upon completion of the NBRC Examination at the low-cut score, the student is eligible to secure a license from the Bureau of Professional and Occupational Affairs of the Pennsylvania State Board of Medicine to practice as a certified respiratory therapy practitioner.

Program Learning Outcomes: Program learning outcomes flow from the CoARC-mandated requirement to “develop student in the cognitive, psychomotor and affective domain.” Specific learning outcomes are as follows:

PLO1 Integrate knowledge from the humanities, natural and behavioral/social sciences with the current practice of respiratory care.

PLO2 Know, apply and analyze the principles and concepts of respiratory care to function in the health care setting.

PLO3 Use current professional standards including clinical practice guidelines and evidence-based medicine in respiratory care.

PLO4 Perform clinical procedures and modalities to practice as a competent respiratory therapist.

PLO5 Utilize current respiratory care technology effectively and efficiently.

PLO6 Demonstrate the characteristics, traits and qualities of a professional respiratory therapist.

PLO7 Demonstrate clarity and accuracy in oral and written communications.

PLO8 Function as an effective health care team member by collaborating with other health care providers and consumers in promoting the health and well-being of individuals, families and communities.

Major Requirements: See Respiratory Care Program Handbook and curriculum sheets.

Academic Criteria for Admission, Progression, and Retention

Admission to the Respiratory Care Program is selective and competitive. Meeting minimum requirements does not guarantee admission. All applicants are considered on a space-available basis using a holistic review of academic achievement, science preparedness, and professional attributes. Program data demonstrate improved retention and credentialing success among students with stronger academic preparation, particularly in the sciences, and this is reflected in the program’s admissions considerations.

First-Time Freshman Applicants (High School Students)

First-time freshman applicants must present a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale and must have successfully completed at least one college-preparatory laboratory science course (e.g.: biology, chemistry, physics, or anatomy and physiology). Applicants must submit official high school transcripts and one letter of recommendation attesting to academic ability and professional character and must complete an interview with the Program Director.

Preference will be given to applicants demonstrating strong performance in science coursework and overall readiness for the rigor of the program.

Internal Transfer Applicants (Change of Major)

Students seeking to transfer into the program from within the University must have a minimum cumulative GPA of 3.0 and must have earned a grade of “C” or higher (C- is not acceptable) in all prerequisite coursework. Students must be in good academic and disciplinary standing within the University and must complete an interview with the Program Director.

Preference will be given to applicants with a math/science GPA of 3.2 or higher and no repeated prerequisite science courses.

External Transfer Applicants

Applicants transferring from another institution must have a minimum cumulative GPA of 3.0 and must have earned a grade of “C” or higher (C- is not acceptable) in all prerequisite coursework. Official transcripts from all institutions attended must be submitted and will be evaluated by the Registrar for equivalency. Applicants must complete an interview with the Program Director.

Preference will be given to applicants with a science GPA of 3.2 or higher and no repeated prerequisite science courses.

External transfer applicants seeking admission into the Bachelor of Health Science (BHS) program who have previously earned an Associate of Science (AS) degree and hold an active National Board for Respiratory Care Registered Respiratory Therapist (RRT) credential are eligible to apply for advanced standing. The RRT credential will be evaluated for “credit-for-registry” and may be applied toward required respiratory care coursework. Previously completed respiratory care courses at other institutions will be evaluated for transfer equivalency and applied toward the curriculum as appropriate.

Applicants must complete all General Education and Core Curriculum requirements as outlined on the respiratory care curriculum sheet. A minimum grade of “C” (C- is not acceptable) must be maintained in all concentration, science, and mathematics courses. Applicants must submit official transcripts from each institution attended and must have achieved a minimum cumulative GPA of 2.5 on a 4.0 scale for consideration under this pathway. A minimum of forty-five (45) credits must be completed at the University.

The RRT credential must be current within five (5) years of the anticipated BHS program completion date. Applicants whose credential exceeds this timeframe must obtain re-credentialing. The five-year requirement may be waived for applicants who demonstrate active clinical practice (greater than 20 hours per week) and maintain current professional licensure and continuing respiratory care education (CRCE) requirements.

Academic Standards and Grade Requirements

Students must earn a minimum grade of “C” (C- is not acceptable) in all science, mathematics, and respiratory care courses. Science and mathematics courses may be repeated once; however, multiple repeated science courses may result in ineligibility for progression into the program.

Respiratory care courses may be repeated once. Failure of a repeated respiratory care course or any subsequent respiratory care course will result in dismissal from the program. Students must follow the prescribed course sequence and may not progress to upper-level or clinical coursework without successful completion of all prerequisite courses.

Academic Progression and Retention

Progression into the professional phase of the program requires successful completion of all prerequisite coursework in accordance with program standards.

Students who fail a course within the major must repeat that course and withdraw from any subsequent respiratory care courses until the failed course is successfully completed, provided space is available. Unsuccessful performance in a repeated respiratory care course, or in any subsequent respiratory care course, will result in dismissal from the program.

Students demonstrating patterns of academic difficulty in prerequisite coursework may be subject to academic review and advisement prior to progression into clinical coursework.

NOTE: Students must maintain a “C” (75%) or better to continue in the program. Any grade below a “C” is unacceptable and is considered a failing grade in all professional courses.

For Curriculum Sequence, see Program Handbook

Recommended Semester Sequence

YEAR 1			
SEMESTER	COURSE #	COURSE NAME	CREDITS
Fall	BIO 107	Anatomy & Physiology I	3
	BIO 107L	Anatomy & Physiology I Lab	1
	ENG 101	College English	3
	MTH 136	Topics of Math	3
	PSY 100	General Psychology	3
	FYE 1000	First Year Experience	2
		TOTAL	15
Spring	BIO 108	Anatomy & Physiology II	3
	BIO 108L	Anatomy & Physiology II Lab	1
	PHY 111	Physics for Allied Health Professions	3
	CIS 101	Introduction to Desktop Computing	3
	RS Elective	Elective	3
	SEM Elective	Elective	3
	FYE 1001	First Year Experience Service	1
		TOTAL	17
YEAR 2			

SEMESTER	COURSE #	COURSE NAME	CREDITS
Fall	RC 200	Introduction to Allied Health	2
	RC 210	Medical Terminology	1
	RC 230	Respiratory Theory I	4
	RC 240	Respiratory Procedures I	1
	RC 233	Respiratory and Cardiac Physiology	3
	RC 234	Respiratory Pharmacology	3
	CHM 111/115	Chemistry for Allied Health Professions	3
		TOTAL	17
Spring	RC 231	Respiratory Theory II	3
	RC 241	Respiratory Procedures II	1
	RC 232	Respiratory Theory III	3
	RC 242	Respiratory Procedures III	1
	RC 250	Clinical Respiratory Care I	3
	RC 251	Clinical Respiratory Care II	3
	BIO 121	Microbiology for the Health Sciences	3
		TOTAL	17

YEAR 3

SEMESTER	COURSE #	COURSE NAME	CREDITS
Fall	RC 330	Advanced Respiratory Theory I	3
	RC 340	Advanced Respiratory Procedures I	1
	RC 331	Advanced Respiratory Theory II	3
	RC 341	Advanced Respiratory Procedures II	1
	RC 336	Respiratory Pathophysiology	4
	RC 350	Advanced Clinical Respiratory Care I	2
	PSY 111	Statistics	3
		TOTAL	17
Spring	RC 332	Advanced Respiratory Theory III	3
	RC 342	Advanced Respiratory Procedures III	1
	RC 334	Respiratory Research	3
	RC 337	Respiratory Seminar	4
	RC 351	Advanced Clinical Respiratory Care II	3
	ENG 200	Public Speaking	3
		TOTAL	17

YEAR 4

SEMESTER	COURSE #	COURSE NAME	CREDITS
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Fall	RS or PHL	Religious studies or Upper-Level Philosophy	3
	SEM	Signature Seminar Elective	3
	ELECTIVE	Art/Language/Music/ASL	3
	ELECTIVE	Health Administration or Health Science	3
	ELECTIVE	Health Administration or Health Science	3
		TOTAL	15
Spring	ELECTIVE	Eco/Geo/His/Pol Sci/Psy/Soc	3
	ELECTIVE	English	3
	ELECTIVE	Philosophy (Upper level)	3
	ELECTIVE	Health Administration or Health Science	3
		TOTAL	12
	TOTAL CREDITS FOR ASSOCIATES DEGREE		100
	TOTAL CREDITS FOR BACHELOR of HEALTH SCIENCE DEGREE		127

Attendance Policies: Attendance in all respiratory care courses (didactic, laboratory and clinical) is mandatory. Excused absences are at the discretion of the faculty, and specific attendance requirements will be provided in each of the course syllabi. Documentation of absences may be required.

Course Withdrawal Policies: The program follows the course withdraw policy provided by the University as outlined in the Undergraduate Catalog.

Experiential Learning: Students are responsible for their own transportation to and from off-campus experiential learning opportunities, i.e. clinical rotations at the hospital, and any fees associated with such travel, e.g., parking costs, gas, tolls, train fare, etc. Additionally, students must purchase a stethoscope and scrubs as discussed during the orientation to clinical by the Director of Clinical Education (DCE).

Clinical rotations are scheduled by the DCE and are based on availability and at the DCE's discretion.

Other: Students must adhere to the course sequence as outlined in the curriculum. Advancement from one level to the next is based on availability as well as recommendation of program faculty. Students matriculating at Gwynedd Mercy University will be given preference for acceptance over students transferring from other institutions based on academic performance.

Non-Academic Criteria for Admission, Progression and Retention

Technical Standards/Functions: Respiratory therapists are responsible for the care of patients, some of whom are critically ill. They are often required to manage highly complex pieces of equipment, as well as interact with patients to make diagnostic and therapeutic assessments. Respiratory therapists must also be able to communicate with other health care professionals and respect privacy and confidentiality of patient data, information, and communication. Therefore, in order to be successful in the respiratory care program, all applicants must be able to perform, learn and adhere to the following essential functions:

- The ability to travel to all areas of a health care facility including patient rooms, various care areas and the respiratory care department.
- Perform physically demanding tasks including, but not limited to, positioning and transporting patients, performing CPR and moving life sustaining equipment.
- Communicate clearly and effectively with patients and hospital staff.
- Use appropriate equipment to accurately assess patients.
- Apply sufficient intellectual and emotional skills to plan and exercise independent judgment and to respond quickly to medical emergencies.
- Accurately measure and administer medication.
- Read, interpret, and evaluate patient data to make appropriate recommendations for improving patients' conditions.
- Calibrate and operate equipment associated with providing respiratory care.
- Perform the numerous tasks required of a respiratory therapist.
- The physical and mental acumen to adjust and cope with the stressors associated with providing respiratory care to critically ill patients.

Compliance Requirements and Clearances: All candidates accepted into the Respiratory Care Program must have documented proof of the following additional requirements prior to clinical courses:

1. Certificate of Health/Physical Examination: A physical examination performed by a primary care physician, e.g.: MD, DO, NP, PA, is required to take part in clinical rotations. Official physical forms are provided by the University. Separate forms may be required depending on the clinical site. Completed health forms are to be submitted to the Campus Health Office at least 2 weeks before clinical rotations begin. Students without completed health forms will not be permitted to take part in clinical rotations.
2. Cardiopulmonary Resuscitation (CPR) Certification/Recertification: Valid, current CPR certification is required before beginning clinical education experiences. Respiratory Care faculty can provide CPR training prior to the start of clinical at the expense of the student. A copy of the current certification must be submitted to the Director of Clinical Education prior to the start of clinical rotations.
3. Health Insurance Coverage: Students must carry health insurance while in the Respiratory Care Program. Health insurance can be obtained through the University if the student does not have personal coverage. Confirmation of health insurance coverage must be submitted to the University by the beginning of each academic year.
4. Liability Insurance: All students enrolled in the Program are required to carry liability insurance and this coverage is provided through the University.
5. Child Abuse History Clearance: All students enrolled in the Program are required to have a Child Abuse History Clearance through the Pennsylvania Department of Human Services. This is accomplished online, and further instructions will be provided by the Director of Clinical Education at the time of clinical orientation. Students are responsible for the cost of the Child Abuse History Clearance.
6. Criminal Background Check: All students enrolled in the Respiratory Care Program are required to have a Pennsylvania State Police (PSP) criminal background check performed via the Pennsylvania Access to Criminal History (PATCH) web portal. In addition, all students must undergo a Federal Bureau of Investigation (FBI) background check. Information related to criminal background checks will be provided by the Director of Clinical Education at the time of the orientation to clinical. Students are responsible for the cost of the Criminal Background

Check. Any incidents found on the check will be handled on an individual basis.

7. **Drug Screening:** Upon request, all students must present results from drug screening to participate in clinical education. Information on drug screening requirements is listed on the Health Form. Students are responsible for the cost of the screening.
8. **Tuberculosis Screening:** All students are required to undergo Tuberculosis screening on an annual basis. Further testing may be required dependent on individual clinical site requirements. Information on PPD screening is listed on the University's Health Form and students are responsible for the cost of the screening.
9. **Flu Shot:** All students must receive an annual flu shot in the Fall semester prior to the start of clinical rotations.
10. **Routine Vaccinations:** Students are required to have routine vaccinations which include, but are not limited to: Measles, Mumps, Rubella (MMR), Varicella (Chicken Pox), Tetanus, Diphtheria and Polio (TDaP). Dependent on the dates of immunization, booster vaccinations may be required. Associated costs with vaccinations/boosters are the responsibility of the student.
11. **COVID-19 Vaccination:** Students are required to follow University policy regarding COVID-19 vaccination and it is the Program faculty's expectation that all students be fully vaccinated prior to the start of their clinical rotations. Students are required to provide documentation of COVID-19 vaccination before attending clinical. COVID-19 vaccination requirements are set by the clinical sites and the Program must adhere to them. In *extreme* circumstances, exemptions may be honored at the discretion of the faculty and clinical site; however, the student must realize that such exemptions may limit or eliminate all clinical locations that the student can attend. If a clinical site allows an exemption, the student must follow all screening requirements and is responsible for any associated costs.

Professional Disposition and Conduct: Students must behave professionally and follow the guidelines provided in University publications and the Program and Clinical Manuals.

Testing Requirements: The program follows the University's policy regarding testing and academic integrity. Additionally, since the program is competency based, all students are required to successfully complete competency testing as outlined in the Program and Clinical Manuals.

Technology Requirements: All students in the Respiratory Care Program are required to enroll in a web-based program known as Trajecsyst prior to entry into the clinical component of the program. Trajecsyst is used to maintain and track attendance, clinical performance, and clinical competencies. Information on how to register with Trajecsyst will be provided by the Director of Clinical Education during the orientation to clinical. All fees for this service will be the responsibility of the student.

Professional Memberships: Student membership in the American Association for Respiratory Care (AARC), the professional society for respiratory care is a requirement of the program. Student membership of the AARC is offered at a reduced rate and is the responsibility of the student. Membership in the AARC automatically qualifies the student for membership in the Pennsylvania Society for Respiratory Care (PSRC) at no additional cost.

Costs: As noted above there are additional costs outside of tuition associated with this major. These include but are not limited to vaccinations, travel, parking, books, scrub suits, professional society memberships, clinical record-keeping software (i.e., Trajecsyst), and equipment required for clinical rotations. These costs vary dependent on clinical site and insurance coverage. Students can expect approximate costs for the above to range from \$500-\$1200 while matriculating in the program.

Credentialing: All students should complete NBRC Therapist Multiple Choice Examination and the NBRC Clinical Simulation Examination (RRT examinations) before completing the fourth year of the program. Students eligible for the BSN degree after the third year (due to the acceptance of transfer credits) should complete the RRT credentialing process within one year of graduation to maintain good standing with the program.

NURSING

Program Accreditation Status: The baccalaureate degree program in nursing, master's degree program in nursing, and post-graduate APRN certificate program at Gwynedd Mercy University are accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccnaccreditation.org>).

Degree: Bachelor of Science in Nursing (BSN)

Options: Pre-Licensure BSN: Traditional BSN, Accelerated BSN, Weekend BSN, 3-Year BSN
Post-Licensure BS: RN to BSN (degree completion)

Program Modality: On-ground

Academic Program Director: Laraine Amoia-Watters (Pre-licensure BSN)

BSN Program Description:

The Bachelor of Science in Nursing Program (BSN) is structured to provide a strong foundation in the liberal arts, Mercy values, sciences, and professional nursing. Graduates from the BSN program are prepared as nurse generalists to give direct and indirect nursing care in a variety of health care settings to individuals, families, communities, and populations. Students acquire requisite knowledge, attitudes, and skills to contribute to the health care team in a variety of nursing roles such as caregiver, teacher, advocate, and leader. In addition, students obtain an education that provides a strong foundation for graduate study and nursing specialization.

Traditional BSN Option

The Traditional option offers the opportunity for students to earn a BSN in three or four years through the completion of required core and nursing courses. Eligible transfer students may also complete the BSN in approximately 3 years if they meet program admission requirements and transfer 32–45 applicable credits.

Accelerated BSN (ABSN) Option

The Accelerated BSN (ABSN) Track is a full-time program option for students who hold a bachelor's degree in another discipline and meet the prerequisite requirements. There are three opportunities during the year to begin this program: January, May, and August. The ABSN option is a year-round, full-time, 16-month program.

BSN Weekend Option

The BSN Weekend option is a part-time option for students who hold a bachelor's degree in a field other than nursing and meet the prerequisite requirements. Students in the BSN Weekend option attend classes, labs, and clinicals every weekend year-round, starting in August. Attendance on some Fridays will be required. Students may complete the BSN Weekend option in 3 years.

RN to BSN Option

The RN to BSN option is a part time program designed for Licensed Registered Nurses who currently hold an Associate Degree or Diploma, and are seeking a pathway to complete the Bachelor of Science

in Nursing. The program is offered in 2 formats: on ground or fully on-line in an asynchronous, accelerated format. BSN core courses are delivered in a 7-week accelerated format and can be completed in 5 semesters.

The program requires a total of 121 credits, divided into: 57 credits in General Education and 64 credits in the Nursing Major. Up to 90 credits may be accepted, including 34 credits for lower-division nursing coursework/RN license, provided they meet BSN program requirements. Per university transfer policy, students must complete RS 231 and one SEM course at Gwynedd Mercy University. A minimum of 30 of the 121 credits required for the BSN degree, must be taken at GMercyU.

Preparation for a Professional License: Graduation from Bachelor of Science in Nursing Program meets the requirements for the student to apply to take the NCLEX-RN. Approval to test is not guaranteed.

For a complete list of reasons why the Board may refuse a professional nursing license to an applicant, please see the Professional Nursing Law. NOTE: U.S. citizenship or permanent residency is a requirement for licensure within certain academic programs. Students who are under DACA status or are undocumented should carefully review the licensure requirements before enrolling in a degree program that leads to licensure. Additional information can be found on the National Conference of State Legislatures website at ncsl.org.

Program Learning Outcomes:

PLO1 Synthesizes knowledge of nursing and the liberal arts and sciences as a basis for professional nursing practice.

PLO2 Utilizes professional judgment to formulate nursing decisions which reflect professional standards consistent with moral and ethical and legal principles.

PLO3 Engages in reflective evaluation of self and other members of the healthcare team in accordance with the prevailing standards of care.

PLO4 Collaborates with other healthcare providers and consumers in promoting the health and well-being of individuals, families, and communities.

PLO5 Demonstrates responsibility and accountability in the use of the nursing process to deliver person centered care.

PLO6 Utilizes inter and intra professional communication and collaboration skills to deliver evidence-based care to promote the health and safety of individuals, families, and communities.

PLO7 Applies leadership concepts, skills, and values to effectively implement patient safety and quality improvement initiatives in a variety of healthcare settings.

PLO8 Creates a supportive environment through the therapeutic use of self when caring for individuals, families, and communities.

PLO9 Demonstrates skills in using patient care technology, information systems, and communication devices that support safe nursing practice.

PLO10 Integrates knowledge of social and cultural factors to deliver culturally sensitive care.

PLO11 Advocates for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities to improve the human condition.

PLO12 Articulates the value of pursuing practice excellence and lifelong learning to facilitate personal and professional development.

For Major Requirements and Curriculum Sequence, see BSN Student Guidebook and curriculum sheets.

Curriculum Plan for Nursing

BACHELOR OF SCIENCE IN NURSING

TOTAL CREDITS—127

NURSING CREDITS—64 credits

GENERAL EDUCATION—63 Credits

Freshman Year	(16)		(16)
UNV 100 – University Success	2	UNV 101 – GMercyU Service	1
ENG 100 – College English	3	ENG 101 – College English	3
CHM 111 – Chemistry for the Allied Health Professions/Lab OR BIO 121	4 (3/1)	MTH 103 – Fundamentals of Mathematics	3
PSY202 Human Development for Nursing	3	NUR 208 Introduction to Professional Nursing	2
BIO 107/107L - Anatomy and Physiology I/Lab	4 (3/1)	BIO 121 – Microbiology OR CHM 111	3
		BIO 108/108L - Anatomy and Physiology II/Lab	4 (3/1)
Sophomore Year	(16)		(17)
SOC 100 Principles of Sociology (Transfer students can take any SOC, all others must take SOC 100)	3	NUR 209 Fundamentals of Nursing Practice	4 (3/1)
NUT 200 Principles of Nutrition	3	HIS elective	3
RS or PHL elective	3 (2/1)	LLFA elective (ENG, MUS, ART, or Language)	3
NUR 212 Health Assessment in Nursing	3	NUR 324 Pathophysiology and Pharmacological Integrated Concepts	4
ENG elective	1	PHL elective	3
NUR 219 Nursing Medication Mathematics	2		
NUR208 Introduction to Professional Nursing (transfer students)			
Junior Year	(13 up to 17)		(17 or 18)
NUR 307 Nursing Care of Adults	6 (4/2)	NUR 317 Nursing Care of Women, Children, And Families OR	5 (3/2)
NUR 316 Nursing Care of Clients with Alterations in Behavioral Health OR	4 (3/1)	NUR 316 Nursing Care of Clients with Alterations	4 (3/1)

NUR 317 Nursing Care of Women, Children, And Families	5 (3/2)	in Behavioral Health	5 (3/2)
SEM	3	NUR 319 Nursing Care of Adults with Complex Health Care Problems	2
(Could take a general education course)	3	NUR 313 Contemporary Issues in Professional Nursing	3
		RS 231 Bioethics	3
		PSY 111 Statistics	3
Senior Year	(17)		(14)

NUR 413 The Older Adult	3 (2/1)	NUR 4001 Leadership and Management in Professional Nursing - Capstone	3
NUR 417 Genomics in Nursing OR Nursing Elective	3	NUR 419 Synthesis of Learning for Nursing Practice	6 (3/3)
NUR 422 Health and Illness in the Community	5 (3/2)	NUR 423 Global Health & Health Policy	2
LLFA elective (ENG, MUS, ART, or Language)	3	NUR Nursing Elective- (N 414, N 415, N 490, N 491, N 459) OR NUR 417 Genomics in Nursing	3
NUR 460 Research and Evidence-Based Practice in Nursing	3		

Acceptable Academic Achievement in Support Courses in Nursing:

- A minimum grade of C+ is required for all math and science courses (Fundamentals of Math, MTH 103; Anatomy and Physiology I and II, Lecture and Laboratory; BIO 107/L and BIO 108/L; Principles of Nutrition, NUT 200; Microbiology for the Health Sciences, BIO 121/L; and Chemistry for the Allied Health Sciences, CHM111/L).
- Students may not repeat a science or math course more than once.
- Students who earn a grade lower than C+ in Anatomy and Physiology I BIO107 must repeat Anatomy and Physiology I, BIO 107, and earn the grade of "C+" before progressing to Anatomy and Physiology II, BIO108.
- Students who withdraw from Chemistry 111 lecture need to withdraw from Chemistry 111 lab as well. However, students who withdraw from the Chemistry 111 lab portion of chemistry may remain in the lecture section of Chemistry 111.
- Grades of "C+" or higher in both lecture and laboratory sciences, math, and nutrition courses must be earned before the student can advance to their junior level nursing courses.

Academic Standards, Progress, Probation and Program Dismissal:

Grades of "C +" or higher are required in all nursing courses. For advancement each semester, a 2.67 cumulative GPA is required. Any student below the GPA of 2.67 at the end of the semester may not continue with nursing courses in the next semester.

A student may achieve less than a "C+" in only one nursing course. Students who earn lower than a C+ in a nursing course may repeat the course once and cannot progress in the sequential nursing clinical courses until they successfully complete the repeated course with a grade of "C+" or higher. Students may only withdraw from each course once. Students may be part-time while repeating a course. The student will be placed on nursing academic probation after earning one nursing course failure. If a student earns less than a "C+" in any two nursing courses, they will be dismissed from the program. Refer to the BSN Student Guidebook for further details regarding academic progression in nursing courses.

See BSN Student Guidebook for:

- Clinical, Simulation and Laboratory Experience Guide
- Electronic Testing Policy
- Course Rounding Policy
- Course Withdrawal Policy

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

Non-Academic Criteria for Admission, Progression and Retention

Professional Nursing Law permits the PA State Board of Nursing to review an applicant's "good moral character." This includes reviewing criminal history, professional misconduct, and any past disciplinary actions, all of which may impact whether a license is granted.

To become licensed, an individual must meet certain standards and requirements established by The Pennsylvania Department of State's Bureau of Professional and Occupational Affairs

(BPOA) with the goal to protect, preserve and improve the health and safety of Pennsylvania's citizens. Safeguarding public health and safety requires a variety of factors to be considered and weighed when deciding whether or not to issue someone a license. For example, convictions for certain criminal activity – by the very nature of the underlying crimes – can raise serious public safety concerns and therefore must be considered. If you have a criminal conviction on your record, please see Act 53 of 2020 Best Practices Guide (<https://www.pa.gov/en/agencies/dos/resources/professional-licensing-resources/act-53-of-2020-best-practices-guide.html>) on the Commonwealth of PA website.

Continued matriculation in nursing courses is conditional pending receipt and evaluation of a PA Criminal Record Check to determine if there is any conviction which may bar the student from participating in nursing clinical experiences, which are required in the nursing program. Graduates from the Frances M. Maguire College of Nursing and Health Professions must possess the essential knowledge, attitudes, and skills to function in a wide variety of clinical situations and render a wide spectrum of patient care in a safe and effective manner.

The goal of the Frances M. Maguire College of Nursing and Health Professions is to prepare every Distinctive Mercy Nursing student to think ethically and critically and practice nursing competently and compassionately in rapidly-changing practice environments. All efforts are designed to facilitate knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families, and communities across the continuum of care. Certain functional abilities are essential for delivering safe, effective, quality nursing care during clinical education activities. Therefore, certain competency standards are required for admission, progression, and graduation from the BSN program. In addition to classroom learning, clinical learning occurs throughout the program and involves considerations, such as patient safety and clinical facilities. For this reason, any applicant or individual who seeks accommodations prior to or immediately after enrolling in the nursing programs must collaborate with accessibility services and BSN leadership to determine reasonable accommodations for the clinical education component of the program.

Competency Standards for Nursing

The individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities and those specifically of (1) observation; (2) communication; (3) motor; (4) cognitive, conceptual, and quantitative abilities; (5) essential behavioral and social attributes; and (6) ability to manage stressful situations. Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate careers.

General Abilities: The individual is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. The individual must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. The individual must be able to respond promptly to urgent situations that may occur during clinical education activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observation Ability: The individual must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care

activities. In addition, an individual must be able to document these observations and maintain accurate records.

Communication Ability: The individual must communicate effectively, both verbally and non-verbally, to elicit information and to translate that information to others. Each individual must have the ability to read, write, comprehend, and communicate effectively in the English language to facilitate communication with patients, their family members, and other professionals in the health care settings. In addition, the individual must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The individual must have verbal and written communication skills that permit effective communication with instructors and students in the classroom and clinical settings.

Motor Ability: The individual must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. The individual must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance, and mobility. The individual must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings including performing CPR, if necessary. The individual must have the manual dexterity that would be required for certain activities, such as drawing up solutions in syringe. The individual must be able to independently perform the detailed gross and fine motor activities without assistive devices. Temporary assistive devices that include, but are not limited to, casts, braces, slings, wheelchairs, crutches and canes, are not permitted in the clinical area.

Cognitive, Conceptual, and Quantitative Abilities: The individual must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem-solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each individual must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers, and the nursing and medical literature to formulate sound clinical judgment in patient assessment, intervention, evaluation, teaching, and setting short- and long-term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under the supervision of a clinical instructor or preceptor is essential for a nursing student. The individual must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each individual must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds is critical for practice as a nurse. The individual must be able to adapt to

changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Ability to Manage Stressful Situations: The individual must be able to adapt to and function effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The individual will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

Students should review the Competencies Standards for the Nursing program carefully and identify if additional support is needed for any portion (didactic and clinical) of the Nursing program. Students are encouraged to contact the Student Accessibility Services Office (215-646-7300 extension 21427) to arrange an individualized consultation to discuss any support services or accommodations they may require.

Compliance Requirements and Clearances BSN, ABSN, & WBSN—Initial and Annual

The following documents are due on entrance to the sophomore year of the BSN nursing program and, by the start of the first semester of the ABSN and WBSN options. Annual requirements are also identified. ***Please note requirements are subject to change.***

Documents are completed through and submitted to Disa Healthcare/Complio. Refer to additional details on the Complio website.

To maintain compliance with FMMCNHP requirements and attend all clinical practice experiences, students must adhere to the initial submission deadline and maintain all annual requirements prior to their expiration dates.

NOTE: BSN and WBSN—Students must complete all documents after June 1 and submit them by August 1st of each year. ABSN—Students must be fully compliant by the start of their first semester and maintain compliance every semester thereafter.

Health documents must include the student's name and healthcare provider information on each document.

REQUIREMENTS TABLE

	REQUIREMENT	INITIAL REQUIREMENTS	ANNUAL REQUIREMENTS	Fee *Subject to change
	Refer to additional details at gmercyucompliance.com	Completed at the end of freshman year and prior to enrollment in sophomore-level nursing classes	Yearly based on academic year. Complete after June 1 and due by August 1* every academic year a student is enrolled in a nursing program. *New transfer students enrolled in summer sophomore-level nursing classes – Deadline July 11	
1	Account on Disa Healthcare site/Complio™ Account for document tracking (Labeled Package 3 – Immunization Package in Complio™)	X		\$45 36 month access for upload of documents Lifetime access to records
2	Medical History and Physical Examination	X		Based on health care provider/health insurance fees
	Student must submit all pages of health form. Health form can be downloaded from the Complio™ website.			
3	Proof of Health Insurance Coverage Submit a copy of your Health Insurance Information (card or plan details)	X	X	Based on health insurance fees

4	Urine Drug Screen Urine drug screen must be completed as directed through Complio™™ within 30 days of registration. *Labeled Package 2 in Complio™	X	X	\$36
5	Tuberculosis Screening Initial tuberculosis screening MUST be completed via one of these two blood tests: Quantiferon-TB Gold or T-Spot A tuberculin skin test (PPD) is not sufficient for this initial screening.			
5a	Initial TB screening: results of Quantiferon-TB Gold (blood test) or T-Spot (blood test) Complete this screening initially at entrance to BSN Program. Additional details are provided in Complio™.	X		Based on health care provider/health insurance fees
5b	Annual TB screening: results of Quantiferon-TB Gold or T-spot or tuberculin skin test (PPD) Complete this screening annually after initial screening at entrance to the BSN Program. Additional details are provided in Complio™.		X	Based on health care provider/health insurance fees
6	American Heart Association BLS CPR certification (renewed every 2 years to maintain compliance)	X	Renewed every 2 years	Based on Certification Provider's fee

7	Results of a Hepatitis B Titer Students must upload documentation of the results of a hepatitis b titer (Quantitative HepB Surface Antibody Titer). If the titer results are low/negative, student must upload receipt of original vaccine series and must be administered a new/repeat Hepatitis B vaccination series followed by a repeat titer. See instructions in Complio™™. Students are only compliant with a positive titer or a note from a physician designating student as a “non-responder.”	X		Based on health care provider/health insurance fees
8	Results of titers for Measles, Mumps and Rubella. Students must upload documentation of the results of titers for measles, mumps and rubella. Students must take action to address any low/negative titer. See instructions in Complio™	X		Based on health care provider/health insurance fees
9	Result of titer for Varicella. Students must upload documentation of the results of titer for varicella. Students must take action to address any low/negative titer. See instructions in Complio™.	X		Based on health care provider/health insurance fees
10	Proof of receipt of a tetanus, diphtheria, and pertussis vaccine within the past 10 years (updated as necessary to keep within 10 years of receipt)	X	Updated as necessary to keep within 10 years of receipt	Based on health care provider/health insurance fees

11	Child Abuse Clearance Completed through Complio™; results sent to student. Student must upload results in Complio™. *Part of Package 1 in Complio™	X	X	Package includes Child Abuse Clearance, DHS Fingerprinting, PA State Criminal Background Clearance \$87 PA Resident \$89 Non-PA Resident
12	Department of Human Services (DHS)/Department of Public Welfare (DPW) Fingerprinting Completed through Complio™; results sent to student. Student must upload results in Complio™. *Part of Package 1 in Complio™	X	X	See above
13	PA State Criminal Background Clearance Completed through Complio™; results sent directly to Complio™. *Part of Package 1 in Complio™	X	X	See above
14	Department of Aging (DOA) Fingerprinting* Definition of PA Resident (DOA): Students who are not or have not been a resident of the Commonwealth of Pennsylvania for the last two years. * Students who <u>do not meet</u> the definition of a PA resident: <u>Must</u> complete this clearance requirement <u>in addition to</u> the	X	X	\$49

	DHS/DPW Fingerprinting described above. * Students who <u>meet</u> the definition of a PA resident: <u>Do not</u> complete this requirement. The Older Adults Protective Services Act (OAPSA) of Pennsylvania requires students who are not or have not been a resident of the Commonwealth of Pennsylvania for the last two years, to complete fingerprinting thorough the Department of Aging (DOA) in addition to fingerprinting through the Department of Human Services.			
15	COVID-19 Vaccine Students should upload proof of vaccination. Students must be fully vaccinated to participate in clinical experiences. Fully vaccinated means 2 weeks after administration of: A) 2 doses of the COVID-19 vaccine (prior to September 2023) or	X	To be determined.	Based on health care provider/health insurance fees

	B) A single dose of the COVID-19 Johnson and Johnson vaccine (prior to September 2023) or C) One dose of the updated Pfizer, Moderna or Novavax vaccines, administered September 2023 or later			
16	Influenza Vaccine (based on annual flu season)	X	X	Based on health care
	Due when available and before October 1 Influenza vaccine documentation must include lot number and expiration date for the vaccine			provider/health insurance fees
17	Students are required to submit a headshot style photo. Photo must be on a white or light-colored background and well lit (similar to a passport photo). Professional attire or scrubs required.	X	X	n/a
18	Government issued ID: Students must upload a photo of the front and back of a driver's license or government issued ID. Acceptable forms include passports, driver's license or government ID.	X	X	n/a

NOTE regarding Mandatory Requirements: Failure to complete these mandatory requirements will result in the inability to participate in clinical experiences or complete clinical nursing courses. Requirements are subject to change.

****NOTE regarding Clearances:** A response to any of the clearances ([DHS, DOA, DPW, PA State, Child Abuse](#)) other than “No Record” may prevent a student from participating in clinical patient-care experiences. As a result, the student will be unable to meet course and program learning outcomes, which may lead to dismissal from the BSN program.

Use of Marijuana: As a Gwynedd Mercy University nursing student, a commitment to the highest professional standard and the contract we hold with society to be safe, competent care providers is expected. Our legal contracts with clinical agencies require clean substance screens. State laws that legalize marijuana do not change our standard and our commitment to a drug-free lifestyle, both during the school year and during breaks. Use of marijuana will not be permitted in the College of Nursing. Please refer to the BSN Guidebook for further information regarding this policy.

Professional Disposition and Conduct BSN, ABSN, & Weekend BSN: Professionalism is expected in oral and written communication and in all behaviors while interacting with faculty, staff, and peers at the University and with agency staff in all off-campus clinical experiences. Incivility, an example of unprofessional behavior, will not be tolerated. Unprofessional behavior is grounds for dismissal from the program.

Health Insurance Coverage: Students must carry health insurance while in the nursing program. Information confirming current health insurance (card or plan details) must be uploaded into Complio. Failure to upload this information will result in the student's inability to participate in clinical.

Technology Requirements:

- See Student Guidebook for detailed requirements
 - Microsoft Office 365 (Students can install this on up to 5 devices from the StudentPortal)
- Browser Requirements:
 - Current version of Google Chrome
- <https://examsoft.com/resources/examplify-minimum-system-requirements/#windows>
 - Please click link above for requirements based on our testing software.

NON-DEGREE PROGRAMS

SPEECH-LANGUAGE PATHOLOGY PREREQUISITE (SLPP) PROGRAM

Program Accreditation: N/A

Primary Program Modality: Online, Asynchronous

Academic Program Director: Karen A. Fallon

Program Description: The Speech-Language Pathology Prerequisite (SLPP) program is a post-baccalaureate course sequence designed to prepare students who have earned bachelor's degrees in fields other than Speech-Language Pathology (SLP)/Communication Disorders to apply for admission to graduate speech- language pathology (SLP) programs. This post-baccalaureate program is not a degree program, but rather a series of upper-level, undergraduate courses required by most SLP Master's

programs for

admission eligibility. Students accepted into the SLPP program will register and enroll at Gwynedd Mercy University as non-degree-seeking (non-matriculated) students. Upon completion of the program, students will be eligible and prepared to enter a Master's of speech-language pathology program. The SLPP program benefit students who wish to train to become speech-language pathologists but do not have the undergraduate prerequisites for graduate school.

Program Learning Outcomes: Upon completion of the SLPP program, students will:

PLO1 Complete undergraduate coursework required for application to Speech-Language Pathology graduate programs.

PLO2 Obtain the knowledge and skills necessary for successful participation in a graduate SLP program.

PLO3 Engage in reflective practices that demonstrate foundational knowledge and skills for graduate SLP training.

Academic Criteria for Admission, Progression and Retention: Applicants must have a bachelor's degree in another field and have earned a minimum cumulative GPA of 3.0 (on a 4.0 scale) based on the last 60 credit hours of college coursework, including graduate coursework, attempted and accepted. Competitive candidates will have an undergraduate GPA of 3.2 or higher.

Required Prerequisite Courses: None

Curriculum Sequence: Refer to the [SLPP Website](#) for the SLPP curriculum sequence with course descriptions.

Professional Disposition and Conduct: Professional behavior as applied to asynchronous and synchronous meetings includes but is not limited to appropriate attention and behavior while on camera; keeping microphones on mute when not speaking; keeping cameras on when required for class activities; arrival to meetings on time; active listening; submitting assignments on time; no instant messaging, emailing, social internet browsing, or phone activity during synchronous meetings. Students are expected to email the course instructor if they miss a class or fail to submit an assignment on time. If a student wants to record a class session or transmit a class session to another student (audio or video), permission from the course instructor is required. It is a student conduct violation to download recorded lectures, labs, and meetings to a computer, upload them to the internet, or otherwise share, transmit or publish such recordings without the prior written consent of all participants (unless the professor has agreed in writing to such action and the recording is a recording of the professor's class). Course instructors reserve the right to deduct up to 5 points off the student's final course grade for violation(s) of professional standards or behaviors. Students will be notified in writing if an unprofessional act was identified and the amount of deduction from the students' final grade.

Technology Requirements: All students are required to have a computer with internet and camera capability.

MINORS

SPEECH-LANGUAGE PATHOLOGY

Degree: Minor

Program Type: Accelerated

Program Modality: Online, Asynchronous

Program Description: The SLP Minor Program consists of 21 credits of required SLP coursework. All courses are offered online and asynchronous during the Fall and Spring Accelerated Terms. A student who is pursuing a Bachelor of Arts or a Bachelor of Science degree in any program may earn a minor in speech-language pathology by completing the 21 credits of speech-language pathology coursework.

Program Admissions Requirements and Procedures: Any student who is pursuing a Bachelor of Arts or a Bachelor of Science degree in any program may apply to earn a minor in speech-language pathology. Students should speak with the Program Director of the Speech-Language Pathology Program and their academic advisor prior to completing the appropriate minor addition form.

Internal/External Transfers: A maximum of six credits may be transferred from another institution. All prerequisites for the chosen courses must be satisfied. To receive credit for courses taken elsewhere, submission of a transcript must be submitted, and the program may request a course syllabus to appropriately evaluate course equivalency.

Academic Standards/Grade Requirements: Grades of “C” or higher are required in each minor course; C- grades are not acceptable. A student may achieve less than a “C” grade in only two courses, and they may repeat these courses only once.

Academic Progress, (Probation), and Program Dismissal: Should a student fail to earn a grade of “C” or higher in any of the courses required for the minor, the student will not earn the minor.

GRADUATE PROGRAMS

Description: The Frances M. Maguire College of Nursing and Health Professions offers Master of Science in Nursing, Post-Graduate APRN Certificates, Master of Science in Occupational Therapy, and Master of Science in Speech-Language Pathology programs.

The College’s graduate programs offer real world experiences that extend beyond the traditional classroom setting. With its specialized laboratories and close partnerships with healthcare institutions and professionals, students learn to apply classroom education in clinical/fieldwork settings.

Department Faculty:

Nursing: Dona M. Molyneaux, PhD, CNE, RN, MSN Nurse Educator Program Director; Suzanne Prestoy PhD, RN; Catherine Razzi, DNP RN, ACNS, DEMSN Program Director; Theresa McGowan, DNP, CPNP, NP/DNP Program Director

Occupational Science/Occupational Therapy: Thomas Mernar, PhD, OTR/L, (Program Director); Mindy MacRone-Wojton, DSc, OTR/L; Sharon Montgomery, OTD, OTR/L, CHT, CEAS; Megan Mueller, OTD, OTR/L, BCPR; Michele Peterson, EdD, MS, OTR/L

Speech-Language Pathology: Karen Fallon, PhD, CCC-SLP (Program Director); Jane Stuart, MA, CCC-SLP; Yvonne D’Uva Howard, PhD, MS, CCC-SLP/L, C-SLCT; Jennifer O’Donnell, Ph.D., CCC-SLP/L, ATP

Degrees Offered

Master of Science

Master of Science in Occupational Therapy (MSOT)

Certificate Health Professions Degrees

Master of Science in Speech-Language Pathology (MSSLP)

Master of Science in Nursing

DIRECT-ENTRY MASTER OF SCIENCE IN NURSING

Degree: Master of Science in Nursing

Program Accreditation: The baccalaureate degree program in nursing, master's degree program in nursing, and post-graduate APRN certificate program at Gwynedd Mercy University are accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccneaccreditation.org>).

Program Modality: In person, hybrid and online courses

Academic Program Director: Catherine Razzi

Description: The DEMSN is the foundation to prepare a student holding a previous non-nursing Bachelor's degree for entry-level practice as a registered nurse. The scope of practice includes direct and indirect care to individuals, families, and communities. This degree differs from the Baccalaureate degree in that the program not only prepares students to sit for state licensure but also prepares students to sit for the Clinical Nurse Leader certification examination.

Academic Criteria for Admission, Progression and Retention

Applicants must have a bachelor's degree in another field from a regionally accredited college of university and earned a minimum cumulative GPA of 3.2 or higher. A grade of "B-" or better is required in all prerequisite courses; Prerequisite courses must be completed within the last seven (7) years at the time of admission.

- **Required Prerequisite Courses:** NOTE: All prerequisite courses must be completed within the last seven (7) years at the time of admission.
 - Nutrition, taught by a Registered Dietician (3 credits)
 - Developmental Psychology Across the Lifespan (3 credits)
 - Statistics or Biostatistics (3 credits)
 - Microbiology with Lab (4 credits) Anatomy and Physiology I with Lab (4 credits)
 - Anatomy and Physiology II with Lab (4 credits)
 - Chemistry for the Allied Health Sciences with Lab (4 credits)
- **Essay** (750 words or less) addressing their motivation to pursue the profession of nursing and why they have chosen the MSN option; The applicant can also include information/evidence of their prior work or volunteer experience in healthcare and/or demonstrated team leadership.
- **Interview** in-person or virtually
- **Two satisfactory letters of recommendation** that can be from the following: an academic professional; a health care provider with whom the student has worked or volunteered with; a current supervisor.

Once the student is accepted, no courses may be taken outside of Gwynedd Mercy University.

Curriculum Sequence: see DEMSN Program Guidebook

Academic Standards/Grade Requirements: See DEMSN Program Guidebook

Attendance Policies: See DEMSN Program Guidebook

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

Course Withdrawal Policies: See DEMSN Program Guidebook

Time to Completion: The program is a full-time, 20 months, 72 credits prelicensure degree program. Students must be continuously enrolled.

Clinical: Students are responsible for their own transportation to and from off-campus experiential learning opportunities.

Non-Academic Criteria for Admission, Progression and Retention

Compliance Requirements and Clearances DEMSN—Initial and Annual

Students must be fully compliant by the start of their first semester and maintain compliance every semester thereafter.

Documents are completed through and submitted to American Data Bank/Complio. Refer to additional details on the Complio website.

To maintain compliance with FMMCNHP requirements and attend all clinical practice experiences, students must adhere to the initial submission deadline and maintain all annual requirements prior to their expiration dates.

Health documents must include the student's name and healthcare provider information on each Document.

REQUIREMENTS TABLE

	REQUIREMENT	INITIAL REQUIREMENTS	ANNUAL REQUIREMENTS	Fee *Subject to change
	Refer to additional details at gmercyucompliance.com	Completed at the end of freshman year and prior to enrollment in sophomore-level nursing classes	Yearly based on academic year. Complete after June 1 and due by August 1* every academic year a student is enrolled in a nursing program.	

			*New transfer students enrolled in summer sophomore-level nursing classes – Deadline July 11	
1	Account on Disa Healthcare site/Complio™ Account for document tracking (Labeled Package 3 – Immunization Package in Complio™)	X		\$45 36 month access for upload of documents Lifetime access to records
2	Medical History and Physical Examination	X		Based on health care provider/health insurance fees
	Student must submit all pages of health form. Health form can be downloaded from the Complio™ website.			
3	Proof of Health Insurance Coverage Submit a copy of your Health Insurance Information (card or plan details)	X	X	Based on health insurance fees
4	Urine Drug Screen Urine drug screen must be completed as directed through Complio™™ within 30 days of registration. *Labeled Package 2 in Complio™	X	X	\$36
5	Tuberculosis Screening Initial tuberculosis screening MUST be completed via one of these two blood tests: Quantiferon-TB Gold or T-Spot A tuberculin skin test (PPD) is not sufficient for this initial screening.			

5a	Initial TB screening: results of Quantiferon-TB Gold (blood test) or T-Spot (blood test) Complete this screening initially at entrance to BSN Program. Additional details are provided in Complio™.	X		Based on health care provider/health insurance fees
5b	Annual TB screening: results of Quantiferon-TB Gold or T-spot or tuberculin skin test (PPD) Complete this screening annually after initial screening at entrance to the BSN Program. Additional details are provided in Complio™.		X	Based on health care provider/health insurance fees
6	American Heart Association BLS CPR certification (renewed every 2 years to maintain compliance).	X	Renewed every 2 years	Based on Certification Provider's fee
7	Results of a Hepatitis B Titer Students must upload documentation of the results of a hepatitis b titer (Quantitative HepB Surface Antibody Titer). If the titer results are low/negative, student must upload receipt of original vaccine series and must be administered a new/repeat Hepatitis B vaccination series followed by a repeat titer. See instructions in Complio™. Students are only compliant with a positive titer or a note from a physician designating student as a "non-responder."	X		Based on health care provider/health insurance fees

8	Results of titers for Measles, Mumps and Rubella. Students must upload documentation of the results of titers for measles, mumps and rubella. Students must take action to address any low/negative titer. See instructions in Complio™	X		Based on health care provider/health insurance fees
9	Result of titer for Varicella. Students must upload documentation of the results of titer for varicella. Students must take action to address any low/negative titer. See instructions in Complio™.	X		Based on health care provider/health insurance fees
10	Proof of receipt of a tetanus, diphtheria, and pertussis vaccine within the past 10 years (updated as necessary to keep within 10 years of receipt)	X	Updated as necessary to keep within 10 years of receipt	Based on health care provider/health insurance fees
11	Child Abuse Clearance Completed through Complio™; results sent to student. Student must upload results in Complio™. *Part of Package 1 in Complio™	X	X	Package includes Child Abuse Clearance, DHS Fingerprinting, PA State Criminal Background Clearance \$87 PA Resident \$89 Non-PA Resident

12	Department of Human Services (DHS)/Department of Public Welfare (DPW) Fingerprinting Completed through Complio™; results sent to student. Student must upload results in Complio™. *Part of Package 1 in Complio™	X	X	See above
13	PA State Criminal Background Clearance Completed through Complio™; results sent directly to Complio™. *Part of Package 1 in Complio™	X	X	See above
14	Department of Aging (DOA) Fingerprinting* Definition of PA Resident (DOA): Students who are not or have not been a resident of the Commonwealth of Pennsylvania for the last two years. * Students who <u>do not meet</u> the definition of a PA resident: <u>Must complete this clearance requirement in addition to</u> the DHS/DPW Fingerprinting described above. *Students who meet the definition of a PA resident: <u>Do Not complete this requirement.</u> The Older Adults Protective Services Act (OAPSA) of Pennsylvania requires students who are not or have not been a resident of the Commonwealth of Pennsylvania for the last two years, to complete fingerprinting	X	X	\$49

	thorough the Department of Aging (DOA) in addition to fingerprinting through the Department of Human Services.			
15	COVID-19 Vaccine Students should upload proof of vaccination.	X	To be determined.	Based on health care provider/health insurance fees
	Students must be fully vaccinated to participate in clinical experiences.			
	Fully vaccinated means 2 weeks after administration of: A) 2 doses of the COVID-19 vaccine (prior to September 2023) Or B) A single dose of the COVID-19 Johnson and Johnson vaccine (prior to September 2023) Or C) One dose of the updated Pfizer, Moderna or Novavax vaccines, administered September 2023 or later			

16	Influenza Vaccine (based on annual flu season) Due when available and before October 1 Influenza vaccine documentation must include lot number and expiration date for the vaccine	X	X	Based on health care provider/health insurance fees
17	Students are required to submit a headshot style photo. Photo must be on a white or light-colored background and well lit (similar to a passport photo). Professional attire or scrubs required.	X	X	n/a
18	Government issued ID: Students must upload a photo of the front and back of a driver's license or government issued ID. Acceptable forms include passports, driver's license or government ID.	X	X	n/a

Testing Requirements: Testing using ExamSoft

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

MASTER OF SCIENCE IN NURSING/MASTER OF BUSINESS ADMINISTRATION

Degree: Master of Science in Nursing and Master of Business Administration

Accreditation: The baccalaureate degree program in nursing, master's degree program in nursing, and post-graduate APRN certificate program at Gwynedd Mercy University are accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccneaccreditation.org>).

The MBA program at Gwynedd Mercy University is accredited by the International Accreditation Council for Business Education (IACBE, iacbe.org).

Degrees Offered: MSN/MBA dual degree

Program Type: MSN courses are term based; MBA courses are online based

Program Modality: MSN online with the exception of NUR 570 Assessment class; MBA is fully online

Academic Program Coordinators: TBD/TBD

Program Description: The dual-degree Master of Science in Nursing and Master of Business Administration (MSN/MBA) program, offered through the Frances M. Maguire College of Nursing and Health Professions (FMMSNHP) and the College of Arts, Sciences, & Professional Studies, will prepare graduates, who are exceptional at patient care and nursing leadership, with the business skills to affect change at the corporate level of a healthcare organization. The MSN/MBA Dual Degree Program will instill the knowledge to transform health systems by developing transformative Mercy leaders

dedicated to patient advocacy while applying executive expertise.

Program Learning Outcomes:

Master of Science in Nursing (MSN)

PLO1 Contribute to the advancement of nursing knowledge through scientific inquiry to establish a foundation for evidence-based practice in advanced nursing roles. (AACN Domains 1, 4, 10)

PLO2 Demonstrate expertise in providing population-based holistic care in advanced nursing roles in accordance with standards of practice and codes of ethics. (AACN Domains 1, 2, 3, 9)

PLO3 Promote racial and social justice and health equity across diverse health care settings grounded in the Mercy tradition. (AACN Domains 2, 3, 7, 9, 10)

PLO4 Collaborate with interprofessional teams, patients, families, and communities to optimize safe and effective patient care. (AACN Domains 2, 3, 5, 6, 7, 9)

PLO5 Use communication and information technology to improve the quality and efficiency of care delivery. (AACN Domains 5, 8)

PLO6 Synthesize leadership principles and systems-based thinking to effectively contribute to data-based decision making, transforming healthcare delivery and outcomes. (AACN Domains 5, 6, 7, 9, 10)

Master of Business Administration (MBA)

PLO1 Students will effectively research and communicate in writing (in APA format) ideas and arguments associated with business leadership and management issues. (ULO 1, 3,4)

PLO2 Students will apply knowledge and skills to develop a comprehensive business plan which demonstrates competency in the following areas: management, operations, finance, and marketing. (ULO 2, 4)

PLO3 Students will apply critical thinking to real life work problems through the application of theoretical and experiential knowledge. (ULO 1, 2, 4)

PLO4: Students will identify issues and strategies related to ethics and corporate social responsibility and its implications for business. (ULO 2, 3, 4)

Academic Criteria for Admission, Progression, and MSN Admissions Requirements

The admission requirements are the same as listed for the MSN program and the MBA program. Students must meet admission requirements for both programs to be admitted into the dual degree program.

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

For Curriculum Sequence, see Program Guidebooks

Academic Standards/Grade Requirements: Undergraduate GPA 3.0 *See Graduate Program Guidebook*

Attendance Policies (including Lab/Clinical Attendance Policies): *See Graduate Program Guidebook*

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

Course Withdrawal Policies: *See Program Guidebooks*

Time to Completion: The MSN program must be completed within five calendar years. The MBA courses should be completed in under 18 months.

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

Non-Academic Criteria for Admission, Progression and Retention

Compliance Requirements and Clearances: Required at the start of clinical

Testing Requirements: Testing using ExamSoft with exam ID and monitor

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

Other: Assessment clinical lab on campus during NUR 570 class required

POST-GRADUATE APRN CERTIFICATES

Degree: Certificate

Degrees Offered: Post-Graduate APRN Certificates

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

Program Accreditation: The baccalaureate degree program in nursing, master's degree program in nursing, and post-graduate APRN certificate program at Gwynedd Mercy University are accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccneaccreditation.org>).

Program Modality: Online and hybrid

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

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

Program Learning Outcomes: Upon completion of the Post-Graduate APRN Certificate program, the graduate will:

PLO1 Contribute to the advancement of nursing knowledge through scientific inquiry to establish a

foundation for evidence-based practice in advanced nursing roles. (AACN Domains 1, 4, 10)

PLO2 Demonstrate expertise in providing population-based holistic care in advanced nursing roles in accordance with standards of practice and codes of ethics. (AACN Domains 1, 2, 3, 9)

PLO3 Promote racial and social justice and health equity across diverse health care settings grounded in the Mercy tradition. (AACN Domains 2, 3, 7, 9, 10)

PLO4 Collaborate with interprofessional teams, patients, families, and communities to optimize safe and effective patient care. (AACN Domains 2, 3, 5, 6, 7, 9)

PLO5 Use communication and information technology to improve the quality and efficiency of care delivery. (AACN Domains 5, 8)

PLO6 Synthesize leadership principles and systems-based thinking to effectively contribute to data-based decision making, transforming healthcare delivery and outcomes. (AACN Domains 5, 6, 7, 9, 10)

For Major Requirements, see NP/DNP Graduate Student Guidebook

Academic Criteria for Admission, Progression and Retention

Post Master's Nurse Practitioner Certificate applicants:

- Master's degree in nursing from an accredited school of nursing
- Graduate GPA of 3.0 on a 4-point scale
- Two years of relevant clinical experience in nursing
- For those with an APRN license and National Board Certification applying to a post-graduate certificate, please submit National Board Certification and APRN licensure at time of admission.
- Interview with members of the Graduate Nursing faculty.
- Copy of professional license(s)
- One official sealed transcript from each college or university attended.
- Current resume or Curriculum Vitae
- Completed application.
- Two references from the following: A master's or doctorally prepared registered nurse in a supervisory role, APRN or MD/DO with whom the candidate has spent a reasonable amount of clinical time with, and/or a prior academician with whom the candidate was taught by.
- Personal Goal Statement which includes:
 - Purpose for attending graduate school.
 - Discuss the responsibilities of the role that you are pursuing.
 - Why are you suited for the role that you are pursuing?
 - How will you incorporate adding graduate school into your current life?
 - What obstacles do you anticipate that you might need to address to be successful in this program?
 - The personal statement should be in the most up-to-date APA format, minimum of 500 words, maximum of 1000 words with 12-point font and 1-inch margins.

Post-Graduate Certificate Options: Certificate options are available for applicants who already have obtained an MSN degree. A *gap analysis* will be completed at the time of admission to develop an individualized plan of study based on previous coursework and clinical experiences.

A *gap analysis* is a process that involves portfolio review at the time of admission and determination of

appropriateness for waiver of didactic and practicum requirements, based on the previous coursework and clinical experiences. This process will be used for students who are MSN-prepared. The purpose of the gap analysis is to build on previously attained skills, to maximize the student's academic experience, and to avoid unnecessary redundancy.

Academic Standards/Grade Requirements: *See NP/DNP Graduate Student Guidebook*

Attendance Policies: *See NP/DNP Graduate Student Guidebook*

Academic Progress, (Probation), and Program Dismissal: *See NP/DNP Graduate Student Guidebook*

Course Withdrawal Policies: *See NP/DNP Graduate Student Guidebook*

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

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

Non-Academic Criteria for Admission, Progression and Retention

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

NOTE: Urine drug screen must be completed as directed through Medatrax. Random drug screening may be required. A negative test is required.

Testing Requirements: Testing using ExamSoft with exam ID and monitor

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

Other: Assessment clinical lab on campus during NUR 570 class required

POST-MASTER'S CERTIFICATE IN NURSING EDUCATION

Degree: Certificate

Program Modality: Online, with select in-person components in NUR 606 to ensure essential hands-on learning.

Academic Program Director: Dona M. Molyneaux

Program Description: The certificate option is available for applicants who already have obtained an MSN degree. The Post-Master's Certificate in Nursing Education is designed for experienced nursing professionals who wish to transition into teaching and leadership roles in nursing education, whether in academic or clinical settings.

Academic Criteria for Admission, Progression and Retention

Post Master's Nurse Educator Certificate applicants:

- Master's degree in nursing from an accredited school of nursing
- Graduate GPA of 3.0 on a 4-point scale
- Copy of professional license(s)
- One official sealed transcript from each college or university attended
- Current resume or Curriculum Vitae
- Completed application
- Two professional references

Academic Standards/Grade Requirements: See NE Track MSN Program Guidebook

Time to Completion: The program is a 12-credit-hour curriculum comprising three courses focused on nursing education: NUR 660 Nurse Educator Seminar I, NUR 661 Nurse Educator Seminar II, and NUR 606 Teaching Practicum.

OCCUPATIONAL THERAPY

Degree: Master of Science

Program Accreditation: The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its Web address is www.acoteonline.org.

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

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

Academic Program Director: Thomas Mernar

Certification and Credentialing Requirements: Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT®). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT® Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT® certification examination or attain state licensure.

Program Degree Level: The Department of Occupational Science and Occupational Therapy offers an entry- level Master of Science degree in Occupational Therapy (MSOT).

Program Description: The philosophy of Gwynedd Mercy University's MSOT Program is to provide an education that is centered on Mercy beliefs and the educational philosophy of the occupational therapy profession. We believe in a developmental and integrative occupational therapy education that will: challenge students' knowledge and understanding of the complexity of occupation and disability; examine the profession's domain in traditional and emerging practice areas; and 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, occupational science, client-centered practice, occupation-based practice, evidence-based practice, and professional development throughout our didactic and fieldwork curriculum.

The curriculum design of the MSOT Program is intended to prepare students as generalists with a broad exposure to the traditional and emerging needs of individuals, groups, communities, and populations across the lifespan. There are two tracks to complete a Master of Science degree in Occupational Therapy at Gwynedd Mercy University: the OCT MS Dual track and the OCT MS track. The course sequence for both tracks are listed in the curricular sheets section of the graduate catalog.

OCT MS Dual Track

A select number of Gwynedd Mercy University undergraduate students who completed their degree requirements for a Bachelor of Health Science in Occupational Science will be enrolled as a graduate student to complete the degree requirements for a Master of Science in Occupational Therapy.

This track is comprised of 3 terms and 39 graduate credits over a one-year period of study. This year of study is also referred to as professional year II or PY2 for the Occupational Science graduates.

OCT MS Track

A select number of post-baccalaureate students will enroll as a graduate student to complete the degree requirements for a Master of Science in Occupational Therapy. This track is comprised of 6 terms of 77 graduate credits over a two-year period of study, , also referred to as professional years I and II or PY1 or PY2.

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

Program Learning Outcomes: The five program learning outcomes of the MSOT program are as follows:

PLO1 Analyze the dynamic relationship between human occupation and health, apply theoretical and evidence-based knowledge to promote client-centered and occupation-based practices to improve individual and community health and wellbeing outcomes.

PLO2 Promote servant leadership by understanding and prioritizing the needs of diverse individuals, groups, and communities to achieve meaningful occupational participation and occupational justice.

PLO3 Engage in scholarly inquiry and evidence-based practice by integrating research, practice expertise, and client perspectives to inform and guide occupational therapy interventions and improve client outcomes across multiple contexts of service delivery.

PLO4 Use critical thinking and problem-solving skills by integrating theoretical knowledge, evidence-

based research, and practice reasoning to assess, plan, and implement effective interventions in diverse practice settings.

PLO5 Make a plan for lifelong learning and professional development to support professional advocacy, leadership, and continued practice competency.

For Major Requirements, see Program Handbook and curriculum sheets.

Academic Criteria for Admission, Progression, and Retention

Admission criteria for entry into the Master of Science in OT Program are based on one of two paths of entry. First, Gwynedd Mercy University students who completed degree requirements for the Bachelor of Health Science in Occupational Science can complete their Master of Science degree requirements in Occupational Therapy as a graduate student (OCT MS Dual track). Second, qualified students who completed degree requirements with a baccalaureate degree can complete their Master of Science degree requirements in Occupational Therapy as a graduate student (OCT MS track).

Academic Criteria for Admission for the OCT MS Dual Track

Students seeking to enter the Master of Science in Occupational Therapy Program as a graduate student in the OCT MS Dual track should have the following admission criteria:

- Earn a BHS degree in Occupational Science degree
- Maintain a final cumulative undergraduate GPA of ≥ 3.0 .
- Attest to being able to meet the Technical Standards for Occupational Therapy Practice with or without reasonable accommodation.

Academic Criteria for Admission for the OCT MS Track

Students seeking to enter the Master of Science in Occupational Therapy Program as a graduate student in the OCT MS track should have the following admission criteria:

- Baccalaureate degree from an accredited college or university with a minimum GPA of ≥ 3.00 on a 4.0 scale.
- Successful completion of the following prerequisite courses with a minimum GPA of ≥ 3.10 on a 4.0 scale. All courses must have been completed within the past 10 years except for Anatomy and Physiology I & II, which must have been completed within the past 5 years.
 - o Anatomy and Physiology I & II with lab—8 credits
 - o General Psychology—3 credits
 - o Abnormal Psychology/Psychopathology—3 credits
 - o Developmental Psychology—3 credits
 - o Sociology/Anthropology—3 credits
 - o Statistics—3 credits
- Completed Occupational Therapy Centralized Application Service (OTCAS) application or a graduate university application using Slate
- Complete minimum of 20 hours of volunteer or paid work experience under an Occupational Therapist Registered (OTR)
- Attest to the Technical Standards of Occupational Therapy Practice
- Complete an interview
- The GRE is not required

Applicants to the Master of Science in Occupational Therapy Program are ranked and scored based off

their performance in the aforementioned criteria.

Admission Policies

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

If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report. A score of at least 79 on the Internet-based [TOEFL test](#) or a 6 on the [IELTS test](#) is required.

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

Academic Progress, Probation, and Program Dismissal:

Academic Progress

All students must receive a grade of "C+" or better in all "major courses" (these courses can be identified by having a OSC prefix in the course code) or the student will not be allowed to progress in their program until the course is retaken. For major courses, the student may need to wait a year for the course to be offered again; therefore, a Leave of Absence may need to be taken. As per the Department's Grade Standards above, a "C+" is earned in an OSC course if a student's final grade is between a 77-79%.

Program progression GPA requirements are based on academic performance during each academic semester in the MSOT program. For fulltime students, it is a requirement that each student maintains a:

- o **Minimum semester GPA** of a 3.0 during each semester in the program
- o **Minimum cumulative GPA** of a 3.0 in order to earn their MSOT degree

Probation

Students may only be placed on academic probation once during PY1 and PY2. Probationary status is assigned to a student whose **semester grade point average** has fallen below good standing status at the conclusion of an academic semester, and the period of probation goes into effect for the following academic semester. Please note that a student may have an overall program GPA ≥ 3.0 and still be placed on academic probation since academic probation is based on the **semester grade point average** for each semester in the program.

To be removed from academic probation, students need to maintain their subsequent semester GPA average ≥ 3.0 .

Program Dismissal

Students who fall into the academic probation range a second time during the program will be dismissed from the program. Failure of a Fieldwork Level II permits the student one opportunity to repeat a Fieldwork Level II experience requiring a passing grade on the second attempt. Failure of two Fieldwork Level II experiences will result in dismissal from the Program. Students must complete Level II fieldwork within 24 months following completion of the didactic portion of the program to graduate. Students can withdraw from a level II fieldwork course with a grade of "W" (withdraw) up to and

including completion of 75% of the level II fieldwork course. If a student chooses to withdraw after 75% completion of a level II fieldwork course, a grade of F will be applied to the level II fieldwork course. Students need to discuss intent to withdraw from a level II fieldwork course with the academic fieldwork coordinator.

Students may initiate a withdrawal from a level II fieldwork course, provided they are not subject to dismissal from the fieldwork site because of failure, disciplinary action, or fieldwork site dismissal policies. Students are only able to withdraw from a level II fieldwork course once. If, after discussion with the academic fieldwork coordinator, a withdrawal from a level II fieldwork course is approved, the student must submit a completed Course Withdrawal form to the Registrar's Office. The Course Withdrawal form can be found in the Campbell Solution Center or the Registrar's Office website. Students are financially responsible for all courses from which they withdrawal.

Students reserve the right to appeal a program dismissal if there were extenuating circumstances that effected the students' academic performance during the semester that the dismissal was given. Students should notify the Program Director that an appeal is sought within 48 hours after receiving the program dismissal letter. The Program Director will then provide the student, the contact information for the Chair of the Appeals Committee for the Frances M. Maguire College of Nursing and Health Professions in order to formally submit an appeal. An appeal can only occur once for either a BHSOS or MSOT student. If a BHSOS student filed an appeal as an undergraduate student and are successful in that appeal, they do not qualify for another program dismissal appeal as a graduate student.

Internal/External Transfers: No more than six graduate credits taken at other accredited institutions prior to matriculation may be applied toward the master's degree. If the applicant has completed graduate-level occupational therapy coursework within the past five years, prerequisite coursework and respective syllabi will be reviewed by the faculty admissions committee to determine if the applicant has met all course learning outcomes and the associated ACOTE standards of any course for which the student would receive credit.

The program does not award course credit for work experience.

Curriculum Sequence:

MSOT program (post-baccalaureate students)

PROFESSIONAL YEAR 1 Summer Semester		
Course number	Course name	Credits
OSC 501	Foundations of Occupational Science	2
OSC 502	Neuroscience for Occupational Therapy	2
OSC 510	Ethical Foundations in Occupational Therapy Practice	2
Total		6

PROFESSIONAL YEAR 1 Fall Semester		
Course number	Course name	Credits

OSC 504	Therapeutic Use of Self	2
OSC 505	Foundations of Occupational Therapy	3
OSC 506	Creativity and Activity Analysis	2
OSC 514	Research Methods I: Evidence-based Practice	3
OSC 519	Functional Anatomy and Kinesiology for Occupational Therapy	5
Total		15

PROFESSIONAL YEAR 1 Spring Semester		
Course number	Course name	Credits
OSC 511	Health and Occupational Participation of Children and Youth	3
OSC 512	Occupational Therapy Process: Children and Youth	5
OSC 513	Occupational Therapy Fieldwork I: Children and Youth	1
OSC 516	Health Care, Policy, and Advocacy	2
OSC 518	Research Methods II: Applied Research Capstone	3
OSC 521	Occupational Therapy & Upper Extremity Rehabilitation	3
Total		17

PROFESSIONAL YEAR 2 Summer Semester		
Course number	Course name	Credits
OSC 613	Community and Mental Health across the Lifespan	3
OSC 614	Community and Mental Health across the Lifespan Fieldwork I	1
OSC 615	Skills for Occupation-based Practice	4
OSC 616	Transitions to Adulthood	3
OSC 622	Case Based Reasoning: Community (complete once)	1
Total		11-12

PROFESSIONAL YEAR 2 Fall Semester		
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Course number	Course name	Credits
OSC 610	Management and Leadership	2
OSC 617	Health and Occupational Participation of Adults and Older Adults	3
OSC 618	Occupational Therapy Process: Adults and Older Adults	5
OSC 619	Occupational Therapy Fieldwork I: Adults and Older Adults	1
OSC 620	Occupational Therapy for Adults and Older Adults with Neurological Dysfunction	3
OSC 622	Case Based Reasoning: Community (complete once)	1
OSC 623	Case Based Reasoning: Adult Focus	1
Total		15-16

PROFESSIONAL YEAR 2 Fall Semester		
Course number	Course name	Credits
OSC 611	Fieldwork Level IIA	5
OSC 701	Fieldwork Level IIB	5
OSC 702	Career Success and Meaningful Life	2
Total		12

The courses and curriculum are subject to change. All revisions will be communicated to the student.

MSOT degree awarded with 77 credits

Academic Standards/Grade Requirements:

1. A minimum grade of 73.0 is required for passing in all OSC courses
2. There is no rounding of grades for individual examinations, quizzes, assignments, or final grades. For example, a final grade of 93.8 is a final grade of 93.
3. Final course grades will be recorded in Self-service as a letter grade corresponding to the whole number grade for the assigned course based on the OSC grading criteria.

Attendance Policy: In the Occupational Therapy Program, professional knowledge and skills are integrated through classroom, fieldwork, and service-learning experiences. *Punctuality and regular attendance are expected in every course.* Instructors take class attendance into account when determining grades.

1. Students are responsible for contacting an instructor in the event of an absence, lateness, or early dismissal (when able to do so safely).
2. Up to 3 total absences, episodes of lateness, and/or leaving early from a single course are allowed without penalty for fall, spring, and summer terms.
3. Having 4 or more total absences, episodes of lateness, and/or leaving early from a single course in the fall, spring, or summer terms will result in a 3-point final grade deduction from that respective course.
4. Examinations missed due to absence, lateness, and/or leaving early will only be rescheduled at the discretion of the instructor and if proper notification of the absence, lateness, or leaving early was given prior to the exam.

Students are responsible for all material covered in the course regardless of missed class time.

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

The maximum time allotted for completion of all graduate degree programs at Gwynedd Mercy University is six years. Students under the OCT MS Dual track who completed their Bachelor of Health Science degree in Occupational Science must successfully complete three graduate-level terms of 39 graduate credits with a minimum final GPA of 3.0. Students under the OCT MS track must successfully complete six graduate-level terms of 77 graduate credits with a minimum final GPA of 3.0.

Tuition and Fees: Graduate tuition for the Occupational Therapy Program can be found on the University's [Financial Aid and Tuition website](#), and OT Program Fees are \$200 for each academic term (summer, fall, spring). The OT Program fee pays for membership to AOTA and POTA, EMR software, Typhon fieldwork management, APA training, NBCOT exam preparation testing, program polo shirt, ExamSoft testing software, and NBCOT exam review materials. Additional costs to the students can include: graduate health insurance; Complio clearance, health and wellness tracking; American Heart Association Heartsaver First Aid, CPR, and AED certification; health clearances (e.g., annual flu shot, physical, and immunizations); uniform attire if a fieldwork site holds dress requirements; transportation to the university and fieldwork sites; and required books/course materials (approximately \$2,000/year).

Non-Academic Criteria for Admission, Progression and Retention

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

Observation

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

Communication

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

Motor Function

- Assume a variety of body postures that can include continuous sitting, standing, walking, bending, reaching, pulling, lifting, stooping, kneeling, and crawling.

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

Intellectual-conceptual Abilities

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

Integrative and Quantitative Abilities

- Demonstrate the mental capacity to understand, problem solve and make judgments in order to promote safety.
- Intellectual capacities to measure, evaluate, calculate, reason, analyze and synthesize information specific to client care.
- Demonstrate ability to apply information learned from the classroom to a therapeutic practice environment.

Behavioral and Social Attributes

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

Students should review the Technical Standards for the MSOT program carefully and identify if additional support is needed for any portion (didactic and clinical) of the MSOT program.

Students are encouraged to contact the Student Accessibility Services Office to arrange an individualized consultation to discuss any support services or accommodations they may need.

Compliance Requirements and Clearances: Occupational therapy students must be compliant with all clearance and health and wellness requirements. At the onset of the program, students will be sent information and instructions for access to the Complio system. Clearance and health and wellness requirements are annual, so they will need to be redone the following year to remain in compliance. Failure to adhere to the required compliance deadlines may result in course grade deductions and disapproval to register for the subsequent Program term. Clearance and health and wellness requirements for the entry-level Master of Science in Occupational Therapy Program include PA State Police background check, PA child abuse clearance, FBI fingerprints, completion of Act 126—Child Abuse Recognition and Reporting Training (Please note that this is a 3-hour online training certificate and NOT

the PA child abuse clearance), American Heart Association Heart Saver First Aid, CPR, AED Certification (Please note that no exceptions will be made for any other certification), Medical history/physical examination, Vaccinations that include MMR, Varicella, Hepatitis B, Tdap, Tuberculosis, Drug Screening, Flu Shot, and Meningitis. An adverse background check can restrict a student's ability to access fieldwork, affect a graduate's ability to sit for the NBCOT® certification examination, or attain state licensure as an occupational therapist.

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

Testing Requirements: Exam Soft testing software is required for testing in some courses.

Technology Requirements: Students must have a laptop with camera capability for all portions of the academic and fieldwork portions of the Program. All students are provided with the university's laptop specifications prior to the start of the program.

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY (MSSLP)

Degree: Master of Science

Academic Program Director: Karen A. Fallon

Program Accreditation: The Master of Science (MSSLP) education program in speech-language pathology {residential} at Gwynedd Mercy University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD, 20850, 800-498-2071 or 301 296-5700. Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

Program Type: The MSSLP program is a degree program with course offerings in the summer, fall, and spring. Didactic courses offered during the summer term align with the summer I schedule outlined by the university. Summer term clinical placements may not align with the summer I or summer II schedules outlined by the university.

Program Modality: The MSSLP Program is a hybrid program consisting of both in-person and online learning platforms. The didactic portion of the MSSLP program during the 1st fall and 1st spring semesters is delivered in-person. Didactic courses during the summer session and 2nd fall semester are online. All clinical assignments/placements will be held in-person.

Program Mission: The mission of the MSSLP program is to prepare exceptional speech-language pathology professionals dedicated to the care and advancement of human communication and swallowing. The program strives to develop compassionate professionals committed to integrity, human dignity, lifelong learning, and service to a diverse, global society. The program demonstrates its commitment to academic and clinical excellence by delivering a high-quality curriculum that prepares students to provide evidence-based, client and family-centered speech-language pathology services to diverse populations in a variety of professional settings. Graduates of the Gwynedd Mercy MSSLP program enter the profession equipped with the skills and knowledge necessary to cultivate successful, meaningful careers as practitioners and leaders in the field of speech-language pathology.

Program Learning Outcomes:

PLO1 Students will demonstrate the knowledge and skills necessary for entry into professional speech-language pathology practice with diverse populations in a variety of professional practice settings.

PLO2 Students will demonstrate the ability to understand and apply the scientific and research bases of the speech-language pathology profession in order to be knowledgeable consumers of the research literature and engage in evidence-based speech-language pathology practice.

PLO3 Students will demonstrate the ability to diagnose, treat, and prevent communication and swallowing disorders within a range of clinical education experiences.

PLO4 Students will effectively use all forms of expressive communication including verbal, written, and nonverbal to communicate with colleagues, patients, clients, family members, caregivers, and community members.

PLO5 Students will demonstrate the ability to identify and acknowledge cultural and linguistic variables and promote diversity, equity, and inclusion within speech-language pathology practice.

PLO6 Students will apply professional practice competencies including, but not limited to, accountability, compassion, clinical reasoning, integrity, collaborative practice, and professional duty.

Academic Criteria for Admission, Progression, and Retention

Admission Criteria:

- Completed Communication Sciences and Disorders Centralized Application Service (CSDCAS) application
- Baccalaureate degree from an accredited college or university with a minimum GPA of ≥ 3.00 on a 4.0 scale with all prerequisites completed
- Strong Letters of Recommendation from Academic and Professional Contacts
- Well-written Personal Essay
- Strong performance in an interview with the SLP Graduate Admissions Committee
- GREs are not required

Prerequisites: Applicants must complete undergraduate prerequisite courses in two general categories:

- Communication sciences and disorders (CSD)/speech-language pathology (SLP) coursework & observation hours
- General academic undergraduate prerequisite coursework required by the American Speech-Language-Hearing Association (ASHA)

CSD/SLP Prerequisite Coursework & Observation Hours

In order to be eligible for admission to the GMercyU MSSLP Program, students must complete CSD/SLP undergraduate coursework. Students can either earn a bachelor's in CSD/SLP *OR* complete post-

bachelor's prerequisite coursework such as classes offered in an SLP prerequisite or bridge program. Students who have not completed a bachelor's degree in CSD or SLP must complete prerequisite coursework in the following course areas:

- Phonetics
- Speech & Hearing Science
- Anatomy and Physiology of Speech, Language, & Swallowing
- Audiology
- Aural Rehabilitation
- Child Language Development
- Clinical Observation & Techniques

CSD/SLP Observation Hours: Prior to beginning the MSSLP program, all students must complete 25 documented hours of observation of Speech-Language Pathology or Audiology practice by an ASHA certified SLP or audiologist. Documentation of completed hours must be approved by a University representative or by Master Clinician Network and submitted to the Director of Clinical Education of the MSSLP program by August 1st of the enrollment year.

General Academic Undergraduate Prerequisite Coursework Required by ASHA

As part of the certification process, the American Speech-Language-Hearing Association requires that all applicants for the Certificate of Clinical Competence (CCC) complete basic academic coursework in the following areas:

- Biological Sciences
- Physics or Chemistry
- Social/Behavioral Sciences (e.g., Psychology, Sociology, Anthropology)
- Statistics

All coursework must be satisfactorily completed at the undergraduate or graduate level at an accredited institution and must appear on the applicant's undergraduate or graduate transcripts. Advanced placement (AP) courses that appear for credit on the applicant's college/university transcript can satisfy this requirement. All coursework must be completed by the time the applicant begins their Clinical Fellowship (first professional employment position).

Each graduate program is responsible for determining which courses will be accepted in fulfillment of the requirements and whether coursework must be completed prior to enrolling in the graduate program or may be completed during the graduate program.

For a detailed description of these requirements, please visit the ASHA webpage:

<https://www.asha.org/certification/course-content-areas-for-slp-standards/>

Admission Policies: Accepted students who wish to accept their offer of admission are required to make a non-refundable deposit of \$500 to secure their seat for the Program that begins in late August of each year. Accepted students can have courses in progress at the time of acceptance, but they are required to complete all prerequisite courses and graduate with a bachelor's degree from an accredited college or university prior to the start of the MSSLP Program.

If English is not the native language, a student must submit a Test of English as a Foreign Language (TOEFL) Score Report. A score of at least 80 on the Internet-based TOEFL test or a 6 on the IELTS test is required.

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

Curriculum: The following lists the academic and clinical courses of the SLP MS Program:

Year 1

Fall Semester—14 credits (In-person)

SLP 600	Early Childhood Language Development & Disorders (0-5) <i>3 credits</i>
SLP 605	Speech Sound Disorders in Children <i>3 credits</i>
SLP 610	Aphasia & Related Disorders <i>3 credits</i>
SLP 615	Evidence-Based Practice in SLP <i>1 credit</i>
SLP 620	Seminar I: Clinical Methods & Practice in Speech-Language Pathology <i>1 credit</i>
SLP 625	Clinical Practicum I <i>3 credits</i>

Spring Semester—16 credits (In-person)

SLP 630	School Age & Adolescent Language & Literacy Disorders <i>3 credits</i>
SLP 635	Dysphagia <i>3 credits</i>
SLP 640	Neurogenic Disorders of Speech <i>3 credits</i>
SLP 645	Complex Communication Needs <i>3 credits</i>
SLP 650	Seminar II: Counseling in Speech-Language Pathology <i>1 credit</i>
SLP 655	Clinical Practicum II <i>3 credits</i>

Summer Semester—7 credits (Hybrid: Online Courses; In-Person Clinical Practicum)

SLP 700	Fluency Disorders <i>2 credits</i>
SLP 705	Culturally & Linguistically Diverse Populations <i>1 credit</i>
SLP 710	Seminar III – Contemporary Prof Issues & Inter-Professional Practice <i>1 credit</i>
SLP 715	Clinical Practicum III <i>3 credits</i>

Year 2

Fall Semester—9 credits (Hybrid: Online Courses; In-person Clinical Practicum)

SLP 720	Cognitive Communication Disorders in Adults <i>3 credits</i>
SLP 725	Voice & Resonance Disorders <i>3 credits</i>

SLP 740	Advanced Clinical Practicum I – Off Campus Externship <i>3 credits (3-4 days/week)</i>
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Spring Semester—6 credits (Off Campus; In-person Clinical Practicum)

SLP 745	Advanced Clinical Practicum II - Off-Campus Externship with Capstone Project <i>6 credits (5 days/week)</i>
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Academic Progress, Probation, and Program Dismissal: MSSLP students are required to maintain a minimum cumulative grade GPA of 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Academic probation is a period during which a student is permitted to improve academic performance that does not meet the standards of the MSSLP Program. 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 will be given until the end of the following semester to raise their cumulative GPA to 3.0 or better. Failure to raise the cumulative GPA to 3.0 or greater will result in a 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, the student will be dismissed or have the option to withdraw from the Program.

MSSLP students may not earn more than two grades of “C” in didactic or clinical classes during the entirety of their academic program. Any student receiving a grade of less than “C” (including a grade of “C-”), in a didactic or clinical class will 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 MSSLP class. A student will have only one opportunity to repeat a failed course. Failure to retake and/or pass a failed course will result in a dismissal from the Program. A student with two or more overall course failures will be dismissed from the Program.

Withdrawal from Courses: Any withdrawal from didactic courses must be approved by the program director. Any withdrawal from clinical courses must be approved by both the Director of Clinical Education and Program Director.

If course withdrawal is approved, the student must submit a completed Course Withdrawal form to the Registrar’s Office. The Course Withdrawal form can be found in the Campbell Solution Center or on the Registrar’s Office website. Students are financially responsible for all courses from which they withdraw.

Internal/External Transfers: No more than six graduate credits taken at other accredited institutions prior to matriculation, may be applied toward the master’s degree. If the applicant has completed graduate-level speech-language pathology coursework within the past five years, prerequisite coursework and respective syllabi will be reviewed by the Program Director to determine if the applicant has met all course learning outcomes and the associated CAA standards of any course for which the student would receive credit.

The program does not award course credit for work experience.

Attendance Policy: In the MSSLP Program, professional knowledge and skills are integrated through classroom, clinical experiences, and service-learning experiences. Punctuality and regular attendance are expected in every course. Instructors take class attendance into account when determining grades.

1. Students are responsible for contacting an instructor in the event of an absence.

2. Up to 3 absences from a single course are allowed without penalty for fall, spring, and summer terms.
3. Having 4 or more total absences in a single class may result in course failure and a requirement to retake the course. Having 4 or more episodes of lateness to a single course in the fall, spring, or summer terms may result in a 5-point final grade deduction from that respective course.
4. Examinations missed due to absence will only be rescheduled at the discretion of the instructor and proper notification of absence was given prior to the exam.
5. The student is responsible for all material covered in the course regardless of absences.

Criteria for Successful MSSLP Degree Completion: To successfully complete the MSSLP Program at Gwynedd Mercy University, students must meet the following criteria:

- Successfully complete all didactic and clinical courses outlined in the curriculum with no more than 2 C's in the program, no single grade that is a C- or lower, and an overall GPA of 3.0 or better.
- Successfully complete 375 clinical clock hours supervised by an ASHA CCC certified speech-language pathologist (with 25 required observation hours, total hours=400).
- Successfully complete and pass the summative capstone project with a grade of 80% or better.

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

Tuition and Fees: Graduate tuition for the MSSLP Program can be found on the university's Financial Aid and Tuition website. MSSLP Program Fees are required for membership to CALIPSO and Simucase, and a program polo shirt. Additional costs to the students can include: graduate health insurance; Complio clearance, health and wellness tracking; American Heart Association Heart Saver First Aid, CPR, and AED certification; health clearances (e.g., annual flu shot, physical, and immunizations); uniform or personal protective equipment (PPE) attire if a clinical site holds dress and/or PPE requirements; transportation to the university and clinical placement sites; and required books/course materials.

Non-Academic Criteria for Admission, Progression and Retention

Essential Functions: The essential functions of a university program refer to the *basic skills and abilities* that students must be able to perform, with or without reasonable accommodation, in order to successfully complete the program. The field of speech-language pathology requires the acquisition of specific knowledge and skills as outlined by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (2021). Essential functions in a Master of Science (MS) Speech-Language Pathology (SLP) Program exist as a guide for determining foundational skills and abilities necessary for students to fully participate in and benefit from graduate experiences and to be successful in the workplace.

Essential Functions Requirements: A graduate student in the MSSLP Program at Gwynedd Mercy University must be able to complete the basic requirements when provided reasonable accommodations and/or modifications in order to be qualified for admission, be retained in the program, and be employed as a speech-language pathologist. GMercyU MSSLP students are required to perform the following essential functions with or without accommodations as outlined below:

1. Communication

- A student must possess adequate communication skills to: Communicate in both oral and

written English proficiently in order to meet curricular and clinical demands.

- Possess reading and writing skills sufficient to meet curricular and clinical demands.
 - Communicate accurately, professionally, and intelligibly with clients, families, colleagues, supervisors, and other professionals.
 - Communicate professionally, effectively, and legibly on client documentation, reports, and scholarly papers required for course work and professional practice.
 - Utilize a communication style that meets the needs of patients, students, caregivers, and other persons served and demonstrates cultural sensitivity.
- 2. Motor**—A student must possess adequate motor skills to:
- Participate in classroom, laboratory, and other professional activities for four-hour periods of time with one or two breaks.
 - Move independently to, from, and within the work and educational/clinic setting.
 - Access transportation to academic and clinical placements.
 - Manipulate materials used in the assessment and treatment of individuals with speech, language, or hearing disorders and complete all documentation needed (e.g., SOAP notes, reports).
 - Provide a safe environment for others in responding quickly to emergency situations including fire, choking, etc., and in application of universal precautions.
 - Access and use technology for education and clinical management (e.g., distance learning courses, billing, charting, therapy programs).
- 3. Intellectual/Cognitive**—A student must possess adequate intellectual/cognitive skills to:
- Understand, retain, integrate, synthesize, evaluate and apply written & verbal information in order to meet the curricular & clinical demands of the program and profession.
 - Utilize a computer for searching, storing, recording, and retrieving information
 - Understand and comply with administrative, legal and regulatory policies in the classroom and clinic.
 - Integrate information from client files, evaluations, observations, and treatment to diagnose and develop assessment and intervention plans appropriate for clients with speech and language disorders.
 - Adapt evaluation and intervention activities in response to the client's abilities and cultural needs both in the clinic and classroom.
 - Engage in self-analysis of one's own knowledge and skills and identify and access appropriate methods for improving areas of identified deficit.
- 4. Sensory/Observational**—A student must possess adequate sensory/observational skills to:
- Visually and auditorily identify normal and disordered speech, language, hearing, cognition, and swallowing.
 - Evaluate and identify the need for alternative modes of communication with clients, families, and other professionals.
 - Visualize, identify and discriminate anatomic structures and function during real time/live examinations and imaging tests (e.g., MBSS, FEES, etc.).
 - Make accurate judgements about speech, language, and other communication signals such as sign language, and augmentative and alternative communication modes.
- 5. Behavioral/Social**—A student must possess adequate behavioral and social to:
- Display mature empathetic and effective professional relationships by exhibiting compassion, collaboration, responsibility, integrity, and concern for others.
 - Follow the ASHA Code of Ethics as well as department, university and federal policies.

- Dress appropriately and professionally as outlined in graduate student handbook.
- Maintain appropriate professional behavior, including punctuality, regular attendance and adherence to semester schedule, and timely completion of responsibilities.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Understand and respect faculty and supervisory authority including complying with reasonable requests, responding to constructive criticism and feedback, and adhering to clinical and classroom policies such as punctuality and attendance.
- Maintain general physical, mental and self-care, including immunizations and medical documentation, to uphold the health and safety of self and others in academic and clinical settings.

Disability Support & Resources: Gwynedd Mercy University, in accordance with The Americans with Disabilities Act, provides assistance and resources for students with disabilities. The Office of Accessibility Services (OAS) coordinates with faculty, staff, and administration to assist students with a qualified disability in meeting their academic and personal goals. Within the bounds of our resources, Gwynedd Mercy University will provide reasonable accommodations to meet the challenges and needs of students with a qualified disability. Students should contact the instructor within the first two weeks of class if they have been assigned academic accommodations through the GMercyU Office of Accessibility for test taking, carrying out assignments, or any other need for assistance as approved by OAS. Students may reach out to faculty or the Office of Accessibility at any time if they wish to seek support for a disability.

The Office of Accessibility Contact Information: Phone: 215-646-7300, ext. 21014 Email: accessibilityservices@gmercyu.edu.

Compliance Requirements and Clearances: MSSLP students must be compliant with all clearance and health and wellness requirements. At the onset of the Program, students will be sent information and instructions for access to the Complio system. Clearance and health and wellness requirements are annual, so they will need to be redone the following year to remain in compliance. Failure to adhere to the required compliance deadlines may result in course grade deductions and disapproval to register for the subsequent program term. Clearance and health and wellness requirements for the MSSLP Program include PA State Police background check, PA child abuse clearance, FBI fingerprints, American Heart Association Heart Saver First Aid, CPR, AED Certification. In addition, students must follow all university requirements for vaccinations.

Professional Disposition and Conduct: Students must adhere to professional behavior standards. Professional standards include promptness, collaboration, cooperation, dedication to learning, presenting oneself appropriately, proper oral and written communication, and ethical behavior. Professional behavior includes but not limited to attendance; arrival to class on time, active listening; punctuality; no instant messaging, emailing, social internet browsing, or phone activity (phone may stay on vibrate mode in case of emergency notification). Students are expected to email the course instructor if they miss a class. If a student wants to record a class session or transmit a class session to another student (audio or video), permission from the course instructor is required. It is a student conduct violation to download recorded lectures, labs, and meetings to a computer, upload them to the

internet, or otherwise share, transmit or publish such recordings without the prior written consent of all participants (unless the professor has agreed in writing to such action and the recording is a recording of the professor's class). Course instructors reserve the right to deduct up to 5 points off the student's final course grade for violation(s) of professional standards or behaviors.

Students will be notified in writing if an unprofessional act was identified and the amount of deduction from the students' final grade.

Technology Requirements: Students must have a laptop with camera capability for all portions of the academic and clinical portions of the Program. All students are provided with the university's laptop specifications prior to the start of the program.

NURSING

MASTER OF SCIENCE IN NURSING

Degree: Master of Science in Nursing

Program Accreditation: The baccalaureate degree program in nursing, master's degree program in nursing, and post-graduate APRN certificate program at Gwynedd Mercy University are accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccneaccreditation.org>).

Program Modality: In person, hybrid and online courses

Program Learning Outcomes: Upon completion of the MSN Program, the graduate will:

PLO1 Contribute to the advancement of nursing knowledge through scientific inquiry to establish a foundation for evidence-based practice in advanced nursing roles. (AACN Domains 1, 4, 10)

PLO2 Demonstrate expertise in providing population-based holistic care in advanced nursing roles in accordance with standards of practice and codes of ethics. (AACN Domains 1, 2, 3, 9)

PLO3 Promote racial and social justice and health equity across diverse health care settings grounded in the Mercy tradition. (AACN Domains 2, 3, 7, 9, 10)

PLO4 Collaborate with interprofessional teams, patients, families, and communities to optimize safe and effective patient care. (AACN Domains 2, 3, 5, 6, 7, 9)

PLO5 Use communication and information technology to improve the quality and efficiency of care delivery. (AACN Domains 5, 8)

PLO6 Synthesize leadership principles and systems-based thinking to effectively contribute to data-based decision making, transforming healthcare delivery and outcomes. (AACN Domains 5, 6, 7, 9, 10)

NURSE EDUCATOR PROGRAM

Degree: Master of Science in Nursing

Program Accreditation: The baccalaureate degree program in nursing, master's degree program in nursing, and post-graduate APRN certificate program at Gwynedd Mercy University are accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccneaccreditation.org>).

Program Modality: Online, with select in-person components in NUR 570, NUR 650, and NUR 606 to ensure essential hands-on learning.

Academic Program Director: Dona M. Molyneaux

Program Description: The Nurse Educator (NE) track within the MSN program is designed for experienced nursing professionals who wish to transition into teaching and leadership roles in academic or clinical settings. The program prepares graduates to serve as faculty in nursing programs or in staff

development roles and provides a foundation for doctoral study.

This accelerated online MSN in Nursing Education equips BSN-prepared nurses with advanced skills in curriculum development, classroom and clinical teaching, and instructional leadership, guided by expert graduate nursing faculty.

Curriculum Sequence: See MSN NE Program Guidebook.

Academic Criteria for Admission, Progression and Retention

Graduate Admissions Requirements:

- Bachelor Science in Nursing from a college or university accredited by the Commission on Collegiate Higher Education (CCNE), or Accrediting Commission for Education in Nursing (ACEN), (previously National League for Nursing Accreditation Commission (NLNAC), or Commission for Nursing Education Accreditation (CNEA).
- GPA of 3.0 on a 4-point scale for highest earned degree
- Practicing registered nurse with an RN license in Pennsylvania (or eligibility for licensure in Pennsylvania)
- Successful completion of a baccalaureate level statistics course
- Successful completion of a baccalaureate level health assessment course
- Copy of professional license(s)
- One official sealed transcript from each college or university attended
- Current resume or Curriculum Vitae
- Completed application
- Two professional references
- Personal Goal Statement which includes:
 - Purpose for attending graduate school.
 - Discuss the responsibilities of the role that you are pursuing.
 - Why are you suited for the role that you are pursuing?
 - How will you incorporate adding graduate school into your current life?
 - What obstacles do you anticipate that you might need to address to be successful in this program?

Academic Standards/Grade Requirements: See NE Track MSN Program Guidebook. Students must earn at least a "B" in each course to graduate. The minimum major GPA is 3.0 and minimum cumulative GPA is 3.0.

Attendance Policies: See NE Track MSN Program Guidebook

Academic Progress, (Probation), and Program Dismissal: See NE Track MSN Program Guidebook

Course Withdrawal Policies: See NE Track MSN Program Guidebook

Time to Completion: The MSN Program Nurse Educator Track is a 31-credit hour program. The MSN program must be completed within five calendar years.

Clinical: Students are responsible for their own transportation to and from off-campus experiential learning opportunities.

Non-Academic Criteria for Admission, Progression and Retention

Compliance Requirements and Clearances: Required at the start of the program and annually.

NOTE: Urine drug screen must be completed as directed through Complio within 30 days of registration. Random drug screening may be required. A negative result is required.

Testing Requirements: Testing using ExamSoft

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

NURSE PRACTITIONER PROGRAM

Degree: Master of Science in Nursing

Offered: MSN Tracks: Adult Gerontology Primary Care NP, Pediatric Primary Care NP, Family Nurse Practitioner

Program Accreditation: The baccalaureate degree program in nursing, master's degree program in nursing, and post-graduate APRN certificate program at Gwynedd Mercy University are accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccneaccreditation.org>). **Program Modality:** Online and hybrid

Academic Program Director: Theresa McGowan

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

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

For Major Requirements, see NP/DNP Graduate Student Guidebook

Academic Criteria for Admission, Progression and Retention

Graduate Admissions Requirements

Master of Science in Nursing Admissions Requirements:

- Bachelor of Science in Nursing from a college or university accredited by the Commission on Collegiate Higher Education (CCNE), or Accrediting Commission for Education in Nursing (ACEN), (previously National League for Nursing Accreditation Commission (NLNAC), or Commission for Nursing Education Accreditation (CNEA).
- GPA of 3.0 on a 4-point scale for highest earned degree
- Practicing registered nurse with an RN license in Pennsylvania (or eligibility for licensure in

Pennsylvania)

- Preferred equivalent of 12 months of RN clinical experience
- Successful completion of a baccalaureate level statistics course
- Successful completion of a baccalaureate level health assessment course
- Interview with members of the Graduate Nursing faculty
- Copy of professional license(s)
- One official sealed transcript from each college or university attended
- Current resume or Curriculum Vitae
- Completed application
- Two references from the following: A master's or doctorally prepared registered nurse in a supervisory role, APRN or MD/DO with whom the candidate has spent a reasonable amount of clinical time with, and/or a prior academician with whom the candidate was taught by
- Personal Goal Statement which includes:
 - Purpose for attending graduate school.
 - Discuss the responsibilities of the role that you are pursuing.
 - Why are you suited for the role that you are pursuing?
 - How will you incorporate adding graduate school into your current life?
 - What obstacles do you anticipate that you might need to address to be successful in this program?
 - The personal statement should be in the most up-to-date APA format, minimum of 500 words, maximum of 1000, words with 12-point font and 1-inch margins.

For Curriculum Sequence, see NP/DNP Graduate Student Guidebook

Academic Standards/Grade Requirements: *See NP/DNP Graduate Student Guidebook*

Attendance Policies: *See NP/DNP Graduate Student Guidebook*

Academic Progress, (Probation), and Program Dismissal: *See NP/DNP Graduate Student Guidebook*

Course Withdrawal Policies: *See Graduate Program Guidebook*

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

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

Non-Academic Criteria for Admission, Progression and Retention

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

NOTE: Urine drug screen must be completed as directed through Medatrx. Random drug screening may be required. A negative result is required.

Testing Requirements: Testing using ExamSoft with exam ID and monitor

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

Other: Assessment clinical lab on campus during NUR 570 class is required

FACULTY

Laraine Amoia-Watters, EdD, Gwynedd Mercy University; MSN, Gwynedd Mercy University; BSN, Temple University. Associate Professor and BSN Program Director, Nursing.

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Course Name	Long Title	Description	Min Credits
ACC-105	Principles of Accounting I	An introduction to basic principles of financial accounting, the effects of business transactions, and the effect on the financial statements. Learn how to prepare basic financial statements and to engage in decision making essentials in our economic system through analysis of receivables and inventories.	3.00
ACC-106	Principles of Accounting II	An expansion of basic principles learned involving a deeper coverage of the complexities in the areas of accounting for depreciation, liabilities, and payroll taxes. Analysis of a corporation's shareholder's equity (bonds) and financial statements is stressed.	3.00
ACC-205	Intermediate Accounting I	This course provides a study of generally accepted accounting principles and introducing international financial reporting standards, as they relate to financial reporting. The conceptual framework is established and accounting theory developed as the foundation for accounting principles, constraints and qualitative characteristics. Problems relating to income determination, classification and form and content of financial statements are stressed.	3.00
ACC-206	Intermediate Accounting II	An expansion of the comprehensive study of generally accepted accounting principles and introducing the student of international financial reporting standards. Asset valuation, liability classification, analysis of stockholder's equity and more complex principles related to income determination in various business situations are discussed.	3.00
ACC-207	Intermediate Acc III	An in-depth study of GAAP (Generally Accepted Accounting Principles) and IFRS (International Fin Reporting Standards) reporting issues dealing with earnings per share calculations, investments, derivatives, post-retirement accounting for benefits and pensions, lease accounting, revenue recognition, in-depth analysis of cash flow statements, and full disclosure.	3.00
ACC-301	Managerial Accounting	The study of accounting as an aid for management decision-making. Cost behavior, budget planning and control, and performance measurement are among the topics, which will be discussed.	3.00
ACC-302	Financial Accounting	This course is an in-depth study of the role that financial accounting data plays in the decision-making process of managers of both for-profit and nonprofit organizations. Topics include examination of financial statements and financial statement analysis.	3.00
ACC-305	Cost Accounting	An examination of the role and attitude of the cost manager and the skills necessary to gather information for the analysis of business situations. The goal of decision-making is stressed. The course contains analysis of costs including job, process and standard costing as well as the study of processes and efficiencies.	3.00
ACC-315	Personal Taxes	An intensified course involving taxation of individuals; tax policy, tax research, tax history, technical tax provisions, and tax planning including tax practice suggestions.	3.00
ACC-316	Investment and Business Taxation	A course designed to examine federal taxation of property transactions and the taxation of various forms of business organizations such as corporations, partnerships and S corporations.	3.00
ACC-317	Accounting Information Systems	Principals involved in establishing an accounting information system included are source documents, internal control, and the interfaces needed for managerial control of the business. The integration of managerial accounting, information needs with the design and implementation of systems is studied.	3.00
ACC-405	Advanced Accounting	This course includes a series of discrete topics not previously included in other courses plus topics considered in greater depth here than in previous courses. Included are GAAP accounting, business combinations, government accounting, foreign currency translation and derivatives.	3.00

ACC-406	Auditing	A study and critical appraisal of current auditing standards related to the examination of financial statements by an independent auditor for both public and privately owned businesses. The course also applies many of the same auditing techniques to discover fraud, through the use of case studies, exploring the moral and ethical problems and issues of the accountant in auditing and detecting fraud.	3.00
ACC-408	Advanced Accounting II	This course will pursue further complex accounting issues not covered in previous courses. Topics will include: GAAP and IFRS handling of international currency transactions, fiduciary accounting, including both bankruptcy and estates and trusts, and accounting for non-profit organizations.	3.00

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ACC-437	Special Topics	This course provides opportunity to research a current accounting issue under GAAP or IFRS, comparing and contrasting the handling and application of the account theory and practice.	3.00
ACC-440	Accounting Internship	A 240-hour work experience designed to provide the student with practical application of accounting principles. To be eligible for this internship, a minimum B average in all accounting courses is required as well as permission by the accounting adviser and the Dean of the School.	6.00
ACC-441	Internship in Public Accounting	A continuation of work experience designed to provide the student with practical application of accounting principles. To be eligible for this internship a minimum "B" average in all accounting courses is requires, as well as permission by the accounting advisor and the Dean of the School	3.00
ART-100	Basic Drawing	This introductory course in drawing focuses on line, value, perspective, and composition. It includes experiential drawing from landscape, still life and the figure.	3.00
ART-105	Art Appreciation	This course introduces the origins and historical development of art from prehistoric times to the present day. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, architecture, photography and printmaking. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods and media.	3.00
ART-106	Painting I	Art elements, advanced drawing and composition, and color and design theory with studio work in acrylic and oil media receive emphasis in this beginning course, which includes work on still life, landscape, figure, and non-figurative compositions. (2-hour laboratory)	3.00
ART-111	Watercolors	Students learn about various watercolor techniques, color and composition, and design through the painting of still-life subjects and landscapes.	3.00
ART-115	Art History I	This course introduces works of art from ancient cave paintings to the Renaissance.	3.00
ART-116	Art History II	Works of art from the Renaissance to the present are the focus of study in this course.	3.00
ART-120	Introduction to Traditional Photography		3.00
ART-122	Introduction to Digital Photography	This course is designed to narrow the gap between traditional (film) and digital photography. Through demonstrations and hands-on practice, students will learn the basic concepts and tools of Photoshop. They will also create digital images and develop a working method within a digital photographic context. Cameras are required for this course.	3.00
ART-137	Sculpture	The study of the visual elements of art and how they relate to three-dimensional forms, the course explores many media as a way of exposing the students to the scope of sculpture. Lab Fee.	3.00
ART-205	Modern Art	This course is a chronological survey of the history of modern architecture, sculpture, painting, and graphic arts in Europe and the US. The course begins with Impressionism and moved through the 20th century through Word War II. Emphasis is placed on the interaction between art and society, industry, design, urbanism, war and technology.	3.00
ART-206	Contemporary Art	This course is a continuation of Modern Art. It is a chronological survey of the expansion of forms, media, issues, and participants in the art made in Europe and theUS from the aftermath of World War II to the present. Selected works of painting, sculpture, photography, architecture, performance, and video are examined as stylistic and historical objects addressing art history and theory, popular culture, politics, gender, race and a global culture.	3.00
ART-299	Special Topics	This course allows students to explore an area of art history or participate in a studio art that is not otherwise offered in a regaular course in the catalog.	3.00
ART-437	Special Topics	Course focuses on a medium and approach selected by the instructor.	3.00

ASL-101	Fundamentals of American Sign Language I	American Sign Language Level 1 introduces the fundamentals of ASL as used by the Deaf community in the United States, parts of Canada, and a few other countries. ASL is not "English on the hands" or a visual code for English. Rather it is a visual-gestural communication system that incorporates the use of handshapes, facial expressions, mouth morphemes, body language, and space to convey information. The syntax of ASL is very different from English. This course will introduce students to fingerspelling, vocabulary, grammar, use of space, and non-manual markers used in American Sign Language. In addition, we will look at Deaf culture and examine how it differs from hearing culture.	3.00
ASL-102	American Sign Language II	This course builds on the foundation of fundamentals of American Sign Language, ASL-101 in developing the skills and knowledge needed to converse in American Sign Language (ASL). Students will continue to expand their vocabulary and usage of ASL grammar and syntax. In addition, information on deaf culture will be provided and discussed.	3.00
BIO-101	Science of Life	An introduction to biology for non-majors. Basic principles of biology with emphasis on cell structure, energy metabolism, reproduction, genetics, diversity, and evolution. 3 lecture hours per week.	3.00
BIO-103	Human Anatomy	This course for non-science major students investigates the human body, from cells to body systems. 3 lecture hours per week.	3.00
BIO-107	Anatomy & Physiology I	A study of the basic concepts of human anatomy and physiology, beginning with cell biology and histology and continuing with a survey of skeletal, muscular, nervous, sensory, and endocrine systems. 3 lecture hours per week. Not accepted as credit towards the biology major.	3.00
BIO-107L	Anatomy and Physiology I Laboratory	Laboratory studies of the structure and function of the systems included in BIO 107. 2 laboratory hours per week. Not accepted as credit towards the biology major.	1.00
BIO-108	Anatomy & Physiology II	A continued study of the basic structural and functional aspects of hematology, immunology, cardiovascular, respiratory, digestive, renal and reproductive systems. 3 lecture hours per week. Not accepted as credit towards the biology major.	3.00
BIO-108L	Anatomy and Physiology II Laboratory	Laboratory studies of the structure and functions of the systems included in BIO 108. 2 laboratory hours per week. Not accepted as credit towards the biology major	1.00
BIO-111	Microbiology	An introduction to the microbial world, including discussion of the morphology, metabolism, growth and control of microorganisms. Topics include human infection, resistance and immunity. 3 lecture hours per week. Offered in the summer. Not accepted as credit towards the biology major.	3.00
BIO-111L	Microbiology Laboratory	Basic microbiological techniques, biochemical and physiological reactions and identification of selected microorganisms. 2 1/2 laboratory hours per week. Offered in the summer. Not accepted as credit towards the biology major.	1.00
BIO-114	Human Genetics	This course for non-science-major students investigates normal patterns of inheritance and their biologic basis as well as how genetic abnormalities results in inborn genetic disorders. The course will additionally emphasize the important social, political, legal and ethical issues raised by genetic technology. 3 lecture hours per week. Offered in alternate fall semesters. Not accepted as credit towards the biology major	3.00
BIO-115	Biology of Aging	Topics include theories of aging, discussion of organ systems of the body from the standpoint of the normal functions and specific age-related changes and disorders, as well as needs of the older adult. 3 lecture hours per week. Not accepted as credit towards the biologymajor.	3.00

BIO-121	Microbiology for the Health Sciences	An integrated lecture and laboratory course utilizing case studies to introduce students in the health sciences to the world of microorganisms and issues they may face involving microbes in the field of health care. Topics will include the structure and function of microorganisms, their growth and control, as well as their role in infection and human resistance and immunity. Basic handling and identification of microorganisms will be discussed in the laboratory component. For non-biology majors only. 3 lecture hours per week and 5 laboratory sessions/recitations per semester. Not accepted as credit towards the biology major.	3.00
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BIO-203	General Biology I	An introduction to life science designed as a molecular investigation into living things, beginning with the cell. Cellular chemistry, structures and functions will be addressed. Physiological processes such as respiration and photosynthesis are discussed, as are the molecular aspects of cell division, genetics and gene expression. The course continues with an introduction into how genetics influences development, evolution, phylogeny and speciation. 3 lecture hours per week. Offered in the fall semester.	3.00
BIO-203L	General Biology I Laboratory	Laboratory investigations designed to supplement and clarify basic biological concepts introduced in BIO 203, including studies into eukaryotic and prokaryotic cells and cellular processes, molecular biology and genetics. 3 laboratory hours per week. Offered in the fall semester.	1.00
BIO-204	General Biology II	An introduction into organismal biology beginning with basic systematics and species classification with an investigation into the biodiversity of the animal and plant kingdoms. The structure, function and development of animal systems will be discussed, as will plant growth, response and reproduction. The course culminates with an examination of ecology and animal behavior. 3 lecture hours per week. Offered in the spring semester.	3.00
BIO-204L	General Biology II Laboratory	Laboratory investigations designed to supplement and clarify basic biological concepts and species classifications introduced in BIO 204, including the examination of living and preserved specimens from various phylogenetic kingdoms to gain a familiarity with animal and plant anatomy and physiology. 3 laboratory hours per week. Offered in the spring semester.	1.00
BIO-230	Principles of Ecology	A study of the basic hierarchical structure of ecological patterns from the individual organism to the globe. Determination of basic ecology patterns and causes of those patterns will be discussed in terms of abiotic and biotic factors with the underlying evolutionary causes. This class is writing intensive with a least five writing assignments and essay exams. 2 lecture hours per week.	2.00
BIO-230L	Principles of Ecology Laboratory	An inquiry-based field laboratory in which students develop a research question and experimental design, perform research, and collect and analyze data in appropriate scientific formats. Topics discussed include different approaches to field research, appropriate experimental design, data analysis, and presentation. 3 laboratory hours per week.	1.00
BIO-251	Genetics	An investigation into the fundamental principles of Mendelian and non-Mendelian inheritance and the molecular and cellular basis of heredity, including the molecular and biochemical processes behind inheritance, gene expression and development. Additional topics include pedigree analysis, mutation and cancer, the conflict between nature and nurture, modern DNA technology, population genetics, evolution, and the ethical impact of genetics on society. 3 lecture hours per week. Offered in the spring semester.	3.00
BIO-251L	Genetics Laboratory	The genetics techniques laboratory is designed to introduce the student to the fundamentals of experimentation in basic Mendelian and non-Mendelian principles using model genetic systems as well as molecular genetics techniques. 3 laboratory hours per week. Offered in the spring semester.	1.00
BIO-299	Selected Topics in Biology	A study of a specialized subject area which may vary based on student/faculty interest. For non- major students only. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
BIO-302	Vertebrate Anatomy	This is an integrative biological study of structural and functional anatomy of the vertebrate classes. It utilizes an organ system approach to the study of comparative anatomy, considers unique adaptations of individual vertebrate groups and incorporates evolutionary relationships in conjunction with aspects of vertebrate behavior, ecology and paleontology. Lecture and reading assignments incorporate research data from current literature. 3 lecture hours per week.	3.00

BIO-302L	Vertebrate Anatomy Laboratory	This is an organ-based study of select specimens from the vertebrate classes, and includes a number of special topics, e.g. adaptations to flight. The laboratory promotes skill development, including a variety of investigative techniques. 3 laboratory hours per week.	1.00
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BIO-304	Human Physiology	Human Physiology explores the fundamental concepts and principles of human biology. It also investigates the regulatory mechanisms of all human body systems at the cellular, tissue, and organ levels focusing on the integration of body systems. Deviations from normality associated with pathological conditions will be discussed to help demonstrate important concepts in human physiology. 3 lecture hours per week. Pre-requisites: BIO203, BIO204, CHM151, and CHM152.	3.00
BIO-305	Biology of Microorganisms	A study of the biology and chemistry of microorganisms including their morphology, metabolism, genetics, growth and control, as well as their interactions with host cells. 3 lecture hours per week. Offered in alternate fall semesters.	3.00
BIO-305L	Biology of Microorganisms Laboratory	Basic microbiological laboratory techniques including those used for the isolation, cultivation, enumeration, and identification of microorganisms. 3 laboratory hours per week. Offered in alternate fall semesters.	1.00
BIO-307	Eukaryotic Microbiology	A continuation of BIO 305 focusing solely upon eukaryotic microorganisms. The course will be divided into three sections focusing upon the morphology, metabolism, evolution, and ecology of the three categories of eukaryotic microorganisms: Protists, fungi, and helminthes. 3 lecture hours per week. Offered in alternate spring semesters.	3.00
BIO-310	Mycology	A detailed study of important fungi with emphasis on their biology, physiology and significance. Current research on the control of fungi and treatment of fungal diseases is examined. 4 lecture/laboratory hours per week.	3.00
BIO-311	Virology	A comprehensive modern approach to the field of virology that focuses on the biology, application, and control of viruses. Topics include, but are not limited to, virus morphology and replication, evolution and extinction, emerging pathogens, gene and bacteriophage therapy, antiviral drugs, and virus-immune system interactions. 3 lecture hours per week. Offered in alternate fall semesters.	3.00
BIO-312	Parasitology	Study of the morphology, distribution, symptoms, treatment, prevention, and control of important parasites. 2 lecture hours per week.	2.00
BIO-313	Immunology	The mechanisms, cells, and molecules involved in immunological responses will be examined in this course. Emphasis is on comparison of antibody and cytokine responses. Resistance to infectious organisms, allergic responses, tissue transplantation, and autoimmune diseases will also be discussed. 3 lecture hours per week. Offered in alternate spring semesters.	3.00
BIO-317	Advanced Physiology I	Advanced Physiology explores the regulatory mechanisms involved in maintaining and controlling a homeostatic environment at the subcellular, cellular, and organismal levels. The course begins with a survey of the principles of regulatory and cell physiology and continues with an investigation of electrophysiology and the physiology of the human nervous, muscular, and endocrine systems. This course emphasizes an understanding of how the body functions under normal conditions (in the absence of disease). Deviations from normality associated with pathological conditions will be discussed to help demonstrate important concepts in human physiology. 3 lecture hours per week.	3.00
BIO-318	Advanced Physiology II	Advanced Physiology II is a continuation of the study of homeostatic regulatory mechanisms using selected organ systems, including the cardiovascular, respiratory, digestive, renal, reproductive, and immune systems. 3 lecture hours per week.	3.00

BIO-4000	Biology Seminar I-Capstone	The first of a three-part biology capstone course series. The capstone course(s) help the student to reflect upon how expertise in their discipline has been integrated with the university mission, core values and learning outcomes during the course of their education. Students will be exposed to options for their future and prepare for their post-graduate plans as well as begin research for their senior thesis. The class will additionally initiate a service project to be completed by graduation and begin the compilation of a portfolio to be submitted in the third capstone course. 1 conference hour per week. Junior status required. Offered in the spring semester.	1.00
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BIO-4001	Biology Seminar II-Capstone	The second of a three-part biology capstone course series. The capstone course(s) help the student to reflect upon how expertise in their discipline has been integrated with the university mission, core values and learning outcomes during the course of their education. Students will meet both as a class for literature and peer reviews as well as individually with an assigned thesis advisor during the formulation of their senior thesis. The class will continue the work of the service project initiated in BIO 4000 and continue the compilation of the portfolio to be submitted in the third capstone course. 1 conference hour per week. Senior status required. Offered in the fall semester.	1.00
BIO-4002	Biology Seminar III-Capstone	The third of a three-part biology capstone course series. The capstone course(s) help the student to reflect upon how expertise in their discipline has been integrated with the university mission, core values and learning outcomes during the course of their education. Students will formally present their written thesis to a broader audience. Students will actively demonstrate proficiency in the discipline via a comprehensive examination and be required to self-assess their growth with regard to the GMercyU core values and learning outcomes, as well as the general education and biology program goals through the submission of a portfolio of representative assignments and experiences spanning their university career. Finally, students will complete a service project initiated in BIO 4000. 1 conference hour per week. Senior status required. Offered in the spring semester.	1.00
BIO-402	Molecular Biology of the Cell	An investigation into the components that comprise cells, how those components are formed as well as how cells function individually and as part of a multicellular whole. Topics will include organelle structure and function, molecular signaling, membrane transport, the cytoskeleton and the cell cycle, as well as control mechanisms in gene expression and loss of control in cancer. 3 lecture hours per week. Offered in the fall semester.	3.00
BIO-402L	Molecular Biology of the Cell Laboratory	This is a project-driven laboratory course that introduces students to the world of mammalian cell culture. In addition to learning basic cell culture techniques, students will use cell viability assays, spectrophotometry, RNA isolation, reverse transcription PCR, and DNA gel electrophoresis to investigate important research questions in cell biology. Students will also gain experience in experimental design, data analysis, presentation of experimental results, and maintenance of a detailed laboratory notebook. 3 laboratory hours per week.	1.00
BIO-414	Infectious Diseases	A mixed lecture and case study approach to human infectious disease. The course explores the processes of transmission, pathogenesis, interaction with the immune response, and evolution of infectious microorganisms. Specifically, the course is focused upon host-pathogen relationships, transmission dynamics, and mechanism of disease emergence. 3 lecture hours per week. Offered in alternate spring semesters.	3.00
BIO-415	Developmental Biology	A study into the biochemical, molecular and genetic factors that regulate organismal growth and development. The field of classical embryology will be combined with molecular biology to investigate the mechanisms by which DNA dictates organism form and function. The course will cover topics including cell fate determination and differentiation, fertilization, embryogenesis, pattern formation, the regulation of gene expression during development, plant and animal cell lineages, tissue and organ formation, gene rearrangements in adult cells, aging, and developmental responses to the environment. Molecular mechanisms of development will be examined in species ranging from bacteria to higher plants and animals. Offered in the spring semester. 3 lecture hours per week.	3.00

BIO-415L	Developmental Biology Laboratory	The laboratory is designed to supplement the material presented in the developmental biology lecture by introducing students to the fundamental model systems utilized in the study of developmental processes. Patterns of development will be investigated in both plant and animal species using both prepared specimens and living models. 3 laboratory hours per week. Offered in the spring semester.	1.00
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BIO-421	Biology Research	This is an independent course of research under the direction of a member of the science faculty. Students will participate in a research project involving a literature review, laboratory research, and data analysis. Students will be expected to formalize their experience with a presentation in written, oral or poster format. Students may earn research credit more than once, but only 3 credits may be used to satisfy the biology major requirements. Permission of instructor required.	3.00
BIO-430	Research Process and Techniques	This course will prepare students to conduct research or participate in an internship in the sciences. The course must be taken prior to or in conjunction with enrollment in BIO 421 or BIO 440. May be taken more than once.	
BIO-437	Special Topics	This is an in-depth study of a specialized subject area. The selected topic varies based on student/faculty interest and current research advances. Topic, course structure, credit and instructor will be announced prior to preregistration. Course may be repeated if topic is different.	1.00
BIO-437L	Special Topics		1.00
BIO-439	Independent Study	Investigation of selected topics.	1.00
BIO-440	Internship	A work experience with a minimum of 120-hours designed to afford the student a practical experience in the application of biological techniques and practices.	3.00
BUS-101	Foundations of Business	Introduces the contemporary business environment and the major functional areas of business, including management, ethics, human resources, marketing, finance, e-business, and international business.	3.00
BUS-205	Principles of Management	Examines the principles and practices of management, with emphasis on planning, organizing, leading, and controlling organizational resources. Students explore managerial decision-making, leadership, motivation, communication, and teamwork, with attention to contemporary organizational challenges.	3.00
BUS-209	Business Statistics I	Introduces statistical concepts and methods used in business decision-making. Topics include descriptive statistics, probability, probability distributions, sampling, and estimation, with emphasis on interpreting data and applying statistical reasoning to business problems.	3.00
BUS-212	International Business	Examines the global business environment and the challenges and opportunities it presents for organizations operating across national borders. Students explore multinational enterprises, international trade and investment, global markets, and the economic, cultural, political, and legal factors that influence international business activities.	3.00
BUS-213	Human Resources and Prof Communication	This course will examine the aspects of talent management in the context of organizational goals. Topics include recruiting, selection, training and development, compensation and safety. A focus on professional communication and other soft skills reflects today's expectations in the workplace.	3.00
BUS-214	Business Law and Ethics	Examines the legal and ethical environment of business and how laws, ethical standards, and social responsibility shape organizational decision-making. Topics include the foundations of the legal system, contracts, business organizations, stakeholder rights, government regulation, and domestic and international ethical considerations.	3.00
BUS-292	Business Case Studies	Applies the business case method to analyze real-world organizational challenges and managerial decision-making. Students evaluate business situations to identify problems, assess alternatives, and examine the strategic, ethical, and societal implications of managerial choices.	3.00
BUS-310	Principles of Finance	This course is an introduction to the role of finance in the economy. Financial markets, debt and equity instruments, capital budgeting, inflation, and the role of the financial manager are examined.	3.00
BUS-311	Money, Banking & Financial Institutions	Money, credit and financial instruments; banks, other financial institutions and the operation of the Federal Reserve System are discussed in relation to economic activity, inflation and unemployment.	3.00

BUS-312	Managerial Finance	An examination of financial decision making in the firm, including the sources of funds, capital structure and long-range financial growth are studied.	3.00
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BUS-313	Investments	An introduction to the securities markets, their operations and regulations and alternative investment opportunities are presented. Corporate and government issues, risk and portfolio development will be considered. Current market conditions will be discussed.	3.00
BUS-314	International Finance	This course considers the nature and scope of international financial management. Direct foreign investment, international exchange, U.S. balance of payment, and the multinational enterprise will be discussed.	3.00
BUS-318	Operations Management	Examines the operational processes involved in managing manufacturing and service organizations. Topics include process design, capacity planning, inventory management, quality, and contemporary operational challenges. Emphasis is placed on improving efficiency and effectiveness in organizational operations.	3.00
BUS-320	Small Business & Entrepreneurship	Examines the entrepreneurial management of small businesses, with emphasis on evaluating opportunities, developing viable business models, securing resources, and managing operations.	3.00
BUS-324	Derivatives	This course examines valuation and hedging of options, forward contracts, futures contracts, swaps, and other derivatives. Examines fundamental tools commonly used for pricing and hedging and options and futures contracts.	3.00
BUS-325	Investments II	Change name Portfolio Management, not investments II	3.00
BUS-340	Business Statistics II	Builds on Business Statistics I to examine inferential statistical methods used in business analysis. Topics include hypothesis testing, regression and correlation, time series analysis, nonparametric methods, and analysis of variance, with emphasis on applying statistical techniques to business decision-making.	3.00
BUS-350	Principles of Sports Management	This introductory level course provides the student with an overview of the structure of the sports industry and highlights the scope and variety of career opportunities in the area. The value of professional management to sports organizations will also be emphasized. Attention will be given to the issues facing sport organizations and the use of management techniques to solve business-related problems.	3.00
BUS-351	Sports Marketing	This course provides the student with basic knowledge and understanding of sport marketing and promotions for the educational, recreational and professional sport. The components of the course include developing products, sponsorships, special events, fund raising, public relations, promotions, and utilizing radio and television networks.	3.00
BUS-352	Sport Business and Finance	This course is designed to prepare the prospective sport manager with an overview of the major financial issues facing the sport industry. An analysis of the following areas will be undertaken; sources of revenue for sports organizations, a comparison of public and private sector funding in sports, and investment of public resources into private sporting facilities.	3.00
BUS-353	Sport Law	This application of legal principles is considered in relation to professional and amateur sports. Emphasis is placed on tort liabilities and the regulation of sport in a variety of settings. The governance structure of professional and amateur sports organizations will also be discussed.	3.00
BUS-354	Athletics Administration	This course is designed to introduce the student to the management issues faced by administrators within collegiate and high school athletics departments. Students will develop an understanding of issues such as governance, scheduling, NCAA and conference compliance, gender equity and Title IX, conference membership issues, departmental structure, and organizational goals in athletics, legal issues, and operating procedures.	3.00
BUS-355	Facility Management	This course investigates the functions of sport managers in the design, operation, and financing of sport facilities. Students will examine the issues pertaining to management of public and private arenas, stadiums, and multipurpose facilities. Management of temporary facilities for special events will also be considered.	3.00

BUS-374	Employment Law	A survey course introducing the laws that impact the employee-employer relationship. The student will analyze how the law affects areas such as hiring, compensation and safety as well as the laws governing discrimination. A Pennsylvania application will be included where appropriate. The student will be evaluated on the basis of examinations, case analysis, legal research and Internet use.	3.00
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BUS-375	Risk Management	Examines risk management principles and techniques used to identify, assess, and manage organizational risks. Topics include risk assessment, non-insurance risk control methods, workplace safety, and contemporary risk issues. Emphasis is placed on applying risk management strategies to improve organizational effectiveness.	3.00
BUS-378	Healthcare Risk Management	Risk Management affects the entire organization and is commonly referred to as Enterprise Risk Management (ERM). The focus for healthcare organizations is to reduce risk in all areas with the goals of quality improvement and cost reduction. The student will be introduced to the risk management process, current federal and state legislation, cost and benefits of safety programs in the healthcare setting, strategies for medical error and liability reduction, the use of healthcare information technology to reduce risk, current topics in health insurance, and managing risk in integrated healthcare delivery systems. Coursework will include a research paper, case analysis and classroom discussions and presentations.	3.00
BUS-381	Organization Theory and Behavior	Examines individual and group behavior in organizations, with emphasis on motivation, communication, leadership, personality, and team dynamics. Students explore how attitudes and behaviors influence organizational effectiveness and workplace performance.	3.00
BUS-391	Current Business Issues	This course is an independent research paper, which reviews current events in business. Permission of the Dean of the School is required.	1.00
BUS-4000	Seminar: Business Policies & Strategies	Using a business simulation/case approach, this course is a study of management policy as an integrative force to all other functions of businesses; i.e., marketing, manufacturing, finance, personnel. The course represents an insight into the strategies behind corporate policies.	3.00
BUS-4001	Seminar: Business Policies and Strateg	Using a business simulation/case approach, and by integrating learning team experiences with classroom theory this course is a study of management policy as an integrative force to all other functions of businesses; i.e., marketing, manufacturing, finance, personnel. The course represents an insight into the strategies behind corporate policies.	4.00
BUS-421	Corporate Studies	This course provides students the opportunity to complete an in-depth study of a service corporation, or several service corporations, so to better understand the integration that is required in management practices within a corporate business structure. The course will focus on the challenges, opportunities and integration of corporate management, administration, marketing, human resource management, leadership and, as applicable, global operations and management.	3.00
BUS-437	Special Topics	This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of business theory and practice.	3.00
BUS-439	Independent Study	This course allows the student to investigate selected topics. Registration with permission of the Dean of the School and the Vice President for Academic Affairs.	1.00
BUS-440	Internship	This is a 240-hour work experience designed to afford the student a practical experience in the application of business techniques and practices.	6.00
BUS-441	Internship	This is a 120-hour work experience designed to afford the student a practical experience in the application of business techniques and practices.	3.00
BUS-455	Sport Management Seminar	The internship requirement is considered to be one of the most critical components of the Sport Management program. Student will undertake a 120-240 hour supervised internship. This opportunity is expected to enhance the student's academic experiences, provide additional work experience, and networking opportunities. Internship experiences may take place in any of the varied sport industry settings. This course deos not replac e BUS-4000.	3.00

BUS-513	US Business Immersion		1.00
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CHM-105	Living Chemistry	An introduction to chemistry designed to promote scientific literacy for the non-science student. Emphasis is non-mathematical and focuses on the applications of chemical principles to situations encountered in modern life, including preservation of natural resources, medicine and genetics, and consumer products. 3 lecture hours per week.	3.00
CHM-111	Chemistry for the Allied Health Sciences	An introduction to general, organic and biological chemistry for students in the health professions. Topics include the structure, properties and reactions of inorganic, organic and biological compounds, solution chemistry, gas laws, energetic, acid-base chemistry, equilibrium, kinetics, electrochemistry and nuclear chemistry. Emphasis is on physiological and clinical applications. 3 lecture hours per week. Not accepted as credit towards the biology major.	3.00
CHM-111L	Chemistry for Allied Health Sciences Lab	Application of the experimental techniques of chemistry to the study of stoichiometry, gas laws, thermochemistry, solutions and the structure, function and reactions of organic and biological compounds. 3 laboratory hours per week.	1.00
CHM-115	Chemistry for the Health Profession	An introduction to the principles of general chemistry for students of the health professions. Topics include the structure, properties and reactions of inorganic compounds, nuclear chemistry, stoichiometry, gas laws, solution chemistry, thermochemistry, equilibrium, kinetics, and acid-base chemistry. Emphasis is on physiological and clinical correlations. 3 lecture hours per week.	3.00
CHM-115L	Chemistry for the Health Professions I Laboratory	Introduction to the experimental techniques of chemistry applying the principles of stoichiometry, gas laws, thermochemistry and solution chemistry to the study of the composition and reactions of compounds. 3 laboratory hours per week.	1.00
CHM-116	Chemistry for Health Professions II	An introduction to organic and biological chemistry for students of the health professions. Topics include the structure, properties and reactions of organic compounds, carbohydrates, lipids, proteins, and nucleic acids, enzyme activity and metabolic pathways and the storage and transmission of genetic information. Emphasis is on physiological and clinical correlations. 3 lecture hours per week.	3.00
CHM-116L	Chemistry for the Health Professions II Laboratory	Application of the experimental techniques of chemistry to the study of the structure, function and reactions of organic and biological compounds. 3 laboratory hours per week.	1.00
CHM-151	Principles of Chemistry I	Chemical compounds and reactions; terminology, stoichiometry, solution chemistry, gas laws, thermochemistry, electronic structure and chemical bonding. 3 lecture hours and 1 recitation hour per week. Offered in the fall semester.	3.00
CHM-151L	Principles of Chemistry I Laboratory	Application of the principles of stoichiometry, gas laws and solution chemistry to the synthesis, separation and identification of compounds. 3 laboratory hours per week. Offered in the fall semester.	1.00
CHM-151R	Principles of Chemistry I Recitation		
CHM-152	Principles of Chemistry II	Condensed states of matter, properties of solutions, chemical kinetics, electrochemistry and nuclear chemistry. 3 lecture hours and 1 recitation hour per week. Offered in the spring semester.	3.00
CHM-152L	Principles of Chemistry II Laboratory	Laboratory investigations of properties of solutions, chemical kinetics and chemical equilibrium emphasizing techniques of quantitative analysis, including both traditional gravimetric and volumetric methods and instrumental methods of spectrophotometry and chromatography. 3 laboratory hours per week. Offered in the spring semester.	1.00
CHM-152R	Principles of Chemistry II Recitation		

CHM-203	Organic Chemistry I	An introduction to the molecular structure and reactivity of carbon-based compounds. Emphasis is given to the relationships between molecular structure and chemical and physical properties. Topics include theories of chemical bonding, isomerism and stereochemistry, IR and NMR spectroscopy, and the mechanisms of fundamental reactions (i.e., substitution, elimination, addition). 3 lecture hours and 1 recitation hour per week. Offered in the fall semester.	3.00
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CHM-203L	Organic Chemistry I Laboratory	A techniques-focused course to develop skill with common organic chemistry lab techniques including separations, purifications, and the use of spectroscopic and analytical equipment (e.g., IR, GC, HPLC) to characterize substances. Experiments demonstrate theoretical principles from CHM 203. 3 laboratory hours per week. Offered in the fall semester.	1.00
CHM-203R	Organic Chemistry I Recitation		
CHM-204	Organic Chemistry II	Continuation of CHM 203. Topics include aromaticity, organometallics, oxidation and reduction, and carbonyl chemistry. Connections to biology are emphasized, where appropriate. 3 lecture hours and 1 recitation hour per week. Offered in the spring semester.	3.00
CHM-204L	Organic Chemistry II Laboratory	Continuation of CHM 203L. Experiments illustrate multistep organic synthesis and demonstrate theoretical concepts from CHM 204.	1.00
CHM-204R	Organic Chemistry II Recitation		
CHM-299	Selected Topics in Chemistry	A study of a specialized subject area which may vary based on student/faculty interest. For non-major students only. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.	3.00
CHM-301	Biochemistry I	Chemical structure, function and reaction of biologically important molecules, including nucleic acids, proteins, carbohydrates and lipids; biological membranes; enzyme kinetics, regulation and mechanisms. 3 lecture hours per week. Offered in the fall semester.	3.00
CHM-301L	Biochemical Techniques Lab	A laboratory techniques course, which applies methods of modern biochemical separation and analysis, including spectrophotometry, chromatography, electrophoresis and immunochemistry, to the quantitative investigation of biochemical systems. 3 hours laboratory per week. Offered in the fall semester.	1.00
CHM-302	Biochemistry II	Intermediary metabolic pathways; photosynthesis; integration and regulation of mammalian metabolism. 3 lecture hours per week. Offered in the spring semester.	3.00
CHM-437	Special Topics	This is an in-depth study of a specialized subject area. The special topic varies based on student/faculty interest. Topic, course structure and instructor will be announced prior to preregistration. This course may be used to satisfy a biology elective in the biology major. 3 lecture hours per week.	3.00
CIS-100	Inside the Laptop: Exploring Technology	This course is designed as a general education course for students who are not currently computer information science majors but find technology interesting enough that they would enjoy exploring it further. Learn how computing evolved and how an email you send from your laptop can travel across the globe in mere seconds. This course will cover computer hardware and the software that enables humans to interact with machines. Students will learn basic computing math, coding, and will even work in groups to create their own AI (Artificial Intelligence) chatbot. If you ever wanted to take a computer apart to see how it works - this course is for you. (Not required for CIS majors)	3.00
CIS-101	Introduction to Desktop Computing	Open to all majors, this course will provide students with the computer skills necessary to be successful in both school and the workplace. Using Windows operating system, students will learn common file management techniques such as configuring folder options and digital file organization. Windows shortcuts, how to encrypt data, backup options, cloud storage, video conferencing, and the University's learning management system (LMS) will also be covered. Students will learn Word, Excel, PowerPoint, and Access using the latest version of Microsoft's Office Professional Suite. (Not required for CIS majors)	3.00

CIS-102	Emerging Internet Technologies	This course serves two purposes: (1) to learn about emerging Internet technologies and (2) to master the skills necessary to use the Internet more effectively for research. Students will learn how to discern the quality of information on the Internet, identify scholarly from non-scholarly sources, utilize specialized directories, and optimize search engine queries. How to avoid plagiarism and understanding copyright laws will also be discussed. Students will research emerging Internet topics while taking advantage of the many online tools available to them. After completing a research paper on an assigned topic, students will create a presentation to highlight their work utilizing the latest techniques, resources, and software. By learning how to use available existing technologies, students enrolled in this class will be better prepared in their academic, personal, and professional endeavors.	3.00
CIS-104	Programming I	This course is designed as a first programming course for CIS majors or anyone interested in programming. Taught in one of the industry's leading programming language C++ or Java, this course will cover the structured and procedural programming aspects of the language, including top-down design, loops, conditional structures, use of variables, scope, arithmetic operations, processing records, Boolean algebra, and reinforcement of basic algorithmic design. This will give the student a good foundation for more advanced topics in programming.	3.00
CIS-110	Information Systems	This course is designed to provide students, future information system managers, with the skills necessary to understand and manage the technologies which have become an integral part of today's business landscape. Major topics include management in a digital world, development and acquiring information systems, improving business processes, business intelligence using data analytics, artificial intelligence and robotics, and enhancing the organization through social media. The impact of mobile computing, cloud computing, the Internet of Things (IoT), and outsourcing will be discussed. Students will learn how to apply a systems approach to problem solving and the systems development life cycle (SDLC).	3.00
CIS-114	Web Design I	This class teaches students how to create a website from scratch using HTML and CSS. Topics include content planning and visual aesthetics including design and layout of images and text, the end-user experience (UX), and adaptive cross-device design. The basic elements of the latest versions of HTML and Cascading Style Sheets (CSS) will be covered including site design and page formatting, graphic manipulation for web content, Search Engine Optimization (SEO), as well as browser, mobile device, and server capabilities. Students will learn how the web works and what happens when a webpage is viewed in a web browser across multiple types of devices. By the end of the course students will be able to publish their own websites with code they have written themselves.	3.00
CIS-115	Introduction to Artificial Intelligence	This course introduces students to the field of artificial intelligence (AI) and data mining. By examining how datasets from mined information are harnessed for machine learning, students will gain a deeper understanding of how artificial intelligence can be utilized. AI is presently being used in everyday applications such as Gmail, Siri, and Netflix. From selfpowered automobiles and military drones, to marketing research and fraud monitoring, this course will examine the history, present day use, and future of artificial intelligence. Topics discussed include autonomous machines, privacy, ethics, data analytics, neural networks, singularity, and quantum computing. Open to all majors.	3.00
CIS-116	Introduction to Python	Python is a general-purpose programming language popular with game developers, web designers and artificial intelligence engineers. Used by YouTube, Drop Box, and Google, Python is easy to read, learn, and use. This course will introduce the student to basic programming concepts though the use of fun examples and exercises designed to help the student gain experience. This beginners course is open to all majors.	3.00

CIS-203	Systems Analysis and Design	Current topics in systems analysis and design will be covered with a focus on the core set of skills that all analysts and project managers must possess, along with an overview of current project management and CASE tools. Students will learn about each phase of the software development life cycle (SDLC) for a project including: requirements analysis and determination, project scheduling, process modeling, user-interface design, program design, implementation, maintenance, and review. Also addressed is the systems analysis and design of emerging technologies, such as agile methods, cloud computing, and mobile applications.	3.00
CIS-204	Programming II	This course is designed as a second programming course which concentrates on the object-oriented aspects of programming. Topics including object properties and methods, inheritance, and polymorphism. This course will continue utilizing either the C++ or Java programming language. Students will gain valuable industry skills with several hands-on programming assignments.	3.00
CIS-205	Machine Learning	In this course students will learn how algorithms are used in machine learning. Algorithmic theories will be examined as possible catalysts for making machines smarter. Learn how computers are capable of acting without being explicitly programmed. Supervised, unsupervised, and reinforcement algorithms will be examined. Students will learn how to apply machine learning algorithms to real-life problems and evaluate their effectiveness. Machine bias will also be discussed.	3.00
CIS-215	Relational Databases	This course provides students with a hands-on practical approach to the Relational Database Model and SQL (Structured Query Language). Topics include normalization, design methodology, DBMS functions, and basic database administration. Database management approaches such as client/server databases, data warehouses, and cloud computing platforms will be covered. Security strategies and Database backup and recovery best practices will be discussed. Students will learn how to design and code a Relational Database using the latest version of Microsoft Access DBMS and Azure Managed Cloud Database. By the completion of this course, students should be able to understand an organization's database requirements and translate those requirements into a functional relational database.	3.00
CIS-230	Networking	This course provides the student with the foundation necessary to be successful in any field of computing. Students will be introduced to the Open Systems Interconnection (OSI) model and Transmission Control Protocol/Internet Protocol (TCP/IP) suite. Structured cabling, network topologies, routing and switching, network connectivity and troubleshooting will be covered. Students will learn about virtualization, cloud computing, and wireless technologies. With a focus on networking operating systems, the latest Microsoft Windows Operating System and Server will be used to explore DHCP, DNS, and wired and wireless network communications. This course is aligned with the CompTIA+ guidelines for networking.	3.00
CIS-240	Cybercrime	This course provides the student with the knowledge and skills necessary to identify, track and prosecute the cybercriminal. Exposes the student to the process of detecting attacks and collecting evidence in a forensically sound manner with the intent to report crime and prevent future attacks. Students are introduced to advanced techniques in computer investigation and analysis with interest in generating potential legal evidence, provided preparation to identify evidence in computer related crime and abuse cases, as well as track the intrusive hacker's path through a client's system or network. Students are introduced to tools used in investigations, investigating network traffic, web attacks, Denial-of-Service (DoS) attacks and corporate espionage. Topics covered include cyberbullying, organized cybercrime, cyberwarfare, cyberterrorism, and hacktivism.	3.00

CIS-241	Cybersecurity	Technology is growing at a rapid pace and, unfortunately, most devices with connectivity capabilities are developed and marketed too hastily. Security is an afterthought, if it is even considered at all. This course will introduce students to the interdisciplinary field of cybersecurity. By examining current and emerging technologies and events through selected readings, students will explore the vulnerabilities and risks these technologies introduce into our lives. Topics include the Internet of things (IoT), cybercrime, cyberwarfare, and cyberterrorism. This course is open to all majors. No technical background required.	3.00
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CIS-299	Special Topics	This course explores a selected topic or topics designed to integrate and deepen the students' comprehension and application of computer information science theory and practice. Specific topics will be identified in the course title when posted to the schedule.	3.00
CIS-301	Algorithms and Data Structures	" This advanced programming class stresses the concept of programming as a method of analyzing, stating and solving problems on a computer. This course includes both structured and non-structured logic as the solution to mathematical and data progressing problems. Topics include: arithmetic operations, working with data files, processing records, loops, Boolean algebra, linked lists, stacks, queues, recursion, binary trees, multi-way trees, graphs and sorting. "	3.00
CIS-304	Event-Driven Programming	Students will be instructed in the fundamentals of event-driven programming where functions are determined by events such as user actions. Service oriented and time driven programs, event and exception handlers, trigger functions, user created events, anticipation of events, error trapping, and user interface design will be covered. ASP.net web pages, file I/O database connectivity, and web services will also be covered. Students will work hands-on using the latest tools and techniques to create their own program.	3.00
CIS-311	Application and Embedded ML	In this course students are introduced to the fundamentals of AI and robotics. Using current open-source technologies students will create a program that will be executed by a small-scale robot. Students will evaluate and apply various algorithms in order to gain a better understanding of the complexity surrounding autonomous applications.	3.00
CIS-312	Data Analytics	This course focuses on developing interactive programming code for extracting, cleansing, wrangling, transforming, reshaping, and analyzing data. Students will learn common data types, where data is derived from, and the challenges practitioners face in the modern world of "Big Data." Using a multidisciplinary approach, examples from business, social sciences, public health and laboratory sciences will be utilized as students explore predictive analytics and data science techniques which employ Python. Data privacy and ethics will be explored.	3.00
CIS-318	Linux	This course introduces students to the Linux/Unix operating systems. Beginning with a brief history of Linux and Unix, students will learn how to determine the best distribution (distro) to download and install based on organizational needs. Fundamentals such as system, commands, utilities, text editing, processing utilities, and permissions will be covered. This course is required for Computer Forensic/Cybersecurity majors because it is essential for running many forensic and penetration testing software. Web Design and Multimedia students are required to take this course because it is an integral part of LAMP.	3.00
CIS-320	Computer Applications in Business	This course gives students a cursory overview of the major computer based business systems found in businesses today. Systems that will be looked at include E-commerce, Accounting Information Systems, Human Resource Information Systems and Enterprise Resource Planning Systems. In addition, the course will explore how knowledgeable workers can solve typical business problems through the use of advanced Microsoft Office features found in Word, Excel and Access. (5 weeks) (School of Graduate & Professional Studies only)	3.00

CIS-321	Computer Architecture	This course provides students with an in-depth look at computer hardware, software, and the interaction between the two. By breaking computer organization down in a hierarchical manner, students will gain a thorough understanding of computer architecture. Students will learn the history of modern-day computers, the Von Neumann architecture model, circuitry, Boolean logic, logic gates, instruction sets, processor arithmetic and control functions, input/output, memory management and storage, machine code, and assembly and compile processes. In addition to using the Little Man Computer (LMC) prototype to understand the stored program concept, students will complete hands-on computer hardware builds.	3.00
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CIS-325	Database Administration and Security	This course focuses on the performance, integrity, and security of relational databases. Mapping to the Microsoft Administering a SQL Database Infrastructure Exam (70-764), topics include configuring data access and auditing, database server backups and restores, monitoring SQL Server instances, maintaining high availability, and disaster recovery. Through hands-on labs students will learn client/server architecture, connection encryption, how to configure data collection for analysis, statistic management, and implementing failover cluster instances. Emphasis will be placed on current security threats such as SQL injections, data leaks, privilege escalation, stolen backups, and security policies.	3.00
CIS-330	Networking Administration	A more advanced study of computer systems and network administration using the latest Microsoft Server operating system. Topics include management of database, print, DHCP, DNS and other servers. Students will gain hands-on practical experience working with Windows Active Directory. File management, virtualization, Microsoft Azure cloud computing services are also discussed. Various security issues facing networks today as well as emerging technologies will be addressed.	3.00
CIS-340	Computer Forensics	This course introduces the student to the field of computer forensics and digital investigations. Students will learn the skills necessary to launch and complete a successful computer investigation through hands-on data acquisition, analysis, and reporting. Students will learn the components necessary to create an effective, efficient, and secure computer forensic lab. Popular tools and forensic methodologies currently used in industry will be introduced. Network forensics and the examination of non-traditional devices will also be discussed. Students will complete hands-on labs using the latest software and techniques, along with professional-grade hardware such as the FRED forensic workstation used by law enforcement and special forces.	3.00
CIS-341	IT Security	In this course students acquire the knowledge and skills necessary to securely manage and operate an IT infrastructure. Students will learn fundamental security basics such as the confidentiality, integrity, and availability of data in motion and data at rest, resilient network configurations, network hardening, encryption and authentication, intrusion detection, cryptography, and PKI infrastructure. In addition to becoming familiar with the threat landscape, students will learn how to identify and mitigate threats. Virtualization and storage security, incident response, and disaster recovery best practices will be discussed.	3.00
CIS-350	Multimedia I	Students will gain valuable hands-on experience creating multimedia applications that can be used for a wide variety of purposes. This course provides an overview of multimedia and its professional applications in websites, gaming, education, marketing, and entertainment. Using the latest technologies, software, and techniques, students will integrate multiple forms of media to create interactive website accessible to all users and platforms.	3.00
CIS-4000	Capstone	This course is designed to be taken at the end of the CIS program, applying the culmination of knowledge gained in all program courses and incorporating many facets of the major. Students will work in teams to design, develop and implement a solution to a real-world IT problem, or work independently on a comprehensive research project. After creating a portfolio of work from their courses over their entire career in the CIS program, students will present their project work at the end of the semester.	3.00
CIS-401	Deep Learning	This course is designed to provide students with an opportunity to research a selected topic or topics in order to integrate and deepen the student's comprehension and application of Artificial Neural Networks (ANNs) and Deep Machine Learning.	3.00

CIS-410	Operating Systems	A study of operating systems concepts including processes, memory management, file systems, storage systems, input and output, networking, and security, as well as other topics will be presented. Students will learn basic operating system abstractions, mechanisms, and their implementations. Study of the most recent operating systems will be covered in parallel with concepts taught. Students will gain a practical understanding of how processes, file and storage systems and security function as elements of any operating system.	3.00
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CIS-420	Mobile Application Development	This course is an advanced course in software development for mobile devices using the latest technologies in the industry for mobile phone development. Students will learn how to determine what operating systems are available for smart phones, what tools, hardware and software are needed to develop applications for different types of phones. This course will stay current with the industry at the time the course is offered and will continue to adapt to the smart phone market. Emphasis will be placed on the full-life-cycle of software development from requirements specifications through final deliverable application.	3.00
CIS-424	Web Design II	This is an advanced level course continuing the development of web site design utilizing current applications, programming languages, and tools popular in the industry today. This course is designed to incorporate skills learned in the introductory web design course and add in dynamic web functionality by connection to back-end databases, e-commerce support, chatbots, and learning more advanced features of web applications. The student will culminate the semester by creating their own dynamic web site.	3.00
CIS-437	Special Topics	This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of computer information science theory and practice.	3.00
CIS-439	Independent Study	This option affords students the opportunity to pursue research in a particular field of interest. This is not a traditional classroom setting.	3.00
CIS-440	Internship	A work experience with a minimum of 120-hours designed to afford the student a practical experience in the field of Computer Information Science and information technology.	3 to 12
CIS-450	Multimedia II	This course allows students to apply the multimedia techniques learned in Multimedia I, to gaming technology. Students will learn the basic elements of game design and development, while working hands-on with the latest gaming platforms to create their own game.	3.00
CNS-501	Counseling Skills	This course is designed to help students become more proficient in using the basic counseling and relationship building techniques used in the helping relationship as well as basic assessment, goal setting, selection of interventions, and evaluation of client outcomes. Through active out-of-class and live online training via zoom, students will develop basic counseling skills. Synchronous online meetings, mock counseling practice, and video demonstration of learned counseling skills is a key component of this course. Only open to degree students or with permission of the Program Director.	3.00
CNS-502	Counseling Agencies	This course provides an overview of theoretical and applied information for counselors working in the community mental health setting. Topics include history and philosophy, legislation and policies, service delivery modalities, counselor roles, funding sources, prevention and intervention strategies, documentation and caseload management, consultation and supervision, and current issues related to agency counseling.	3.00
CNS-503	DSM/Psychopathology	Students will be introduced and learn to apply the mental health diagnostic system found in the DSM. Topics include; diagnostic interviewing skills, appropriate classification of a group of symptoms into a differential diagnosis, understanding of the etiology of the disorders discussed and appropriate interventions for each disorder (including information on psychopharmacology). The effects of socio-environmental factors on the etiology, diagnosis and treatment will also be discussed.	3.00
CNS-504	Human Development	This course explores the research and theory of human growth and development across the life span. Topics will include theories of development in the areas of social, cognitive, emotional and physical development as well as strategies for facilitating optimum development.	3.00
CNS-505	Foundations of Counseling	This course acquaints school and clinical mental health counselor trainees with their profession's historical and philosophical foundations, current counselor roles and functions, their professional counselor organizations, professional accreditation regulations, license, certification and professional preparation standards and guidelines, self-care strategies, advocacy, and counselor professional expectations. Students will demonstrate competence in applying the ethical and legal codes in their field of concentration.	3.00

CNS-506	Marriage and Family Counseling	This course provides a comprehensive overview of marriage, couple, and family counseling, emphasizing both theory and practice. Students will explore key concepts, seminal ideas, and intervention techniques, as well as ethical, legal, and professional considerations.	3.00
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CNS-507	Disabilities School Counseling Setting	This course exposes students to the learning, mental health and intellectual disabilities found in the K-12 school counseling setting. The etiology, characteristics and contributing factors of specific disabilities will be presented. Students will demonstrate a knowledge of the DSM diagnostic system and PDE special education regulations and process and will be able to identify and apply appropriate counseling/instructional interventions and school based consultation practices for the disorders covered.	3.00
CNS-508	Needs Eng Language Learner Schl Counsel	This course prepares school counselors to effectively support English Language Learners (ELLs) through culturally responsive, evidence-based practices. Students will explore the history and trends in school counseling, examine the impact of cultural, social, and systemic factors on ELL achievement, and develop strategies to close opportunity gaps. Emphasis is placed on advocacy, collaboration, equitable access to resources, and promoting academic, career, and personal/social success for ELL students.	3.00
CNS-509	College Student Development	Theories of student development in the higher education settings are explored across a variety of developmental domains (intellectual, academic, personality, social, emotional, career, and moral) in this course. Emphasis is placed on an in-depth examination and analysis of the characteristics, attitudes, values, beliefs, risks, and expectations of undergraduate traditional and non-traditional higher education students including the developmental needs of these students. Campus environments (social, educational, on-campus, online etc.) effects on student learning and development will also be addressed.	3.00
CNS-510	Research Methods	This course is designed to examine research designs, methods, procedures, and statistical analyses that can be used to address research questions of interest in counseling. This course will address issues of applied investigations encompassing the identification of research problems; identification and evaluation of the evidence base for counseling interventions and practices; the development of designs, methods, and procedures for conducting research and program evaluation; and the statistical tools to analyze and interpret data. Students will examine ethical and legal considerations relevant to the research process and explain the role of research in the advancement of the counseling profession.	3.00
CNS-511	Current Practices Student Affairs Admin	Students in this course will examine, investigate, assess and analyze the current issues, trends and challenges administrators in higher education face. "Best practices" utilizing organization, management and leadership theories and practice relevant to higher education that address these issues, trends and challenges will be introduced. Students will apply appropriate models developed in response to these changes and challenges, as well as, develop and implement their own intervention programs for the challenges facing higher education administrators in the 21st Century.	3.00
CNS-513	Practicum	This course provides students with an entry-level, supervised field experience in school or clinical mental health counseling. Students progressively assume professional roles and responsibilities in accordance with standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The practicum is completed under the supervision of an approved site supervisor and a university supervisor. Over the 14-week course, students complete a minimum of 100 fieldwork hours, including at least 40 direct client contact hours. Students must also participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the course. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 501; 537 for master's degree students. Enrollment: Degree-seeking students only, or with permission of the Program Director.	3.00

CNS-515	Violence in the K-12 School	The problem of violence in K-12 schools will be explored from a variety of perspectives (i.e. public health, criminology, ecology, developmental psychology, etc.). Research based explanations of youth violence including the role of families, peer groups, schools, and neighborhoods, as well as school counselor strategies for the prevention and remediation of violence in the school will be discussed.	3.00
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CNS-516	Cognitive Behavioral Therapy (CBT)	Students will gain an advanced knowledge and practice with Cognitive Behavioral Therapy (CBT) theory and practice. This course focused on the use of CBT theory to understand clients and practice of appropriate CBT theory based interventions with clients. Students will design a treatment plan, employ various CBT techniques based on that treatment plan and evaluate their effectiveness. Mock counseling practice and video demonstration is a key component of this course.	3.00
CNS-520	Theories in Counseling	This course is designed to survey major theoretical orientations to counseling and the philosophical assumptions underlying these theories. Students will utilize various theories to understand and predict their client's behavior, perceptions and feelings. Special focus is given to theory and practical application of the various approaches.	3.00
CNS-521	Assessment Techniques in Counseling	The purpose of this course is to provide foundational information about assessment, which includes an overview of the various methods and sources of assessment information as well as basic principles of measurement. Students will develop skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning. Related professional issues such as the history of assessment, legal and ethical concerns related to assessment, and trends in the field will be included. The overall goal is the development of critical thinking in the informed use of assessment methods.	3.00
CNS-522	Trauma	This course will explore a range of theoretical and treatment-specific approaches in the treatment of psychological trauma. Students will examine the influence of culture on symptom presentation and treatment approaches, with a strong emphasis on historically disenfranchised, marginalized, oppressed, and vulnerable population through treatment planning and suicide risk assessment practice.	3.00
CNS-523	Intervention Techniques Schl Counseling	This course prepares school counselors-in-training to design, implement, and evaluate evidence-based intervention techniques that promote prevention, equity, and student well-being across academic, career, and social/emotional domains. Students apply data-driven practices within multitiered systems of support (MTSS) and explore school-specific frameworks such as 504 Plans, IEPs, and Student Assistance Programs (SAPs). Emphasis is placed on collaboration, culturally responsive practice, and accountability as students develop and share interventions for individuals, small groups, and classrooms aligned with CACREP 2024 School Counseling Standards and the ASCA National Model.	3.00
CNS-524	Human Sexuality	The course provides an introduction to the sexual concerns, interests, attitudes, and beliefs presented across counseling settings and focuses on the development of counseling skills related to human sexuality. Students will explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. Please note: this course is not intended to train students in sex therapy.	3.00
CNS-525	Organization of School Counseling	This course will focus on the foundation, management, delivery, and accountability of comprehensive school counseling programs. Students will learn the components of the American School Counselor National Model: A Framework for School Counseling Programs. They will also explore the essential competencies, services, tools, and strategies that promote achievement, equity, and access for all students. Students will develop an understanding of the importance of school counselor leadership in promoting and providing comprehensive school counseling programming.	3.00

CNS-527	Scl Jstc Mltcltrl & Dvrsty Iss in Cnslng	This course introduces students to the self-understanding, knowledge, tools, and skills necessary to develop cultural competence as a practicing counselor. Topics include: 1) consideration of how social, historical, and cultural contexts inform the counseling dynamic, 2) the contributions and impact of both counselor and client identities on the counseling process, and 3) how culturally biased attitudes and assumptions influence the provision of mental health services. Emphasis is placed on counselors' ethical responsibility to engage in ongoing reflexive practice related to cultural competency, as well as demonstrating a commitment to social justice advocacy.	3.00
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CNS-530	Child & Adolescent Counseling	This course will present students with information on research, developmental theories, counseling process, and techniques pertinent to working with children and adolescents. The course will emphasize multicultural considerations as well as counseling and systemic factors that promote positive youth development. Crisis intervention, mandated reporting, and related issues will also be addressed.	3.00
CNS-531	Career Development	This course provides an overview of the theories of career development and includes sources of occupational information, career assessment and methods of career counseling. Students will develop the knowledge, skills, and resources for facilitating career development and occupational choice throughout the lifespan	3.00
CNS-533	Substance Use/Abuse	Provides a general introduction to the topic of addictions, including pharmacology of major substances of abuse, psychological factors, models of chemical addition, substance abuse in special populations, and an overview of treatment modalities.	3.00
CNS-535	Group Counseling & Facilitation Skills	This course provides an overview of group development theories, basic principles of group dynamics, member roles and functions, multicultural considerations and group leadership skills. Topics include the process of forming a group, planning and leading groups, and the selection, evaluation, and use of group counseling methods and materials. Synchronous group sessions are a key component of this course. Prerequisite: CNS 501 or permission of the Program Director or designee. Only open to degree students or with permission of the Program Director.	3.00
CNS-536	Group Counseling K-12 School Setting	This course will expose students to the process and implementation of school-based counseling groups providing students with an overview of group development theories, basic principles of group dynamics, member roles and functions, multicultural considerations and group leadership skills. Topics include the process of forming a group, planning and leading groups, and the selection, evaluation, and use of group counseling methods and materials in line with the ASCA National Model. Synchronous group sessions are a key component of this course. Prerequisite: CNS 501. Only open to degree students or with permission of the Program Director.	3.00
CNS-537	Special Topics in Counseling	This course introduces special topics in professional counseling in a hybrid format that includes a 3-day mandatory on-campus residency. Special topics will include issues of relevance to both school and clinical mental health concentrations with an emphasis on application in the field. Time on campus will be spent in both didactic and experiential learning workshops, punctuated with time to collaborate with peers, meet with faculty mentors, and engage in other professional preparation activities. Students will be assigned preparatory reading, as well as post-residency assignments to solidify their learning and prepare for a career in professional counseling. Only open to degree students or with permission of the Program Director.	3.00
CNS-540	Ethical & Legal Issues in Counseling	This course introduces students to the ethical and legal responsibilities assumed by professional counselors in mental health and school settings, including adhering to the profession's ethical codes, using ethical decision-making models, identifying and resolving ethical dilemmas, and navigating legal issues related to the practice of counseling.	3.00

CNS-600	Internship I (CMH)	This course is the first in the Clinical Mental Health Counseling internship sequence. Across the internship sequence, students progressively assume the professional roles and responsibilities of clinical mental health counselors in accordance with standards established by the American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Internships are completed under the supervision of an approved site supervisor and a university supervisor. Students are required to participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the internship. Clinical Mental Health Counseling degree students must complete a total of 600 fieldwork hours across the internship sequence, including at least 240 direct client contact hours. During this 14-week course: • Students completing two internships must complete a minimum of 300 hours, including at least 120 direct client contact hours. • Students completing three internships must complete a minimum of 200 hours, including at least 80 direct client contact hours. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 513 Enrollment: Degree-seeking students only, or with permission of the Program Director.	3.00
CNS-601	Internship II (CMH)	This course is the second in the Clinical Mental Health Counseling internship sequence. Across the internship sequence, students progressively assume the professional roles and responsibilities of clinical mental health counselors in accordance with standards established by the American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Internships are completed under the supervision of an approved site supervisor and a university supervisor. Students are required to participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the internship. Clinical Mental Health Counseling degree students must complete a total of 600 fieldwork hours across the internship sequence, including at least 240 direct client contact hours. During this 14-week course: • Students completing two internships must complete a minimum of 300 hours, including at least 120 direct client contact hours. • Students completing three internships must complete a minimum of 200 hours, including at least 80 direct client contact hours. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 513 Enrollment: Degree-seeking students only, or with permission of the Program Director.	3.00

CNS-602	Internship III (CMH)	This course is the third in a series of three internship experiences in the clinical mental health counseling concentration. Over the course of these three internship experiences clinical mental health counselor trainees will progressively perform all the tasks and duties ascribed to clinical mental health counselors as prescribed by the American Counselor Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional clinical mental health counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	3.00
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CNS-604	Internship I (CCSA)	This course is the first in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	3.00
CNS-605	Internship II (CCSA)	This course is the second in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	3.00
CNS-606	Internship III (CCSA)	This course is the third in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	3.00

CNS-608	Internship I (SC)	This course is the first in the School Counseling internship sequence. Across the internship sequence, school counselor trainees progressively perform the full range of roles and responsibilities of professional school counselors, as defined by the ASCA National Model, Pennsylvania Department of Education (PDE), and CACREP. Internship experiences are completed under the supervision of an approved site supervisor and a university supervisor. Students are required to participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the internship. School Counseling degree students must complete a total of 600 fieldwork hours across the internship sequence, including at least 240 direct client contact hours. During this 14-week course: • Students completing two internships must complete a minimum of 300 hours, including at least 120 direct client contact hours. • Students completing three internships must complete a minimum of 210 hours, including at least 84 direct client contact hours. Certificate-only students must complete a total of 420 internship hours across two internship courses. During this 14-week course, certificate-only students must complete a minimum of 210 hours, including at least 84 direct client contact hours. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 513 Enrollment: Only open to degree and certificate students or with permission of the Program Director.	3.00
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CNS-609	Internship II (SC)	This course is the second in the School Counseling internship sequence. Across the internship sequence, school counselor trainees progressively perform the full range of roles and responsibilities of professional school counselors, as defined by the ASCA National Model, Pennsylvania Department of Education (PDE), and CACREP. Internship experiences are completed under the supervision of an approved site supervisor and a university supervisor. Students are required to participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the internship. School Counseling degree students must complete a total of 600 fieldwork hours across the internship sequence, including at least 240 direct client contact hours. During this 14-week course: • Students completing two internships must complete a minimum of 300 hours, including at least 120 direct client contact hours. • Students completing three internships must complete a minimum of 210 hours, including at least 84 direct client contact hours. Certificate-only students must complete a total of 420 internship hours across two internship courses. During this 14-week course, certificate-only students must complete a minimum of 210 hours, including at least 84 direct client contact hours. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 513 Enrollment: Only open to degree and certificate students or with permission of the Program Director.	3.00
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CNS-610	Internship III (SC)	This course is the third in the School Counseling internship sequence. Across the internship sequence, school counselor trainees progressively perform the full range of roles and responsibilities of professional school counselors, as defined by the ASCA National Model, Pennsylvania Department of Education (PDE), and CACREP. Internship experiences are completed under the supervision of an approved site supervisor and a university supervisor. Students are required to participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the internship. School Counseling degree students must complete a total of 600 fieldwork hours across the internship sequence, including at least 240 direct client contact hours. During this 14-week course, students must complete a minimum of 180 hours, including at least 72 direct client contact hours. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 513 Enrollment: Degree-seeking students only, or with permission of the Program Director.	3.00
COMD-115	Introduction to Digital Communcation	Students explore the use of social and digital media as a means to gather information, communicate, consume news, create identities and create communities. Through an examination of the digital divide, privacy and AI, students broaden their understanding of digital and social media. Students develop pre-professional logos and create audio and video content.	3.00
COMD-200	Digital Analytics & Visualization	Students will explore digital analytics, big data, and data visualization while earning a Google Analytics certification. Hands-on projects will focus on campaign tracking, tagging, web traffic measurement, dashboards and more. Opportunity to earn Google Analytics Certification.	3.00
COMD-201	Digital Storytelling	Students are introduced to the creation of visual and audio content for use on social and digital media platforms utilizing the same smart phone they use everyday. Basic skills such as framing, composition, audio quality and website development will be covered in theory and with hands-on application. Students will host projects on their own websites. Smartphone and APP purchase required.	3.00
COMD-206	Public Relations	This course covers the development of the public relations industry from its historical beginnings to contemporary application, including the relationship between theory and practice. While reviewing many specific areas of the field including media relations and crisis communication, the course highlights the core of utilizing public opinion and persuasion, as well as the arena of strategic counsel. Opportunity to earn CisionPoint Certification.	3.00
COMD-217	Digital Media Culture & Society	Students will explore the relationship between digital media and culture, domestically and in the global setting. Topics include convergence, mobile media, digital gaming, journalism, augmented reality and globalization.	3.00
COMD-218	Policy & Regulation	Media policy and regulation will be covered in the context of the first amendment, public interest, licensing, ownership, privacy, digitalization and global pressures.	3.00
COMD-300	Online Content/Search Engine Optimizatio	Online content -- video, blogs, images, podcasts and more --- are often designed to reach targeted audiences to nurture relationships and lead online consumers to conversion. In this coures, students learn content development skills that connect communication objectives to innovative, research-based strategies including search engine optimization. Hands-on content assignments address building awareness and social communities as well as e-commerce and conversion. Projects will be incorporated into students' online digital portfolios. Opportunity to earn industry-recognized certifications.	3.00

COMD-301	Podcasting	Podcasting in journalism, publishing and promoting continues to grow. In this course, students will build upon the basic audio skills developed in prior courses to produce audience-targeted and technically competent podcasts. We will explore planning, recording, interviewing, editing, structure and storytelling along with technical concepts. Hosting, distribution and monetizing will also be covered.	3.00
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COMD-302	Video Production & Editing	Students will learn video production in both the studio and in the field, with a focus on framing, lighting, microphone placement, composition, audio for video, and more. We will also cover post-production, editing strategies and story-telling. This is a hands-on course. Opportunity to earn YouTube Certification.	3.00
COMD-304	Social Media Law & Ethics	In many ways, regulations of digital and social media have been outpaced by the rate of their innovation. Lawmakers and ethicists address compelling issues such as cyberbullying, privacy rights, mental health impacts and intellectual property as they arise. Explore regulation and ethics related to free expression, privacy, and data collection from the perspectives of media professionals, content creators, audiences and college students. Recent cases such as Facebook's privacy breaches, Instagram's negative impact on the mental health of teen girls are integrated into the course. Online behavior such as revenge, defamation and attempts at regulation through social media community rules and employer policies are addressed.	3.00
COMD-310	DigiCom Crew Production	In this hands-on content creation course, students cover GMercyU events and issues with published video and audio content. Utilizing planning, interviewing, storytelling, production and post-production skills, students create a pre-professional portfolio of content. Pre-reqs: COMD301, COMD302 This course is repeatable up to 3 times for a total of 3 credits.	1.00
COMD-400	Digital Media Economics & Budgeting	Digital and social media, media convergence, connectivity and immediacy have disrupted media business models, created space for few major players in social and digital media, changed the way content is produced and distributed and altered advertising and public relations messaging and profit centers. This course explores the broad economic issues impacting digital and social businesses within today's media landscape. We will discuss key economic principles influencing the communication and media industries including broadcasting, newspapers, motion pictures, music, video games, advertising and public relations. Opportunity to earn Hootsuite Certification	3.00
COMD-4000	Digital Communications Capstone	This capstone course is project oriented and will require students to apply skills in strategic planning, messaging to audience, gathering information, and producing content.	3.00
COMD-405	Digital Communications Internship	This is a 120-hour work experience designed to afford the student a practical experience in social and digital media fields, content production techniques and/or analytic practices.	3.00
COMD-437	Special Topics	This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of digital and social media theory and practice.	3.00
CRJ-102	Introduction to Criminal Justice	A survey of the American criminal justice system and its components: police, courts and correction. The course is designed to describe the functions of the system from arrest through trial, appeal, sentencing, correction and parole. The object of the course is to provide the student with a procedural framework of the criminal justice process. (Also SOC 102.)	3.00
CRJ-205	Stalking & Domestic Violence	This course will introduce students to the topics of stalking and domestic violence from a criminological, sociological, and psychological perspective. In this course students will look at the social factors that contribute to the incidence and prevalence of both stalking and domestic violence. Students will examine victim outcomes and the criminal justice response to these crimes. Students must be at least a sophomore or receive permission of the Instructor.	3.00

CRJ-207	Drugs Society & Criminal Justice	The American justice system has struggled to confront the problems related to drugs in our society, which include increased criminal activity, drug use by children and adolescents, and prison overcrowding. Throughout the semester, students will learn and understand the nature of drug use, and the psychological and physiological effects of various legal and illicit drugs. Additionally, this course covers the relative influence that drug use has on both the criminal justice system and larger society. This includes analysis of the various components of domestic and international drug production and trafficking, as well as the efforts made by our government to curtail these criminal initiatives.	3.00
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CRJ-211	Constitution of the United States	This course provides a basic understanding of the philosophical, historical, and political roots of the United States Constitution, its structure, provisions and interpretations and includes a study of notable Supreme Court controversies.	3.00
CRJ-212	Counseling & Communication Skills	The course is an integrated theory and practice approach to the study of communication styles, communication skills, basic counseling skills and elements of helping relationships. Students will explore the nature and dynamics of the helping encounter, develop interpersonal communication skills, and engage in opportunities for skill development through peer helping practice sessions.	3.00
CRJ-215	Criminology	An introduction to crime and criminality, the course examines types of crime, such as violent and property crime, white-collar, organized and victimless crimes, as well as theories of crime and the collection of statistical crime data.	3.00
CRJ-216	Race, Class & Ethnicity	For much of our history, the administration of justice has always been about controlling the minority outside of the ruling class. In fact, race and ethnicity necessarily influence individual experiences in the criminal justice system, as well as within the broader society. The purpose of this class is to critically examine the characteristics of race and ethnicity and how they are used to bias decisions within our criminal justice system. Students will investigate the past and present behavior of the courts, correctional institutions, and law enforcement officials, and the possibility of prejudiced policies and practices utilized to rule against minority classes. Additionally, interracial crime is addressed, with a focus on how the criminal justice system has inadequately addressed the correlates that lead to the perpetuation of such destructive actions.	3.00
CRJ-217	Probation & Parole	This course focuses on the application of the fundamental concepts of probation and parole, theory and nature of probation concepts and principles to the civil and criminal justice systems, with a focus on forensic psychology.	3.00
CRJ-220	Ethics in Criminal Justice	This course will explore a range of value-based concepts and perspectives designed to familiarize students with their importance both within the complex world of crime and justice and outside of it. This course will explore more generally the relevance of duties, obligation, and principles; to encourage sound reflection on those particular explorations; and, ideally, to be better equipped to resolve any (criminal justice) situation in which conflict might arise.	3.00
CRJ-225	Juvenile Delinquency	Consideration of delinquent and status offenders, the role of the family, peers, schools and gender in the creation of delinquency and the controversy surrounding the punishment of juvenile offenders.	3.00
CRJ-250	Police and Law Enforcement in America	A survey of law enforcement in American focusing on the role of the police, their functions and responsibilities. This course also includes an examination of the historical foundations of police organizations and police work, occupational roles, patterns of relationships between the police and the public, community policing.	3.00
CRJ-251	Victimology	The analysis of victims of crime and the factors connected to the victimization is a specific and often overlooked area of study. In fact, victims have historically been ignored, with the emphasis placed on the offender and the goal of reducing recidivism. The modern evolution of victim rights has led to the conclusion that victimology can have an impact on the genesis of the criminal justice system and larger sociological networks. This course is an examination of the legal, procedural, sociological, psychological, and economic effects experienced by crime victims.	3.00

CRJ-260	Cults & Conspiracies	This course will introduce students to the topics of cults and conspiracies from a criminological, sociological, and psychological perspective. In this course, students will analyze the micro- and macrolevel factors that contribute to the incidence and prevalence of both phenomena. Students will examine the consequences of believing and acting on conspiracy theories and how the basis of most cults is a belief in conspiracies.	3.00
CRJ-299	Selected Topics in Criminal Justice	This course provides students the opportunity to explore topics selected by the instructor. Course may be repeated if the topic changes.	3.00

CRJ-301	Introduction to Private Security	This course is designed to acquaint the student with systems and organizations of security with primary emphasis on the private sector. The course includes an examination of historical and philosophical perspectives of security and a comparison of the private and public sectors. It covers the protection of personnel, facilities and other assets as well as the administrative, legal and technical problems of loss prevention and control.	3.00
CRJ-302	Violence & Criminal Justice	Violence in our society is not easy to define, simply because it takes place in a variety of forums. The purpose of this course is to investigate violence in several contexts, including crimes such as rape, robbery and assault, as well as crimes of the collective, including gang violence, school violence, and hate crimes. Students will examine recent trends and patterns in violent crime and explore the theoretical perspectives behind the occurrence of violent activities, and reflect on intervention and prevention efforts available for controlling violent events.	3.00
CRJ-303	Sexual Deviance	This course is a study of the characteristics and development of sexual deviance. In multidisciplinary fashion, the criminological, psychological and physiological components of addiction will be examined, along with the more common predatory offenders, including pedophiles, rapists, and lust murderers. In addition, specialized offenders such as juvenile offenders and cyber stalkers are examined, with the hope of shedding light not only on how these perpetrators operate but how to spot them for self-protection.	3.00
CRJ-304	Wrongful Convictions	This course will cover the causes of wrongful convictions, including eyewitness misidentifications, false confessions, racism, media bias, and faulty forensic science. Students will also examine the role system variables play in such convictions such as the composition and application of police line-ups, expert testimony, witness preparation, judicial discretion and jury bias. Both case studies and contemporary research will be used to illustrate these causes.	3.00
CRJ-305	Serial Killers	This course is designed to provide students with an in-depth examination of serial murder, investigating serial killers, their victims, and the variables surrounding these events. With an emphasis on theoretical explanation and case studies, this course focuses on the myths and stereotypes that have evolved to find satisfactory explanations for this relatively rare phenomenon, as well as the difficulties of investigation and prevention of this unique occurrence.	3.00
CRJ-310	Introduction Criminal Justice Research	An introduction to research appropriate to the exploration of problems in the criminal justice field. Students will develop basic research skills and come to an understanding of research design and methodologies used in the works of criminal justice researchers and criminologists. Serves to prepare students for reading the professional literature and for undertaking original research projects.	3.00
CRJ-311	Organized Crime	This course is a study of the many facets of organized crime. The theoretical explanations behind the creation and operation of organized crime groups, and the perpetuation of this phenomenon, will be examined. Moreover, their activities and the ramifications of their business transactions will be discussed. Additionally, the operations of various organized crime groups will be reviewed, shedding light on the groups themselves and the numerous models that allow them to perpetuate their criminality. Finally, the political, legal, and enforcement initiatives created to stop this type of criminal activity will be assessed, both for application and effectiveness.	3.00

CRJ-320	Forensics Crime Scene Investigation	This course will examine the role of the crime-scene investigator at the crime scene. Common items of physical evidence are identified. In-depth discussions of both digital and film crime- scene photography are presented, and recognized procedures for conducting the crime-scene search are emphasized. The philosophy underlying the appropriate undertaking of a crime- scene reconstruction is detailed as exemplified by blood pattern interpretation.	3.00
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CRJ-326	Criminal Procedures	This course is designed to give students an understanding of the major aspects of the law of criminal procedure, the purposes behind that law and how that law impacts the search for, the gathering of, and the use of evidence in criminal cases. The Constitutional provisions, which are the source of much of the law of criminal procedure, and the courts' interpretations of those provisions, will be closely examined.	3.00
CRJ-327	Criminal Law	This course is designed to give students an understanding of the origins and purposes of criminal law, the constitutional limitations on criminal law, and the general principles of criminal liability and defenses to criminal liability.	3.00
CRJ-355	Terrorism & Hate Groups	This course examines the evolution and activities of domestic and international terrorist groups, as well as violent extremist movements that the United States has confronted over the past several decades. Topics include the American militia movement, Middle Eastern fanaticism, religious extremists, supremacist/hate groups, biochemical terrorism, and the legal and criminal justice responses to terrorism.	3.00
CRJ-370	Corrections	An overview of the history and evolution of correctional philosophies, practice and procedures. Includes management and organization of institutional and community-based corrections, diversionary programs and purposes of different types of offender treatment. The course will also consider correctional service to the state and society, costs, recidivism and controversial issues in contemporary corrections.	3.00
CRJ-4000	Capstone	The purpose of this course is to complete a research project in the field of criminal justice. Utilizing classroom and online dialogue, each student will complete a literature review, create a methodologically-sound research instrument, and conduct an investigation on a specific aspect of the criminal justice system. The end product for each student will be a final research paper that entails a discussion of the relevant literature in the field, the methodology chosen to complete the research, and the analysis of the data that they collected throughout the semester. Further, each student will present their research in such a fashion to explain the relevance of their research and the contribution they have made to the existing literature. The goal of this class is for each student to complete their own research project, from the beginning stages of finding a researchable topic to the presentation of a final research report. In consultation with the instructor, students will engage in a service project relevant to their research.	3.00
CRJ-402	Inside Out Prison Exchange Program	The Inside-Out Prison Exchange Program is an educational program that brings together campus-based college students with incarcerated students for a semester-long course held in a prison, jail or other correctional setting. The mission is to create opportunities for people inside and outside of prison to have transformative learning experiences that emphasize collaboration and dialogue and that invite them to take leadership in addressing crime, justice, and other issues of social concern. The course will utilize a variety of dynamic learning techniques including class discussions, reflective writing, analytical writing, and group activities. Permission from Instructor required.	3.00
CRJ-405	Criminal Investigations	The fundamentals of criminal investigation, theory and history will be surveyed. Students study and follow the process of criminal investigations from collection of crime scene evidence to the courtroom, including problems encountered in interviewing, interrogating and investigation and specific techniques appropriate to different types of crimes.	3.00
CRJ-410	Courts in America	An introduction and overview of criminal courts in America, their historical development, functions and consideration of controversies in the courts system including media impact on juries and trials, plea bargaining, sentencing issues, prosecutorial discretion, jury selection and juvenile justice. Provides students with an understanding of the courts and court processes as located in the broader socio-political environment.	3.00

CRJ-425	White Collar Crime	Ranging from Edwin Sutherland to Enron, this course will focus on crimes committed by corporations and the white-collar criminal, how such crimes are defined and the moral, ethical, legal and social contexts, which promote it. Discussion will also include societal perception and reaction to white-collar crime.	3.00
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CRJ-430	Internship Policy & Planning	This course is an introduction to the purpose of the practicum experience. Students will gain an understanding of the professional workplace, the application of theory to practice, and the value of an internship in the field of Criminal Justice. This course is a pre- or co-requisite with CRJ435 Criminal Justice Internship.	
CRJ-435	Criminal Justice Internship	Criminal justice majors who have attained class standing as a junior may choose to obtain directed experience in selected criminal justice or security facilities, programs or agencies under faculty supervision and upon the recommendation of the instructor. The internship is a field placement designed to enable the student to acquire the skills, experience and knowledge necessary for the further preparation and choice of a career, while also providing a serve to the larger community. May be repeated for credit up to a total of six semester hours maximum. Students must complete 40 documented hours of work for each credit earned.	3.00
CRJ-437	Special Topics	Investigation of selected topics related to criminal justice identified by faculty as useful to the student's developing knowledge and competence in the field.	3.00
CRJ-461	Crisis Mgt/Handling Arrested Persons	As part of the ACT 120 curriculum this course prepares police officers for the management of aggressive, dangerous or violent individuals, while focusing on the police officers' peacekeeping abilities. This course deals with intervention in dispute situations, and the management of disorderly, mentally ill, or psychologically distraught persons. In addition, students learn techniques for handling persons in custody.	3.00
CRJ-462	Human Relations/Families in Crisis	As part of the ACT 120 curriculum this course addresses issues such as human behavior, interpersonal communication, cultural diversity, stereotypes, and ethnic intimidation. Mandated reporting requirements for bias crimes, the underlying offenses of ethnic intimidation, and information on hate groups that are known to operate in Pennsylvania are included. In addition, some of the major theoretical frameworks for studying families in crisis and in major life style transitions are examined. The course also provides training on an effective law enforcement response to domestic violence calls.	3.00
CRJ-463	Motor Vehicle Collision Investigation	As part of the ACT 120 curriculum this course is designed to introduce the basic investigative practices related to traffic collisions as well as to explain the initial actions to be taken at an accident scene including traffic direction and control. This course addresses the basic elements of the first responding police officer's role and the safe practices related to being the first responder to a hazardous materials incident. The importance of written communication skills in the information- gathering process, preliminary investigation, field note taking, documentation of the crime scene or arrests, and articulation regarding the use of force and official police report writing are emphasized.	3.00
CRJ-464	Motor Vehicle Law Enforcement	As part of the ACT 120 curriculum this course introduces the basic laws that constitute the Pennsylvania Vehicle Code and their relationship to the work of the police officer. Topics include the legal issues related to occupant safety, in general, and Pennsylvania statutes, in particular.	3.00
CRJ-465	Patrol Procedures and Operations	As part of the ACT 120 curriculum the course introduces the student to the tasks and duties that police officers must accomplish on a day-to-day basis. The emphasis of this course is on techniques and procedures of patrolling and policing in the community. This course also addresses terrorism and homeland security issues.	3.00
CRJ-490	Honors Thesis in Criminal Justice	A criminal justice major may choose to prepare an honors thesis in criminal justice under the supervision of a criminal justice faculty member upon the approval of the program coordinator. The thesis may examine any theoretical, empirical or policy issue of the student's choice within criminal justice and would represent an integration and culmination of studies completed during the student's studies. May be repeated for additional credit up to a total of six semester hours.	3.00

DNP-001	Dnp Online Readiness	This course assists the student is preparing to begin Doctoral study in nursing in the online environment.	
ECN-102	Microeconomics	This course surveys four major topics: an introduction to economics; the economics of the firm and resource allocation; current microeconomic problems; and international economics and the world economy. This course may not be used to fulfill a humanities economicselective.	3.00

ECN-103	Macroeconomics	An examination of national income accounting, inflation, unemployment, and interest rates and the use of monetary and fiscal policy are studied. This course may not be used to fulfill a humanities economics elective.	3.00
ECN-320	Managerial Economics	This course is a study of the fundamental principles of economics and how they affect the consumer, business and industry, the government and the entire economy. Domestic as well as global issues are emphasized. Topics include supply and demand, monopoly, fiscal policy, unemployment and international trade.	3.00
EDU-100	Education in America	This is a foundation course in American education. A major thrust of the course involves the study of the multiple factors that impact learning and teaching in the United States. Throughout the course a wide array of areas will be addressed including: history of American education; philosophical, psychological, ethical, economic, and sociological underpinnings of American education; current issues; learners and the learning context; teacher professionalism; teaching in a multicultural society.	3.00
EDU-104	Health and Motor Development PreK-4	Health and safety issues are examined with regard to nutrition reducing health risks and health influences. Emphasis will be on the development of motor skills and safety as students plan and present lessons supporting the national and PA Academic Health Education Standards. The class will also include the value of play, games and sports in child development. This course is approached from a Pre K - 4th grade classroom teacher's viewpoint as students demonstrate knowledge and understanding of the National Association for Sport and Physical Education for Pre-K to grade 4.	3.00
EDU-106	Family, School and Community Connections	Students are presented with the scope of diverse family structures and accompanying family member roles. Community resources will be thoroughly examined. Students develop and practice effective communication structures for individual, small and large group formal and informal interactions. Professional practices with the goal of creating meaningful relationships with families and within the community at large are emphasized.	3.00
EDU-112	Philosophical Found Middle Grades Edu	This is a foundation course in American middle grades education. A major thrust of the course involves the study of the philosophical foundations for middle level education as described by the NMSA (National Middle School Association). The unique characteristics and development of adolescents will be examined.	3.00
EDU-216	Foundations of Teaching & Learn. PreK-4	This is a foundation course in the teaching and learning process of children in pre-kindergarten to 4th grade. Students will be required to demonstrate knowledge of learning as a process that integrates all areas of a child's development. Student will examine curriculum models and developmentally appropriate practices for individual and group needs, with special emphasis on developmental and learning theories. Course content is based on the competencies of the PA Early Learning and Academic Standards.	3.00
EDU-222	Adolescent Psychology	Learning and personality theory of adolescent period; emphasis on problems arising out of physical development, sensory changes, mental growth, and emotional development.	3.00
EDU-223	Teaching Life, Physical and Earth and Sp	This course promotes proficiency in the integration of STEELS (Science, Technology & Engineering, Environmental Literacy and Sustainability) Standards into the teaching of life, physical and earth and space science. Students are afforded opportunities to apply best practices in pedagogy and methodology in teaching.	3.00

EDU-224	Teaching Social Studies PreK-4	This course is designed to familiarize students with learning targets, instructional methods, and resources for teaching social studies in grades pre-K to 4; the course also is designed to enhance the scope of students' social studies knowledge through lecture, class discussion, written assignments/projects, and student demonstration. The course will introduce students to academic standards developed by the National Council for the Social Studies (NCSS), the National Geographic Society, and the PA Department of Education's Standards Aligned System (SAS). Students will develop lesson plans, based on the Danielson Framework for Teaching's four domains, and will include best practices in instruction and assessment. The course will involve students in a hands-on, constructivist mode of teaching/learning.	3.00
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EDU-226	Read Seq I Foundation Early Lit Research	This is a foundational course on literacy instruction for PreK-4 students. The course will provide students the opportunity to: review the evolution of American Reading Instruction, explore various instructional processes for teaching reading and writing, investigate techniques for teaching reading and writing, discover the role of assessment in literacy instruction and become familiar with the Pennsylvania Literacy Standards.	3.00
EDU-227	Math Methods for PreK-4	This course emphasizes the basic mathematical competencies identified by the Pennsylvania Core Standards for Mathematics and the National Council of teachers of Mathematics as critical to math instruction for pre-kindergarten to fourth grade students. Students will examine methods and strategies essential in the instruction of number operations, geometry, measurement, data analysis, and algebraic concepts. Students will experience collaborative learning, direct instruction, and participate in required field experience assignments.	3.00
EDU-228	Art and Humanities	This course emphasizes the competencies identified by the Pennsylvania Early Learning Standards and the National Core Arts Standards for pre-kindergarten to fourth grade children in the content area of arts and humanities. Students will examine methods and strategies essential in the instruction of the production, performance and exhibition of music, dance, theater, and visual arts. Students will learn of cultural and historical contexts, and develop an understanding of aesthetic and critical response to a variety of art mediums.	3.00
EDU-229	Reading in Sequence II	This course emphasizes reading and writing instructions for emerging readers and writers Birth- K. Instruction will focus on assisting students in: discovering developmentally appropriate practices for emerging readers and writers, examining oral language development and its impact on literacy development, exploring various instructional processes, investigating assessment practices and procedures for emerging readers and writers, and reviewing Pennsylvania Learning Standards for Early Childhood Literacy.	3.00
EDU-245	Meths Mat Mid Gr Read Across Curr	This course will emphasize reading and writing in the content area for grades 4-8. Instruction will focus on various instructional processes, techniques for teaching reading and writing, differentiated literacy programs, assessment practices and procedures and review of Pennsylvania literacy standards as well as the NCTE/IRA standards and vision for effective instruction of language arts.	3.00
EDU-300	Secondary Pre-Student Teaching	Observation and participation in classroom activities of local schools one day a week for 14 weeks prior to student teaching.	3.00
EDU-301	Educational Psychology	Study of the nature of learning, teaching relationships, individual differences, and the classroom as a social unit.	3.00
EDU-309	Tech Integration in Education PreK-8	In this course, students will become familiar with the PDE Standards of Science and Technology as well as the National Educational Technology Standards (NETS) for both teachers and students. Students will design lesson plans and learning activities that integrate technology from Pre K to Grade 8. Students will be introduced to the various tools of technology including assistive technologies for students with special needs. The use of technology for assessment, management and other administrative procedures will also be addressed.	3.00
EDU-314	Reading Sequence III Early Literacy Inst	This course emphasizes reading and writing instruction for transitional readers and writers in grades 2-4. Instruction will focus on assisting students in: discovering appropriate practices for instructing transitional readers and writers, exploring various instructional processes, investigating assessment practices and procedures for transitional readers and writers, considering differentiated learning for transitional readers and writers and reviewing Pennsylvania Literacy Standards.	3.00

EDU-315	Curr Inst Assessment for Student PreK-8	This course is designed to prepare teacher candidates to understand and implement curriculum models and instructional strategies that are assessment driven. Students will design lessons and data driven assessment strategies for typical and atypical students. There will be an instruction to the Response to Intervention model.	3.00
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EDU-316	Reading-Literacy Inst Assess & Intervent	This course emphasizes reading and writing instruction for struggling readers. Instruction will focus on exploring various instructional processes, investigating assessment practices and procedures, and analyzing various intervention programs.	3.00
EDU-319	Selected Topics in Secondary Education	This course addresses issues that are encountered by teachers in middle and high schools today. These include meeting the diverse needs of all middle/high school students, multicultural education, social challenges and other topics relevant to this population of students' needs and concerns. Field work required.	3.00
EDU-325	Secondary School Methods and Materials	Study of basic methods and materials of secondary education; the rationale behind the methods, as well as how to carry these methods out in the classroom. Students will explore Standards, Curriculums, Assessment and Lesson Planning.	3.00
EDU-351	Meeting Needs of English Lang Learners	This course emphasizes various instructional processes, techniques and assessment for working with English language learners. Differentiation and review of Pennsylvania standards will be addressed.	3.00
EDU-372	Math Methods Middle L Grades 4-8	This course emphasizes reading and writing instruction for struggling readers. Instruction will focus on exploring various instructional processes, investigating assessment practices and procedures, and analyzing various intervention programs.	3.00
EDU-373	Methods & Materials Mid Grades:science	This course is designed to familiarize students with objectives, methods and resources for grade 4-8 science and to further enhance the scope of their science knowledge through lecture, class discussion, projects and student demonstration. The course will introduce student to Academic Standards developed by NSTA and PDE. Students will develop lesson plans, based on Danielson's four domains, utilize effective instructional strategies, including cooperative learning and other evidenced-based best practices as they apply to the sciences, and will be involved in a hands-on, constructivist mode of teaching/learning.	3.00
EDU-374	Methods & Materials Mid Grades: Soc Sci	This course is designed to familiarize students with objectives, methods and resources for grades 4-8 social studies and to further enhance the scope of their social studies knowledge through lecture, class discussion, projects and student demonstration. The course will introduce students to academic standards developed by NCSS, the National Geographic Society and PDE. Students will develop lesson plans, based on Danielson's four domains and these will include best practices in instruction and various types of assessment techniques. The course will involve students in a hands- on, constructivist mode of teaching/learning.	3.00
EDU-395	Field Experience I	During this stage of Field Experience, the Education Studies major will spend two (2) days per week or equivalent in a school setting to observe in the teaching and learning process. Major focus will be on observing and understanding the four domains of effective teaching. As the semester progresses, the student will begin to work with individual students and teach in a small group setting. A University Supervisor will evaluate the student in the classroom.	6.00
EDU-4000	Capstone Seminar	This course provides for culminating activities of the curriculum in early, middle and special and education. Students demonstrate proficiency in activities aimed at securing a teaching position, as well as research-based best relative to the state competencies practices. To be taken the semester before student teaching. Individual active research projects required.	3.00
EDU-401	Student Internship & Prof Seminar	The internship takes the place of student teaching for in-service teachers. Seminar and individual conferences are held by university supervisors.	6.00
EDU-414	Classroom Management for PreK-4	This course is designed to prepare teacher candidates to understand and use provisions and procedures needed to create and maintain an environment in which effective teaching and learning can occur. Various discipline models will be introduced.	3.00

EDU-415	Prek-4 Pre-Student Teaching	The student is required to participate in classroom activities of local schools one day each week during the semester. Two different placements are offered to the student in preparation for the student's anticipated certification categories. The experience is to promote the development of professionalism in the school and community setting while affording the opportunity to apply teaching methodology and educational concepts mastered in coursework. A weekly seminar provides an opportunity to analyze the experience. Application to the Education Committee of Gwynedd Mercy's School of Education is required early in the spring semester prior to the experience.	3.00
EDU-416	The Culturally Responsive Clas	This course covers the theoretical and practical implications of employing cultural pedagogy. Students are presented with practices to develop reciprocal relationships with students and communities by integrating exemplar cultural teaching methods within their professional practices.	3.00
EDU-437	Special Topics	Investigation of a selected topic or topics designed to integrate and enhance the student's comprehension and application of educational theory and practice.	3.00
EDU-439	Independent Study	Investigation of selected topics. Registration with permission of the advisor, Dean and the Vice President for Academic Affairs.	1.00
EDU-490	Secondary Student Teaching	The student teaching requirement (13 weeks) is fulfilled during the last semester of senior year. Each candidate for certification spends five days a week for seven weeks in a primary grade and even weeks in an intermediate grade. Seminar and individual conferences are required by supervisors.	6.00
EDU-495	Field Experience II	During the second Field Experience, the Education Studies major will spend two (2) days per week in a school setting exploring and assisting the classroom teacher. Here the student will tutor, help with assignments, teach small group lessons and continue to refine their knowledge of effective teaching using the four domains of effective teaching. A University Supervisor will evaluate the student in the classroom. A weekly seminar accompanies this Field Experience.	6.00
EDU-498	Student Teaching Seminar	Student Teaching and Seminar is a requirement fulfilled after all other coursework requirements have been completed and the student has at least a cumulative GPA of 3.0. The student is required to make formal application February 1st of the spring semester prior to the academic year in which the student anticipates engaging in student teaching. The experience is designed to allow for the development of professionalism in the school and the community setting, while affording the opportunity to apply teaching methodology and education concepts mastered in coursework on a daily basis. This student teaching experience is for 16 weeks in an inclusion classroom under the supervision of a certified teacher and is accompanied by a bi-weekly seminar class to provide an opportunity to analyze the experience. Prerequisite: All course work completed.	12.00
EDU-502	The Learning and Teaching Process	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.	3.00
EDU-503	Social, Political, & Econ Found of Educ	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.	3.00

EDU-504	Human Development	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.	3.00
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EDU-506	Methods, Materials & Curriculum I	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.	3.00
EDU-507	Methods, Materials & Curriculum II	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.	3.00
EDU-508	Secondary Schl Methods and Materials	This course includes the study of various methods and materials utilized in secondary education. The rationales for various methods as well as the implementation of these methods in the classroom are examined. Through this course student also study motivational practices, current trends in secondary education, the use of technology to enhance learning, classroom management strategies and assessment practices. Field experience is required.	3.00
EDU-510	Action Research for Teachers I	This course provides an introduction to the various research designs and methodologies common to the field of education and social sciences. Upon completing the course, students will become better consumers and critics of research as reported in the literature, examine the role that research plays in their professional lives as reflective practitioners, and begin to develop an action research project to be carried out as a program culminating project in EDU603 Teacher Research, Part 2.	3.00
EDU-511	Methods & Theories for Teaching Math	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.	3.00
EDU-512	Methods for Teaching Read & Assessment	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.	3.00
EDU-515	Methods for Teaching English Learner	This course provides an examination of effective instructional methods, strategies and instructional techniques for addressing the learning needs of for English Learners (EL) with and without special needs in the inclusive classroom.	3.00
EDU-522	Inter-Group Theory and Research	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.	3.00
EDU- 550	Pre-Practicum Orientation	This course is for students who plan or are enrolled in a spring or fall practicum. The purpose of this course is: a)A placeholder for all the required documentation for the students to secure before the start date of the actual practicum course. These documents include:Agreement, Mentor's resume, Action Plan of Practicum Project, email from mentor (from the school's portal) indicating they have agreed to mentor the student. b) An interactive, non-graded course on how to develop a concrete Action Plan of Practicum Projects that meet the competency standards of the Pennsylvania Department of Education (PDE). c)A resource that includes the Practicum Handbook for students to refer to before and during the practicum.	

EDU-560	Soc & Emo Wellness Learning in Youth Dev	In this course candidates will develop an understanding of social and emotional learning and the impact that explicit teaching can have on the learner as well as the learning environment. Candidates will recognize the unique developmental characteristics and needs of learners at all age levels. Candidates will engage in field experience assignments that will provide opportunities to directly interact with social and emotional learning at the school level in order to deepen their understanding of the content presented in each of the modules of the course.	3.00
EDU-561	Impact of Trauma & Mental Illness on Stu	In this course candidates will develop an understanding of the impact of adverse childhood experiences, trauma, and mental illness on learning and behavior for PK-12 students. Candidates will recognize how these experiences and conditions can impact growth, development and learning of children and adolescents and the important role that educators and schools can play in reducing risk factors and increasing protective factors. Candidates will engage in field experience assignments that will provide opportunities to directly interact with classroom teachers, school leaders, community members, and students in order to deepen their understanding of the content presented in each of the modules of the course.	3.00
EDU-562	Behavior and Mental Health Literacy	In this course candidates will develop an understanding of the characteristics of mental illness in children and youth and the impact this may have on learning and behavior for PK-12 students. Candidates will recognize how these experiences and conditions can impact growth, development and learning of children and adolescents and the important role that educators and schools can play in reducing risk factors and increasing protective factors. Candidates will engage in field experience assignments that will provide opportunities to directly interact with classroom teachers, school leaders, community members, and students in order to deepen their understanding of the content presented in each of the modules of the course.	3.00
EDU-563	Prev & Intervent to Support Beh Wellness	In this course candidates will take a deeper look into the development of systems change and the potential impact of adverse childhood experiences, trauma, and mental illness on learning and behavior on learning for PK-12 students. Candidates will focus on school leadership and collaboration between all stakeholders which impact both school environment and culture as well as the systemic issues that can determine the services that are provided to support all learners. Candidates will engage in field experience assignments that will provide opportunities to directly interact with classroom teachers, school leaders, community members, and students in order to deepen their understanding of the content presented in each of the modules of the course.	3.00
EDU-565	Student Teach & Professional Seminar	This is a student teaching experience for those seeking their initial certification in Pre-K, Grades 4-8, or secondary education. This full-time program experience lasts 15-weeks, Monday through Friday and includes intensive supervision by University personnel as well as participation in an online seminar class.	3.00
EDU-570	Research Skills for School Leadership	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.	3.00

EDU-571	The Principalship	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.	3.00
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EDU-572	Sas & Curriculum & Instrctnl Supervision	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.	3.00
EDU-573	School-Community Relations	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.	3.00
EDU-574	School Law & Policy Issues	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.	3.00
EDU-576	Human Resources & Staff Development	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.	3.00
EDU-577	School Resources Management	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.	3.00
EDU-579	Current Issues in Education	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.	3.00
EDU-580	Multi & Diversity Issues in Education	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.	3.00
EDU-581	Found Special Educ Inclusive Classroom	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.	3.00
EDU-582	Effective Communication for Educators	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.	3.00

EDU-583	Action Research Seminar	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.	3.00
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EDU-590	Stats, Rsrch, Assess for Reflect Prac	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.	3.00
EDU-591	Curriculum Development & Peer Coaching	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. Field experience is required.	3.00
EDU-592	Professional Development & Leadership	This course will provide students with the knowledge of: develop meaningful professional development, training, and structure; strategies to align assessments with the curriculum and standards; and build a collaborative environment to encourage high quality instructional delivery for all students.	3.00
EDU-593	Seminar Leadership, Supervision & Equity	This course provides focus on leadership and supervision skills, characteristics, educational leaders with a focus on equity. This Seminar is 7-weeks in length.	3.00
EDU-595	Prctcm I: Leadrshp & Schl Administration	Practicum I for Administrative Certification (Principal & Curriculum & Instruction Supervisor). This Practicum requires students to secure 180 hours of experience in a school setting. Practicum Activities will include projects on visionary leadership, supervision & evaluation of teachers, promoting change, school improvement, and strategic planning,	3.00
EDU-596	Practicum II: K-12 Principalship	Practicum II for Administrative Certification (Principal). This Practicum requires students to secure 180 hours of experience in a school setting. Practicum Activities will include: fostering good teaching, creating a positive, equitable, safe atmosphere, Universal design for learning, fiscal, resource, and facility responsibilities, LEA Responsibilities, student transition planning, and communicating within and out of the school setting.	3.00
EDU-602	Professional Portfolio Project	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.	3.00
EDU-603	Action Research for Teachers, Par	This course engages students in the processes of action research. Students will apply their learning from EDU510: Teacher Research, Part 1, and demonstrate their ability to develop and implement an action research project and write the accompanying report.	3.00
EDU-608	School Counseling Intern I & Supervision	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.	3.00
EDU-609	School Counsel Int II/Group Suprv Sem	This course is the third in a series of three field experiences. School counselor-trainees will perform all tasks and duties ascribed to school counselors as determined by the ASCA National Model under the supervision of an experienced Professional School Counselor and a University supervisor. Students seeking certification in school counseling must complete a minimum of 210 clock hours. In addition, students are enrolled in a group supervision seminary. Students needing more than 15 weeks to complete the practicum experience should contact the School Counseling Program Director. Please review the Internship Handbook for further details on application requirements, site and internship student expectations.	3.00

EDU-613	Classroom Management	This course provides a study of effective classroom management techniques. Content will focus on classroom organizational systems, classroom procedures and instructional strategies to promote positive student behavior and prevent disruptive behavior. Emphasis will be placed on motivation, communications, planning and preparation of materials as well as the establishment of a positive learning environment. Existing models of effective classroom management will be examined.	3.00
EDU-614	Innovation in Teaching & Learning	The course will explore innovative strategies and pedagogical approaches to respond to today's learners and prepare students for academic, personal and career success. Participants will explore various instructional models that prepare students to address real-world problems and experience academic, personal, and career success.	3.00
EDU-619	Instructional Leadership & Technology	This course will provide an overview of effective strategies for leadership of instructional practices and assessment for all learners. A thorough understanding of Universal Design, Culturally Responsive Instructional Practices will also be reviewed. This course will also examine the role of classroom technologies for student engagement, enhancing instruction, remediation, and reinforcing skills to support teaching and foster student achievement.	3.00
EDU-620	Research, Analysis, Assessment & Outcome	This course is designed to provide a comprehensive overview of action research. Its purpose, process, and steps will be reviewed. Students will learn how action research can be used to address challenges that impact student achievement and increase the development of teacher skills. This course will prepare instructional leaders to use research to identify solutions to curriculum, instruction, and teacher support and to use data to drive decisions. This course will also provide a framework of how instructional leaders can develop and share action research summary reports as a means to support change.	3.00
EDU-622	Prctcm II: Sprvisr Curr & Instrctn	Practicum II for students seeking Curriculum & Instruction Supervisor Certification. This Practicum requires students to secure 180 hours of experience in a school setting. This Practicum focuses on; Data-Driven Instruction & School Improvement, Program Implementation, Teacher Supervision & Professional Development, Supporting students with learning & cultural differences, virtual instruction, and engaging parents	3.00
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.	3.00
EDU-701	Div Gender, Race/Ethn, Soc & Except	The concept of diversity includes acceptance and respect for the broad range of human characteristics in their socioecological, historical, and cultural contexts, as well as understanding that each individual, family, community, and societal group has uniqueness.	3.00
EDU-702	Social Justice Move: Activists/Comm Lead	Learn how to transform norms around racial justice, immigrant rights, gender and sexuality, and discover the contributions of diverse leaders in transforming cultures toward a more just society.	3.00
EDU-703	Nav Conflict Zone for Div Students	Every school and college has a unique culture. Becoming an advocate for and ally of diverse students requires learning how to work within and bring about change in mores, customs, and climate.	3.00
EDU-711	Teacher's Role Just Soc: Per/Prof Refl	Teachers play a central role in guiding school children to understand and accept others of diverse backgrounds. This course provides learnings, reflections, and sharing, toward creating a personal and professional tool kit for teachers who are committed to the success of every student. Students will reflect and identify their own personal bias and attitudes toward racism. Students will benefit from classroom recognition of their strengths and need related to bias and race and build strategies in their tool box to counteract bias and racism. This course provides the first safe space for the remainder of the program to begin the conversation and their personal transformational journey in DEI.	3.00

EDU-712	Social-Emotional Comp:elem/Sec Classrm	Teachers will benefit from developing socialemotional learning and culturally responsive competencies to promote a positive equitable learning environment for all students. Teachers will also develop skills to address microaggressions and overt and implicit bias among students and set a positive role model.	3.00
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EDU-713	Teacher Leadership: Rethink Prac	This course is designed to guide school personnel in an understanding of leadership and the importance of equity in the school and classrooms. Strategies will be presented to: -Assist teachers in building their own Equity-Centered Leadership skills to become "Equicentric Leaders." -Cultivate Effective Collaboration with colleagues, administrators, parents and stakeholders through the lens of equity. -Rethink bias, stereotypes, and expectations as it relates to students, parents, and colleagues. -Understand cultural differences as they relate to behavior and social interaction between teachers and students and with each other. -Assessing the classroom and school community environment in terms of equitable practices, assessment, behavior and social interactions, and growth in instructional planning and delivery, resources, assessment of skills, and interaction with students, parents, and colleagues. -Students will create and present a culminating project that informs DEI practice, policy, and/or procedure. This course will also provide a space for students to debrief, share, and reflect on this Program and share next steps in their personal and leadership journey.	3.00
EDU-714	Assessment Continuing Education Learning	Only required of those seeking transfer credit into the Master's Program, PK12 Concentration	3.00
EDU-721	Educ Just Soc: Scholar, Advoc, & Action	Public policy, common mind-sets, and individual dispositions can be changed through writings, teachings, organizing, and advocating social change through a broad range of media, social settings, and involvements.	3.00
EDU-722	Social-Emotional Comp in College Classrm	Instructors will benefit from developing social-emotional learning competencies to promote a positive learning environment for all students.	3.00
EDU-723	Dei Leadership in Higher Education	Strategies and tool kits for advancing the cause of DEI in higher education make up this course for those who aspire to changing campus culture and climate.	3.00
EDU-724	Unconscious Bias/Micro-Aggress Higher Ed	To promote a deeper understanding of unconscious or implicit bias in the college classroom, this course offers insights on micro-aggressions and the impact they may have on college student disposition, retention, and success.	3.00
EDU-801	Ed Policy Research & Practice in US	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.	3.00
EDU-802	Develop Diverse, Equitable, and Inclusiv	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.	3.00
EDU-803	Foundations of Educational Research	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.	3.00

EDU-804	Soc Justice/Systems Power/Cultur Identit	The course analyzes current issues and challenges in schools, colleges, universities, and other institutions using approaches to culturally responsive leadership. This course examines the various frameworks of cultural intelligence, cultural competence, and cultural humility. Students will explore their cultural identity, communication style, and leadership within the context of diversity, equity, and inclusion. Students will examine policies, practices, and strategies for preventing discrimination and other civil and human rights violations globally while identifying and applying strategies to implement social justice and equity through institutionalized cultural responsive leadership.	3.00
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EDU-805	Ethics of Ed Leadership & Policy	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	3.00
EDU-806	Equity, Equality & Equal Opportunity	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.	3.00
EDU-807	Quantitative Educational Research	An in-depth examination of research and measurement, analysis of experimental data, and qualitative designs. Implications of mixed method research are considered	3.00
EDU-808	Qualitative Educational Research	Future-focused exploration of learning technology, gathering and using data to drive instructional improvement, and evaluation of educational programs.	3.00
EDU-809	Global Educational Policy & Practice	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.	3.00
EDU-810	Grounding Research in Literature	This course prepares students to complete a scholarly dissertation by supporting the development of key skills in researching, reading, evaluating, organizing, and synthesizing research. Students will examine a problem of interest by conducting an extensive literature search with the goal of identifying a research gap. Students will also examine how theoretical and conceptual frameworks are an integral structure around which they build their research.	3.00
EDU-811	Dissertation Advisement I	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	3.00
EDU-812	Dissertation Advisement II	Students will develop the methodology for their dissertation based upon the gap they identified in the literature, so that it is congruent with their study purpose, research questions, and theoretical or conceptual framework. Human subjects research training will foster understanding of ethics, validity, and reliability in methodological design. The Institutional Review Board approval process will be introduced.	3.00
EDU-813	Dissertation Advisement III	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.	3.00
EDU-814	Dissertation Advisement IV	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.	3.00

EDU-815	Dissertation Advisement V: Continuation	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.	1.00
EDU-821	The Superintendency	This course is an analysis of the role and responsibilities of the superintendent of schools, including preparation for the superintendency. An emphasis is placed on equity, equality, and raising achievement for all students. Twenty hours (20) of embedded field experience are required for those seeking the superintendent of school's letter of eligibility.	3.00
EDU-822	Sch Boards & Sch District Governance	Considerations of school boardsmanship, internal and external governance, and structures in K-12 education. The course explores analysis the politics of school district governance and the leadership practices necessary to effectively lead in complex relationships. The characteristics of effective boardsmanship are defined through research and best practice. Twenty (20) hours of embedded field experience are required for those seeking the superintendent of school's letter of eligibility.	3.00
EDU-824	Transforming Leadership Holistic Achv	This course is designed to enhance school and district leaders' ability to transform personally and professionally to advance the learning of students and adults within their respective systems. Participants will identify their own strengths-based leadership characteristics, recognize personal immunities to change, analyze an adaptive problem in their current educational environment, and plan for authentic, continuous, student-centered improvement.	3.00
EDU-825	Labor Relations & Fiscal Management	Personnel administration, contract administration, collective bargaining, and fiscal management, including the economics of education.	3.00
EDU-828	School District Practicum I	School District Practicum 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.	3.00
EDU-829	District Practicum II	This Practicum focuses on the superintendent's ability to follow the standards, create a vision, and demonstrate a leadership style that exemplifies values and ethics. You will also gain experience in analyzing leadership styles, creating a positive climate and culture, fostering leadership teams, and managing relationships to enhance student achievement. Additionally, you will experience evaluating data-driven decision making, handling challenges, communication, working with Human Resources, collective bargaining, how to use social media effectively, and the importance of robust technology. Each of the two practicum courses require 180 hours of embedded field experience.	3.00

EDU-831	Leadership & Adm of Higher Education	This course examines current issues and challenges in higher education administration and leadership. The course is an overview of the essential knowledge, skills, characteristics and models of academic, institutional and student-life governance. Various activities provide opportunities for developing the skills needed to evaluate and resolve current challenges.	3.00
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EDU-832	Legal Issues for Inclusive Higher Ed	This course examines the basic legal concepts common to higher education administrators as viewed through the lens of an increasingly diverse college environment. Topics include the history and governance of higher education law, basic legal concepts, and legal issues as they apply in higher education. Current case law and case studies will be used to elucidate how institutional policies and practices can support an inclusive educational environment.	3.00
EDU-833	Finance & Fiscal Policy in Higher Ed	Accounting principles and policy, record-keeping, financial reporting, budgeting and planning models, and fiscal management.	3.00
EDU-834	Enrollment Management Higher Ed	An analysis of current practices and future trends in the recruitment and retention of students, with consideration of financial aid requirements and regulations.	3.00
EDU-835	Equity-Minded Leadership in Higher Ed	An exploration of research models for continuous improvement, transforming higher education, leadership for strategic change, and models for delivering academic programs and services.	3.00
EDU-838	Leadership in Higher Education Practicum	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.	3.00
EDU-841	Designing Interv & Assessing Outcomes	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	3.00
EDU-842	School Law & Policy in Special Ed	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).	3.00
EDU-843	Found Special Education Administration	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.	3.00
EDU-844	Neuroscience of Learning	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	3.00
EDU-845	Supervision/Administration Special Educ	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.	3.00

EDU-848	Special Ed Supervisor Prctm I	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.	3.00
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EDU-849	Special Ed Supervisor Prctm II	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.	3.00
EDU-850	Pre-Practicum Orientation	This course is for students who plan or are enrolled in a spring or fall practicum. The purpose of this course is: a) A placeholder for all the required documentation for the students to secure before the start date of the actual practicum course. These documents include: Agreement, Mentor's resume, Action Plan of Practicum Project, email from mentor (from the school's portal) indicating they have agreed to mentor the student. b) An interactive, non-graded course on how to develop a concrete Action Plan of Practicum Projects that meet the competency standards of the Pennsylvania Department of Education (PDE). c) a resource that includes the Practicum Handbook for students to refer to before and during the practicum.	
EDU-860	Foundations Teaching/Learning Higher Ed	This weekend residency course will introduce and explore the theoretical and practical perspectives about knowledge and learning and the contexts that influence teaching and learning.	3.00
EDU-861	College Student Development Theory	This course focuses on students in higher education as an area of practice and research. Course content examines theory and college as a theoretical construct, student development and identity formation within and beyond higher education institutions and links to theory with professional practice.	3.00
EDU-862	Advanc Social Justice Thru Faculty Role	The purpose of this course is to provide students with preparation for or advancement within the professorate by examining faculty hiring and promotion processes, as well as responsibilities in addition to teaching, including faculty governance, other service to the institution, and scholarship. These activities will be examined through the frame of social justice and how each can be leveraged to help advance equity. Each student will complete a project that enables them to advance social justice in an educational area of their choosing.	3.00
EDU-863	Learning Models/Instructional Design	Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. Students will apply instructional design principles in the development of a course and explore application of various learning methods.	3.00
EDU-864	Curr Develop/Academic Prog Des Higher Ed	This course will explore the global, national, discipline-specific, and institutional contexts that guide program design and curriculum development. This course will examine the needs analysis and educational philosophy for developing programs.	3.00
EDU-865	Teaching Adults & Adult Learning Theory	This course provides a critical analysis of selected theories and concepts of learning are applied to the adult learning experience, learning styles, motivation in adult education programs, and workplace learning.	3.00
EDU-866	Innov Prct Online Instr/E-Learning Techn	This course focuses on building students' knowledge and skills using web-based tools to effectively create an online teaching environment. This course will assist educators in developing online and blended courses to enhance the learning experience for students, colleges and universities exploring strategies to implement new learning tools. In addition, massive open online courses (MOOC), stackable certificates, and badges will be examined.	3.00

EDU-867	Crisis in the Classroom	This course will introduce the policies and legislation that impact reporting, referrals and supporting students in crisis such as Title IX. In addition, students will learn strategies for holding individuals accountable, communicating expectations, and facilitating learning through challenging situations. This course will also cover managing issues involving academic integrity.	3.00
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EDU-870	Advanced Topics in Nursing Education	This course offers a comprehensive exploration of the major contemporary issues affecting nursing education. Students will participate in discussions regarding regulatory, ethical, and political challenges faced by nurse educators and academic leaders. The emphasis is on comprehending both challenges and opportunities within the dynamic landscape of nursing education and health care. Through critical examination and analysis, students will gain insights into effective strategies for navigating and addressing these complex issues.	3.00
EDU-871	Instructional Design & Curric Developm	In this course, students apply instructional design principles in the creation of academic programs within the field of nursing education. Students will begin program planning and assessment, encompassing accreditation and regulatory considerations in both Higher Education and Nursing contexts.	3.00
EDU-872	Strategies for Teaching & Learning in Nu	This course introduces and explores theoretical and practical perspectives on knowledge and learning in nursing education, highlighting the contexts influencing teaching and learning. Participants will identify and analyze trends, issues, models, methods, instructional strategies, and technologies to enhance student learning in both classroom and clinical settings.	3.00
EDU-873	Assessment and Evaluation in Nursing Edu	This course focuses on the diverse evaluation methods used to assess student learning in nursing education curricula. Students will explore and apply various assessment strategies, gaining insights into effective approaches to measure and enhance student comprehension and skills within the context of nursing education.	3.00
EDU-874	Field Experience in Nursing Education	The course involves a minimum of 70 hours of field experience directly related to nursing education. Students, guided by an on-site mentor and instructor, will participate in capstone experiences seamlessly integrating theoretical knowledge with practical application. The course emphasizes hands-on learning to enhance students' understanding and proficiency in the field of nursing education.	3.00
ENG-002	Writing Foundations	A review of sentence, paragraph and essay structure, this course prepares the student for college writing.	3.00
ENG-100	Critical Reading and Writing	This course introduces the student to strategies for effective academic reading and writing, while also helping them develop a better appreciation of the critical concerns of the Sisters of Mercy. In addition, this course addresses and develops information literacy skills. Requisites: None	3.00
ENG-101	College English	This course focuses on the personal and expository components of rhetoric. Emphasis is given to writing processes and logic through constant practice in sentence combining and through organizing and styling paragraphs and themes. Peer review of student writing is included.	3.00
ENG-102	Introduction to Literature	Students explore literary genres from selected world masterpieces with emphasis on style and philosophic import and write themes of critical analysis.	3.00
ENG-103	Play Production	This course emphasizes the fundamentals of play production - script selection, casting, blocking, lighting, and publicity. It culminates in the production of a play.	3.00
ENG-105	Grammar Review	This class reviews the basics of traditional grammar - classes of words and sentences, inflections and functions of English, syntactical relationships and usage - and examines alternative grammar systems.	3.00
ENG-200	Public Speaking	This course in public speaking builds students' informative, argumentative, and persuasive speaking skills, as well as their listening and analysis skills	3.00
ENG-2001	Arts and Ideas	This is an introductory course designed to give the student an appreciation of the literary and fine arts. The course examines ideas rooted in justice, philosophy, spirituality, politics, science, education, art, and psychology through literature that spans the evolution of those ideas. The course requires both analytical and creative responses to these ideas so that students can express their understanding of the complex relationship among thought, writing, art and society.	3.00

ENG-201	British Literature I	Students in this course read and discuss selected major figures in English literature from the Anglo-Saxon Period through the eighteenth century.	3.00
ENG-202	British Literature II	Students read and discuss major figures in English literature from the Romantic Period to the present.	3.00

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ENG-203	Introduction to Poetry	Students read, discuss, and write about traditional and modern poems, while learning the technical elements of poetry and refine their critical thinking and writing skills by analyzing and interpreting poems.	3.00
ENG-210	Introduction to the Theater	This course surveys important historical periods of theater from Greece to the present day through examination of representative dramas from each period	3.00
ENG-212	Women Authors	This course explores and surveys the writing of women authors	3.00
ENG-215	Technical Writing	This course reviews the art of writing as a process that is adaptable to all professions and crafts	3.00
ENG-216	American Literature I	This course concentrates on major figures in America's literature from the Colonial Period through the Age of Transcendentalism.	3.00
ENG-217	American Literature II	Beginning with the nineteenth century, American Literature II surveys major figures from Realism and Naturalism through Modernism and Postmodernism	3.00
ENG-218	Multicultural Literature	Through reading the literature of a variety of ethnic and cultural groups, this course provides a historical survey or thematic exploration of multicultural questions and ideas	3.00
ENG-230	History of the English Language	This course surveys origins of the development of the English language from the Proto-Indo- Europeans of Central Europe through the development of the Danish, Saxon and Germanic tribes to the present-day status of the English language.	3.00
ENG-240	History of Rhetoric	This course explores classical texts, as well as their influence on contemporary principles and philosophical perspectives and the production of written, oral, visual, and digital texts today. Students will discuss important developments in the history of rhetoric and use rhetorical theory to consider issues related to oral, written, and visual discourse.	3.00
ENG-272	Literature of War	This course explores how political ideas have been expressed through a variety of literary forms from the Renaissance to the present day. Students analyze the historical context that underlay prominent works of political writing and the choices made by authors in composing them.	3.00
ENG-286	Literature of Medicine	This series of courses treats popular themes as they appear in literature and the media.	3.00
ENG-288	Film as Art	This series of courses treats popular themes as they appear in literature and the media.	3.00
ENG-290	The Short Story	This course analyzes the short story genre and its development in world literature.	3.00
ENG-299	Selected Topics in English	In this course students have the opportunity to explore genres, concepts or authors selected by the instructor. Course may be repeated for credit if the topic changes.	3.00
ENG-301	World Masterpieces I	Beginning with the ancient epics of eastern and western cultures and ending with the Renaissance, this course focuses on major writers of world literature	3.00
ENG-302	World Masterpieces II	Masterpieces from the Early Modern era through contemporary literature are examined	3.00
ENG-305	Persuasive Business Presentations	Verbal skills essential to effective business presentations, including negotiation, debating, extemporaneous speaking, and interviewing provides the focus of this course. Oral reporting, management briefing, conference and committee leadership, and active listening are addressed as tools to minimize or eliminate barriers to understanding.	3.00
ENG-306	Literary Monster	In Literary Monsters, we will explore the monster in literature as both a symbol and a functioning character in a story. We will read Beowulf (9th century), Marie de France's werewolf story, "Bisclavret" (12th century), Mary Shelley's Frankenstein (1818), Robert Louis Stevenson's The Strange Case of Dr Jekyll and Mr. Hyde (1886), and excerpts from Bram Stoker's Dracula (1897), as well as more recent works, such as J.K. Rowling's Harry Potter series. Literary Monsters includes as well a study of relevant films inspired by the novels.	3.00
ENG-310	Literary Criticism	This course examines the aesthetics of literature from Plato to contemporary theory	3.00

ENG-315	Essay Writing	An advanced study of expository writing processes, this course stresses techniques of research, logic, and organization of writing.	3.00
ENG-320	Cinema and Cinematography	This course focuses on the history of films and analysis of film scripts with emphasis on class discussion of major directors including Carol Reed, Alfred Hitchcock, Stanley Kubrick, and Orson Welles.	3.00

ENG-330	Myth and Fantasy	This course studies ancient and modern mythology through its embodiment in literature and in themes common to all cultures.	3.00
ENG-400	Tutorial in Acting	Students participate in the university production as actors or actresses and research the various styles and theories of acting: Classical, Elizabethan, Restoration, Stanislavskian, Brechtian. Research paper required.	3.00
ENG-4000	English Seminar - Capstone	This course is an advanced study of expository writing, an integration of literary study, critical theory, and techniques of literary research. This course combines discussion and independent work, having as its goal the completion of a paper (20-25 pages) representative of the undergraduate major's research interests. The course objective is for each student to achieve a culmination of proficiency in the techniques of research, logic, and organization in scholarly writing. Students are encouraged to apply skills learned and practiced in all previous literature and writing courses. To that end, literary research is fundamental to the successful completion of this course. Prerequisite: All completed semesters of English major coursework except one to graduate. All work must be original and written by the student registered for the course.	3.00
ENG-401	Chaucer and His Contemporaries	Reading and discussion of Chaucer's major works is supplemented with those of his contemporaries including Langland, the Pearl poet and others.	3.00
ENG-405	Tutorial in Directing	Introduced to the techniques of directing for the proscenium and arena stages, students learn to cast, block and direct a play.	3.00
ENG-413	Poets of Britain and America	Poets of Britain and America are examined with emphasis on the moderns and post-moderns.	3.00
ENG-416	Shakespearean Tragedy	This course studies the major tragedies as performance art, including Hamlet, Macbeth, Richard III, King Lear, Romeo and Juliet, and Othello.	3.00
ENG-417	Shakespearean Comedy	This course focuses on the major comedies as performance art, including As You Like It, Twelfth Night, A Midsummer Night's Dream, The Taming of the Shrew, and Much Ado About Nothing.	3.00
ENG-422	Romantic/Victorian Literature	Students engage in in-depth study of the literature of the Romantic and Victorian Age	3.00
ENG-423	Modern Fiction	Novels and short stories of twentieth-century authors are discussed in terms of thought and technique in modern fiction.	3.00
ENG-425	17th & 18th Century British Literature	This course examines selected prose and poetry from the late English Renaissance, the Restoration, and the eighteenth century. Readings include works by the Metaphysical and Cavalier poets, Jonson, Bacon, Dryden, Swift, Pope, and others	3.00
ENG-430	Internship	An option for out-of-the-classroom work, this internship gives students practical experience in professional communications field.	3.00
ENG-437	Special Topics	This course offers the opportunity for in-depth study of a major author, period or concept selected by the instructor. Course may be repeated for credit, if topic changes.	3.00
ENG-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses: study of special aspects of major works and authors. The student must have the permission of the Chair of Language, Literature and Fine Arts and the Vice President for Academic Affairs.	3.00
ENG-447	Seminar in Novel	This course examines the novel, drawing examples from the 19th and 20th centuries.	3.00
ENG-448	Writing Seminar	The process of writing creative research papers, essays and other non-fiction materials is reviewed. The course combines the tools of research with the appropriate organizational method and emphasizes peer-evaluation, revision, and market research toward publication.	3.00
ENG-451	Creative Writing	Students practice their creative writing skills with reference to reading and study of contemporary literature.	3.00
ENG-460	Theater of Greece and Rome	A study of the production techniques of the classical period combines with reading of representative plays by Sophocles, Euripides, Aeschylus, Aristophanes, Plautus, Terence, and Seneca.	3.00

ENG-461	Modern Drama	Students read and analyze the works of selected modern playwrights, including Ibsen, Strindberg, Pirandello, Brecht, Shaw and Ionesco.	3.00
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EXS-200	Introduction to Exercise Science	This course provides an introductory exploration into the field of Exercise Science, focusing on the physiological, biomechanical, and psychological foundations of human movement and physical activity. Students will examine the fundamental principles underlying exercise prescription, fitness assessment, and health promotion through physical activity.	3.00
EXS-250	Concept of Lifetime Fitness	This course explores the fundamentals of maintaining an active lifestyle and creating habits that promote long-term health and well-being. In the course, students will explore, participate in, and discuss the benefits of engaging in various physical activities such as aerobics, yoga, and resistance training to enhance cardiovascular fitness, muscular strength, and flexibility. Students will learn to develop personalized fitness plans that incorporate nutrition and wellness principles. Understand the importance of physical activity in preventing chronic diseases and improving quality of life.	3.00
EXS-300	Kinesiology	This course provides a comprehensive overview of kinesiology, the scientific study of human movement. Students will explore the principles of biomechanics, anatomy, physiology, and motor behavior that underpin physical activity and exercise. Students will understand how the body moves, how physical activity affects health and performance, and how to apply this knowledge in various contexts, including sports, rehabilitation, and fitness.	3.00
EXS-300L	Kinesiology Lab	This laboratory course provides hands-on experience applying the principles of kinesiology and biomechanics to human movement. Students will conduct experiments and assessments to analyze joint actions, muscle function, and movement patterns during various physical activities. Lab activities include gait analysis, electromyography, motion capture, and force plate testing. Students will learn to use equipment and software for quantitative movement analysis, interpret kinematic and kinetic data, and relate findings to efficient and effective human motion principles. This course reinforces concepts from the kinesiology lecture through practical application and develops movement observation, analysis, and assessment skills. Co-requisite: EXS 300 Kinesiology	1.00
EXS-350	Physiology of Exercise	This course explores the acute and chronic physiological responses and adaptations to physical activity and exercise. This course delves into the mechanisms underlying the body's responses to exercise, covering topics such as energy metabolism, cardiovascular and respiratory function, neuromuscular physiology, and endocrine responses. Students will examine the principles of training, the impact of environmental factors on performance, and the role of exercise in health and disease prevention.	3.00
EXS-350L	Physiology of Exercise Lab	This laboratory course complements the theoretical concepts covered in Physiology of Exercise. Students will engage in hands-on experiments and activities to explore physiological responses to exercise, including cardiovascular, respiratory, and muscular adaptations. Emphasis is placed on data collection and analysis, results interpretation, and understanding of exercise physiology principles' practical applications. Students will gain experience using laboratory equipment such as metabolic carts and heart rate monitors to assess physiological parameters during physical activity. Co-requisite: EXS 350: Physiology of Exercise	1.00
EXS-360	First Aid & Athletic Training	This course provides foundational knowledge in first aid and the basics of athletic training. Students will learn to recognize, evaluate, and manage common sports-related injuries and medical emergencies. Topics include CPR, wound care, injury prevention strategies, and rehabilitation techniques. The course also covers the ethical and legal considerations in athletic training. Practical skills are developed through simulations and hands-on practice, preparing students to respond effectively in emergencies.	3.00

EXS-370	Strength Training & Conditioning	This course explores the science and application of strength and conditioning principles for enhancing athletic performance. This course covers program design, periodization, resistance training techniques, plyometrics, and speed development. Students will learn to create tailored strength and conditioning programs for various populations, considering factors such as age, sportspecific demands, and injury prevention. The role of nutrition in supporting training goals is also explored.	3.00
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EXS-370L	Strength Training & Conditioning Lab	This laboratory course provides hands-on application of principles covered in the Strength Training and Conditioning course. Students will engage in practical exercises focused on program design, exercise techniques, and movement assessments, emphasizing safe and effective training methods tailored for diverse populations. Co-requisite: EXS 370: Strength Training and Conditioning	1.00
EXS-390	Fitness Assessment	This course explores the principles and techniques used to evaluate physical fitness components such as cardiovascular endurance, muscular strength, flexibility, and body composition. Students will learn to administer a variety of fitness tests and interpret the results to design personalized exercise programs. The course emphasizes the importance of accurate assessment in developing effective fitness plans and monitoring progress. Ethical considerations and professional standards in fitness assessment are also discussed.	3.00
EXS-390L	Fitness Assessment Lab	This laboratory course provides practical experience in conducting fitness assessments. Students will apply theoretical knowledge from the Fitness Assessment course by performing tests on peers, analyzing data, and providing feedback on fitness levels. The lab focuses on skill development in using assessment tools such as skinfold calipers, spirometers, and heart rate monitors. Emphasis is placed on accuracy, safety, and professionalism during assessments. Co-requisite: EXS 390: Fitness Assessment	1.00
EXS-450	Motor Learning	In this course, students will examine the processes of acquiring and refining motor skills. This course explores motor learning and control theories, focusing on how individuals learn new movements and improve performance through practice and feedback. Topics include stages of learning, information processing, skill acquisition strategies, and factors affecting motor performance. Students will apply these concepts to real-world sports coaching and rehabilitation scenarios.	3.00
EXS-490	Practicum in Exercise Science	Through a 5-hour practicum, students will gain practical experience in the field of exercise science through a supervised practicum placement. Students will apply theoretical knowledge in a professional setting such as a fitness center, rehabilitation clinic, or sports team environment. The practicum provides opportunities for hands-on learning in areas like exercise prescription, client interaction, program implementation, and facility management. Students will conclude their practicum experience by reflecting on their experiences and tying those experiences to what they have learned throughout the program and how they can take what they have learned to enhance professional development and career readiness.	5.00
GEO-100	Political Geography	The political significance of contemporary world patterns of nations and states is considered through the interaction of their physical, economic and cultural aspects.	3.00
GEO-101	Cultural Geography	The interrelationships of geography, cartography and culture are explored through a study of population, migration, language, religion, social customs and political and economic development. We will examine what role these interrelationships have played in modern geography.	3.00
HA-301	Health Care Delivery Systems	Introductory course in medical care organization. The health care system will be examined in terms of primary and secondary providers, financing mechanisms and the health services consumer. Current legislation and future trends in the medical field will be analyzed.	3.00
HA-302	Health Care Administration	This course will examine major issues of health care as it pertains to the management of health service organizations and health systems. Particular emphasis is placed on team building and increased awareness of professionalism in health care.	3.00
HA-312	Health Planning	Intensive, in-depth examination of "real world" medical care organization topics and problems. Emphasis on the development of health planning and policy strategies and their implementation.	3.00

HA-401	Health Care Financial Management	Intensive examination of development and management of resources for health care through the budget and staffing process.	3.00
HA-402	Legal Issues in Health Administration	Examination of the interaction of the legal system with modern medical practice. Particular emphasis on regulatory factors and medical malpractice as they influence the organization and delivery of health care are the focus of this course.	3.00

HA-422	Internship in Health Administration	A 240-hour directed work experience in a health care institution/program affording the student a beginning "hands on" administrative experience.	6.00
HA-492	Seminar: Health Policy Analysis	Discussions designed to integrate class work and the internship experience to facilitate the transition from student to health administration professional. Does not replace BUS 492.	3.00
HIS-101	Western Civilization to 1648	This course offers a survey of the developments of western societies and ideologies from the origins of civilization in the ancient Near East to the mid-seventeenth century.	3.00
HIS-102	Western Civilization From 1648	This course provides a survey of modern Europe from the mid-seventeenth century to the present. Topics include the development of political systems and ideologies, intellectual, scientific, political, social, and industrial revolutions, nationalism, imperialism, communism and globalism.	3.00
HIS-107	World History I	This course provides a survey of the developments of societies from the origins of the earliest civilizations in Africa, Asia, the Mediterranean and the Americas to 1500.	3.00
HIS-109	World History II	This course provides a survey of the development and interactions of the cultures of Europe, the Americas, Africa, Asia and Oceania from 1500 to the present in order to give students a greater understanding of the relationships among diverse regions and cultures in today's world.	3.00
HIS-131	American Civilization to 1877	This course provides a basic survey of political, social economics, intellectual and cultural developments from the early colonial era through Reconstruction.	3.00
HIS-132	American Civilization From 1877	This course provides a basic survey of political, social economic, intellectual and cultural developments from Reconstruction through modern times.	3.00
HIS-140	The Non-Western World	This course provides an introduction to the civilization of Africa, Asia, Latin America and the Middle East, including their politics, cultures, and social structures.	3.00
HIS-2000	Conflict & Consensus in History	This course seeks to expand students' understanding of the historical, political, psychological and social dimensions of global communities, while learning to relate to and interact with those of different viewpoints and experiences. It introduces students to historical thinking and themes in order to develop critical thinking skills associated with historical inquiry and to acquire a broad understanding of factors related to American or World History.	3.00
HIS-203	Revolutionary & Federalist America	This course offers a detailed examination of the time period from about 1763 to 1800, which includes the gradual disintegration of the relationship between Great Britain and its American colonies, the ideological development of the American Revolution, the outbreak and progress of the War for Independence, and the controversies and turmoil entailed in the making of a new nation.	3.00
HIS-210	Twentieth Century Europe	This course surveys European political, social, economic and cultural developments that have shaped contemporary Europe.	3.00
HIS-214	History of Pennsylvania	This course explores the social, cultural, economic, cultural and political influences on and by the inhabitants of the Commonwealth of Pennsylvania from colonial times to the 20th century.	3.00
HIS-217	Early Modern Europe 1300-1750	This course examines political, social, intellectual and cultural developments from the Renaissance to the Enlightenment.	3.00
HIS-218	French Revolution and Napoleon	This course examines the causes, events, and consequences of revolution, as well as social change and war from the end of the Old Regime to the Bourbon Restoration of 1815.	3.00
HIS-219	Nineteenth Century Europe	This course examines European political, economic, and social events from the fall of Napoleon to the outbreak of World War I.	3.00
HIS-220	United States in the 1960S	This course offers a detailed examination of the tumultuous and influential period from the close election of 1960 to the unprecedented resignation of an American president in 1974.	3.00

HIS-230	History of Philadelphia	The course offers a detailed examination of the political, economic, social and cultural developments of William Penn's "Greene Country Towne" over a period of 300 years.	3.00
HIS-233	Colonial America	This course carefully examines the process of the colonization and maturation of American from earliest times to end of the French and Indian War	3.00

HIS-234	Invention and Technology in America	This course studies the effects of technological, mechanical and scientific change upon the fabric of American life from the Civil War to the present.	3.00
HIS-236	Civil War and Reconstruction	This course offers a thorough examination of the tragic but fascinating story of the Union torn apart and put back together again.	3.00
HIS-237	Jefferson and Jackson	The course explores the personalities, events, ideologies and controversies in the period from the election of Thomas Jefferson to the end of the Mexican-American War.	3.00
HIS-239	United States Since World War II	This course offers a detailed examination of the political, social and economic forces that have shaped American life since 1945.	3.00
HIS-240	Pluralism in American History	This course provides a socio-historical study of Native Americans, African-Americans and immigrants from colonial times to the 20th century. (HIS 131 or HIS 132 is recommended as a prerequisite.	3.00
HIS-246	Women in American History	This course offers a survey of the role of women in American from colonial times to the present. Covered topics include moral reform, everyday life, political and social activism and the labor and peace movements.	3.00
HIS-250	Contemporary World	This course offers a survey of fundamental developments in world history from 1945 to the present. Topics include the Cold War years, economic affluence in the West and Japan, and the struggle of non-Western nations for political independence and economic prosperity.	3.00
HIS-270	The Nazi Era & Its Legacy	This course examines the period of Nazi control in Europe and its impact on world history during the period 1933-45. Topics include: the post-war circumstances that gave rise to Nazism; the nature of National Socialism as an ideology and political movement; the personality and role of Adolf Hitler as leader of Nazism and Nazi Germany; German society under Nazism; the Second World War; and the Holocaust.	3.00
HIS-272	Literature of War	This course explores how political ideas have been expressed through a variety of literary forms from the Renaissance to the present day. Students analyze the historical context that underlay prominent works of political writing and the choices made by authors in composing them.	3.00
HIS-299	Selected Topics in History	This course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
HIS-317	Latin America	This course examines selected nations of Latin America from independence to the present, paying special attention to recent political and economic developments.	3.00
HIS-322	Irish History	This course explores Irish history and culture from prehistory to the present. Topics addressed include: pre-historic and Celtic Ireland; the impact of Christianity on Irish society; the Viking and Angelo-Norman influence; English conquest and dominance; political movements and resistance during the 18th and 19th centuries; the famine and diaspora; independence and partition; and the sources of conflict and prospects for conciliation in Northern Ireland.	3.00
HIS-326	Ussr and Modern Russia	This course examines the institution and development of the Communist society among the peoples of the former Russian Empire in the years since 1917 and the transition to the Commonwealth of Independent States.	3.00
HIS-4000	History Seminar - Capstone	This course features research under direction of a faculty mentor on a theme or themes chosen by faculty and/or students. Work is reported both orally and in writing.	3.00
HIS-430	Internship	This work experience is designed to give the student practical experience in a professional historical/archival field.	3.00
HIS-437	Special Topics	This course allows for the investigation of a topic in history that is not adequately covered in any of the courses listed above. It may be repeated if the topic is different.	3.00

HIS-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of the involved faculty and the permission of the chairperson of the division and the Vice President for Academic Affairs.	3.00
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HIS-449	Historiography	This course introduces students to fundamental questions about the nature of history and to the varieties of history that different answers to these questions have inspired. Students will investigate the kinds of questions historians ask about the past, the relationship between theory and evidence in historical writing and the varieties of evidence historians use to reconstruct the past.	3.00
HON-100	Mysticism and Transcendence	This course investigates the human being as having a capacity for transcendence and an ultimate desire to be with God. Students read the relevant works of the Western philosophical and theological traditions, surveying a broad range of possibilities and perspectives on mysticism, transcendence, the soul, philosophy of religion, and related themes.	3.00
HON-150	Philosophy of the Sublime: the Awesome	This course is a historical introduction to the concept of the sublime, or the 'awesome'. The sublime, a feeling of great exhilaration, excitement, or awe, is a positive aesthetic experience in response to a vast or powerful object, or one that appears vast or powerful. Traditional examples of sublime objects, or things that evoke the feeling, are waterfalls, icebergs, raging storms, deep ravines, mountains (Rockies, Alps, Himalayas), and perhaps some works of art (land art, film, poetry, fiction). As "disinterested," the experience of the sublime is not to be identified with fear; as an intense feeling or "affect" (emotion), the sublime is to be distinguished from wonder and curiosity. Can the sublime be evoked by art and nature alike, or only one of these? How is it distinguished from beauty? How is it connected to, and different from, the 'moral feeling'? What causes it from a psychological or scientific point of view? We will examine the theory of the sublime from its roots in Longinus's rhetorical theory, through the British and German traditions, concluding with the perspective of contemporary thinkers (Lyotard, Danto) and neuroscience. Students will read and respond to canonical 'sublime' texts (fiction, poetry), react to works of art (photos, film, etc.) associated with the sublime, and engage with texts from history of philosophy and rhetoric. The course will thus offer an opportunity to study basic ideas of logic (argumentation), rhetoric, and the relation between them. It may be taken for English or Philosophy credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Rhetoric" or "Dialectic."	3.00
HON-151	Dangerous Books	This course exposes students to a "dangerous" canon of works that have been regarded at various points in history as being prohibited, radically transformative, and/or subversive. Students will analyze these texts according to their philosophical content and historical context and assess their enduring impact on society. It may be taken for History or Philosophy credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Rhetoric" or Dialectic."	3.00
HON-152	History, Memory, & Forgetting	This course seeks to facilitate students' critical thinking about history as constructions of the past. In the United States and throughout the world, debates and sometimes violent campaigns have focused on official narratives and commemorative depictions about the past that function to sustain existing norms of status and power. Who contributes to making these choices? Whose voice, and thus perspective, remains muted? How does this affect what stories about the past get told and how they get told? Why do these questions and the manner they get resolved matter? This course addresses a rich body of literature about collective memory, an emerging literature on cultural forgetting, and case studies relating to various current topics.	3.00

HON-153	Philosophy of Humor	This course examines the basic theories of humor, including incongruity, superiority, and release theory. It covers the main proponents of these theories, from the German rationalists like Wolff and Kant, to the British empiricists like Hutcheson, to more and recent theories by Bergson and Freud and contemporary cognitive science. Students will examine the critical role humor plays in society and related issues in ethics and political philosophy; the nature of humor in general; and the relationship between humor and other human activities that make use of a unique relationship to language, ambiguities, or paradox, such as poetry, song, and philosophy. The course will connect to larger issues in the humanities such as the nature of language, temporality, truth, the mind, and representation as well as ethics and political philosophy. This course may be used to fulfill a general education requirement in English or philosophy or an Honors Program requirement under "Rhetoric" or "Dialectic."	3.00
HON-200	Latin Foundations	It may be used to fulfill a General Education requirement or an Honors Program requirement under "Grammar."	3.00
HON-201	Medieval Life and Thought	The Middle Ages describe the approximately thousand-year span in western culture between what is called Antiquity and Modernity. The fall of the old Roman Empire to Germanic invaders marks its beginning. The crisis in western culture due to the Renaissance and the religious turmoil of the sixteenth century marks its end. The intervening centuries gave rise to a rich culture that this course seeks to describe and have you experience in various ways. The experience will be mostly through the writings of some extraordinary medieval men and women. They are voices speaking to us from the past, inviting us into their world and sensitizing us to view, perhaps from new angles, features of our own world that seem to echo theirs. Besides literature, our course will utilize film and music to draw you into the spirit of the Middle Ages.(Please note that this course may be taken for English, Religious Studies, or Philosophy credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Grammar.") It may be taken for English, Religious Studies, or Philosophy credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Grammar" or "Rhetoric" or "Dialectic."	3.00
HON-202	Politics & Literature in the Modern Era	It may be taken for English or History credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Rhetoric" or "Grammar."	3.00
HON-203	Historical Fiction	This course explores historical fiction as a literary genre that engages readers through imaginative representations of the past. Students will read exemplary works of historical fiction to analyze their literary qualities and their use of historical content and context.	3.00
HON-210	Brave New Words: the Rhetoric of Social	This course explores and analyzes moments of persuasion critical to the advance of a variety of social justice movements, both historical and contemporary. Through the foundational lens of Aristotle's Rhetoric, students will study and analyze documents, speeches, and protest-actions of such movements as the English Civil War, the American Revolution, American Abolition, American and British Suffrage, the Civil Rights movement, the gay rights movement, the #metoo movement, Black Lives Matter, and contemporary political debate. Students will craft their own persuasive arguments regarding the future of rhetorical strategies in social justice movements, with particular focus on the impact of social media and advances in AI technology. Students will investigate and answer the question: how can we, as a society, move towards greater social justice through rhetorical actions in ethically-sound ways?	3.00

HON-250	Infinity, Paradox, and Reason	An introduction to the concept of the infinite, paradoxes that surround it, and the attempt to make sense of it through logic and reason. The course will include historical, philosophical, and scientific perspectives on the concept of infinity, with a primary focus on how mathematics deals with it in theory, and how it is used in models of the real world. Questions that will be considered include: Is infinity a number? How can some infinities be bigger than others? Does the infinite appear in our physical universe? How can we add together infinitely many things and yet get a finite result? No mathematics beyond the high school level will be assumed. Pre-requisite: ENG101. May be taken for Math credit. Satisfies either a Math or philosophy elective in General Education, and "Mathematics" within the Honors Program.	3.00
HON-251	Korean Language and Culture	This course introduces students to Korean language and culture. It will provide basic skills in speaking, listening, reading, and writing by learning writing system, pronunciation, vocabulary and grammar. Through various interactive engagement and experiential learning, students will be exposed to Korean traditional instruments, art, food, traditions, and Korean popular culture that includes K-pop, and K-drama.	3.00
HON-299	Special Topics in Honors Program		3.00
HON-300	From Observation to Impact	It may be used to fulfill a General Education requirement or an Honors Program requirement under "Astronomy" (sometimes called "Science").	3.00
HON-301	Pandemic Epidemic & Plague: Sci, Soc Impact	This course will consist of an exploration of pandemics, epidemics, and plagues throughout history from the ancient period to modern times. The course will explore six human infectious diseases (Smallpox, Plague, Influenza, Yellow Fever, Cholera, and Coronaviruses) that have led to multiple outbreaks throughout history to determine how biology, society, culture, economics, and religious beliefs have impacted these outbreaks. The course will draw heavily on reading, case studies, discussion, and writing. NB: fulfills both Gen. Ed. Sci Elective and Bio Elective (the latter for whom this course may be a major requirement).	3.00
HON-305	Literature and Faith	The Honors course, Literature and Faith, explores texts from ancient times through the twentieth century, including European and American works that investigate the three major religions and also pantheism; we will investigate the mythical, historical and cultural contexts, using appropriate critical concepts. The course will be organized chronologically by literary period, developing and challenging the ideas and beliefs within the texts and analyzing their literary styles and strategies.	3.00
HON-310	Origins of the Human Mind	This course will delve into the origins of the human mind and introduce students to the core concepts of evolutionary psychology. Students will be introduced to the foundational principals of evolution, human evolutionary origins, and evolutionary perspectives on social behavior, cognition, psychopathology, motivations and emotions, and more. Students should not take this class if they have not previously taken PSY100 (General Psychology).	3.00
HON-350	Seminar in Tragedy	This Honors seminar will investigate the human condition by observing humanity at its most critical time: when the judgments characters must make radically alter their lives and the lives of those whom they love, or those for whom they are responsible. In many instances these judgments result in death. Additional historical, philosophical, scientific or sociological background material will be presented to contextualize and clarify various aspects of the plays. It may be taken for English credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Music" (sometimes called "Arts").	3.00
HON-351	HON 351 World Music	A World Music course provides a survey of diverse musical traditions, genres, and styles from non-Western cultures, often including Africa, Asia, the Middle East, Latin America, and Oceania. It explores music within its social, cultural, and historical contexts, examining instruments,, and the impact of globalization, usually requiring no prior musical training.	3.00

HON-4000	Honors Colloquium	This discussion seminar functions as the capstone in the Honors Program	2.00
HS-100	Introduction to Allied Health	The core component of this course will include an overview of the health care systems, the health professional, ethical and legal considerations and basic safety and infection control techniques. 2 hours lecture/lab per week.	2.00

HS-109	Medical Terminology	In this course students learn the language of medicine with emphasis on the application of medical terminology in the medical record. The types of terms that will be taught include; the components of medical words, terms specific to all body systems, common disease processes, and common drug names and their prescribed uses. The content of the acute care record and the documentation needs of the related health care practitioners will be an integral topic of this class.	3.00
HS-208	Basic Pathophysiology & Pharmacology	Students will learn the disease processes associated with common disorders in the population of the United States. Treatments and pharmacology related to these diseases will also be discussed. Library research is also required in this course.	3.00
HS-305	Teaching in the Health Profession	Health related teaching skills; development of learning objectives; use of media and teaching strategies such as lecture, group process and tutorial methods. Additionally, emphasis will be placed on development of lesson plans for use in a formal classroom, clinical setting, and/or patient education in-service and community education environment.	3.00
HS-370	Promoting Health/Preventing Disease	This course will provide the health profession student with the opportunity to gain an appreciation and awareness of health promotion and disease prevention. It will provide a forum for the discussion of issues, concerns and intervention strategies in fostering optimal health.	3.00
HS-403	Current Topics in Health Care	This course introduces students to the historical development, structure, operation, current and future directions of the major components of the American health care delivery system. It examines the ways in which health care services are organized and delivered, the influences that impact private and public health care delivery and health policy decisions, and factors that determine the allocation of resources in the public and private systems. The course provides detailed overviews of factors that influence the establishment of priorities, and the relationship of health care costs to measurable benefits. A major course aim is to enable students to assess the role of organized efforts to influence health policy formulation, and the contributions of medical technology, research findings and societal values on the evolving health care delivery system.	3.00
HS-414	Complementary & Alternative Healing	This course will provide a comprehensive and clinical relevant coverage of complementary and alternative medicine. It will cover history, philosophy and mechanisms of alternative therapies and includes a thorough review of the clinically controlled trials, indications and contraindications of each therapy.	3.00
HS-437	Special Topics	This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of health science theory and practice.	3.00
HS-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with the consent of the involved faculty and permission of the dean of the school and the vice president for academic affairs.	3.00
INT-100	Internship for Integrated Studies	This is a 120 hour work experience designed for Integrated Studies students to complete practical experiences related to their vocational interests. This course is for Integrated Studies students only.	3.00
LAT-103	Interm Latin I	This course will be a one-semester continuation of the Latin I college-level introduction to Ancient Latin. The progression from Latin I will involve a more sophisticated treatment of vocabulary, grammar, pronunciation and translation. While the content of instruction will consist mostly of Classical Latin (the Golden and Silver Ages), the pronunciation will be ecclesiastical. The rationale for this is founded upon the idea that Latin was a living, spoken language, evolving for nearly 2500 years, and the latest significant stage of that development (regarding pronunciation) was arguably the Latin of the Roman Catholic Church, which is still the official language of the Vatican.	3.00

MBA-500	Fundamentals of Financial Accounting	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.	1.00
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MBA-510	Fundamentals of Economics	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.	1.00
MBA-520	Fundamentals of Marketing	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.	1.00
MBA-530	Fundamentals of Finance	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.	1.00
MBA-540	Mathematics and Statistics	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.	1.00
MBA-550	Fundamentals of Management	This course describes the general nature of management in terms of management levels, functions, roles, and skills.	1.00
MBA-600	Ethical Decision Making/Corp Social Resp	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.	3.00
MBA-610	Strategic Management	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.	3.00
MBA-620	Accounting for Decision Makers	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.	3.00
MBA-630	Marketing Planning	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.	3.00
MBA-640	Managing Business Operations	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.	3.00
MBA-650	Managerial Finance	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.	3.00

MBA-660	Capstone Business Plan	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.	3.00
MBA-670	Emergency Mgt Support Organizat Effici	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.	3.00

MBA-680	Transportation Leadership and Management	This course will provide students the opportunity to analysis select leadership styles important for success within the transportation industry. The course requires students to develop improvement oriented leadership skills for topics specific to the transportation industry, including new revenue growth and political economy- public policy.	3.00
MBA-690	Public/Private Transportation Finance	This course offers an examination of passenger and freight transportation management structures and operations for transportations systems impact on an organization's financials. Students will also explore financial challenges and practices which are integrated into unionized and non-unionized environments	3.00
MBA-700	Organizational Leadership	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.	3.00
MBA-710	Global Management	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.	3.00
MBA-711	Global Marketing and Planning	This course focuses on marketing, including planning, sales, research and support functions to assess customer needs; evaluate opportunities and threats on a global scale; and meet corporate needs within environmental constraints and corporate goals.	3.00
MBA-712	Supply Chain Management	This course focuses on the evaluation of all supply chain options which results in the best overall solutions to support the international business plan while complying all rules, regulations, and security issues from sourcing to final distribution.	3.00
MBA-713	Trade Finance & Risk	This course focuses on evaluating financial risks and method, selection and implementation of the most favorable methods of payment to support global activities and ensure that all related costs are included at the time of quotation. Evaluate quantity and source of finance necessary to implement global activities.	3.00
MBA-720	Managing Human Capital	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.	3.00
MBA-730	Healthcare Budgeting, Planning, Finance	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.	3.00
MBA-740	Managing Healthcare Delivery Systems	This course will provide students an overview of the structure and current issues in the healthcare system. It will examine the relationship between patients, physicians, hospitals, insurers, employers and the government. The course expands on three broad segments of the healthcare industry: the users, payers and providers. This course will also provide an overview of healthcare delivery systems in other countries.	3.00
MBA-750	Healthcare Information Systems	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	3.00

MBA-760	Ecopreneurship	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.	3.00
MBA-770	Sustainability Marketing	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.	3.00

MBA-780	Sustainability & Supply Chain Management	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	3.00
MKT-207	Principles of Marketing	Introduces the core concepts and practices that guide marketing decision-making in corporate, global, and digital contexts. Students explore how organizations create value through understanding consumers and markets, designing customer experiences, and developing effective offerings. Topics include consumer behavior, product and brand management, marketing research, integrated marketing communications, pricing strategies, and the application of marketing concepts to real-world business problems.	3.00
MKT-305	CRM Technology and Strategy	Focuses on how organizations use CRM systems across departments to manage customer data, support marketing and business decisions, and build relationships. Students gain hands-on experience with Salesforce and explore additional CRM platforms.	3.00
MKT-322	Professional Selling	Sales is one of many channels in the marketing mix used to reach potential consumers. In this course, students will learn how to use customer analytics, prospect for customers using email and social media, and provide value to meet individual customer needs. There will be an opportunity to sharpen negotiating, presentation, and listening skills relevant to sales roles and future job interviews across various industries.	3.00
MKT-333	Integrated Marketing Communication	Addresses how integrated marketing communications coordinate offline and online promotional tools to build brand awareness and engagement. Students analyze advertising, digital media, public relations, and sales promotion from an integrated perspective of targeting, planning, execution, and evaluation. Coursework includes developing an integrated advertising plan and the opportunity to complete HubSpot Digital Advertising Certification.	3.00
MKT-334	Consumer and Buyer Behavior	The foundation of successful marketing must begin with a consumer-first model. This course will introduce concepts developed in psychology, economics, and sociology as they relate to consumer and buyer behavior. Students will explore the consumer decision process and behavior models while evaluating the sociocultural and environmental influences that impact purchasing decisions. Students will then translate these findings into efforts marketers can employ to build relationships and engage with their target market.	3.00
MKT-4000	Marketing Research & Analytics Capstone	Emphasizes market research and analytics methods used to identify target markets, understand customer needs, and support innovation. The course focuses on primary and secondary research, data analysis, and applying insights to marketing decisions. The course culminates in a primary research project suitable for submission to the University Research Conference.	3.00
MKT-410	Digital Marketing and Applied Strategy	Analyzes how digital technologies shape consumer behavior and how organizations use digital channels to reach, engage, and convert audiences. Through case analysis, students explore outbound and inbound marketing, mobile marketing, privacy, and performance metrics used to evaluate digital campaigns. Coursework includes professional certification and the development of a digital marketing strategy.	3.00
MKT-438	Social Media Marketing	Explores how organizations use social media platforms to engage audiences and build relationships across the customer journey. Students examine social media strategy by platform and business objective, analyze audience behavior, and apply best practices for content and community management. Coursework includes social media audits, content creation, and exposure to industry-standard social listening and monitoring tools.	3.00
MKT-441	Marketing Internship	This is a 120-hour work experience designed to afford the student a practical experience in the application of business techniques and practices.	3.00

MLS-299	Selected Topic in Med Lab Scie	A study of a specialized subject area which will vary based on student/faculty interest. For major students only. This will be an internship type course. The topic and course structure will be decided on by the student and faculty member prior to pre- registration.	3.00
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MLS-410	Med Immunohematology	Study of the theory of immunohematology. Emphasis is on antigen systems of red cells and antibodies produced against these as related to blood transfusions. Included will be methodologies used, the importance and hazards of transfusion of human blood and blood components, quality assurance, and the regulations governing blood banks.	2.00
MLS-415	Clinical Immunohematology	Performance of methodologies and problem-solving techniques in immunohematology, to include cross-matching, antibody identification, preparation and transfusion of blood and blood components, and transfusion reactions.	2.00
MLS-420	Basic Hematology & Coagulation	Theoretical aspects of routine hematology and coagulation procedures are covered in detail. Normal cellular elements of the blood and bone marrow and coagulation factors are covered and correlated to appropriate hematology techniques.	2.00
MLS-425	Advanced Hematology & Coagulation	Theoretical aspects of specialized hematology and coagulation techniques are reviewed in appropriate detail. Hematologic and coagulation disease states are thoroughly studied and correlated to the relevant basic and advanced techniques.	2.00
MLS-430	Clinical Hematology & Coagulation	Performance of various hematological and coagulation techniques are emphasized. Theory and comparison of techniques are discussed where pertinent. Appropriate pathologic states are thoroughly reviewed and compared.	2.00
MLS-435	Immunology	Study of the body's immune process, host reactions and diseases of the immune system. The course will include laboratory immunology procedures.	2.00
MLS-440	Urinalysis & Other Body Fluids	Study of urine and other body fluids with emphasis on composition, theory of laboratory tests and related pathology; includes clinical experience.	2.00
MLS-445	Medical Chemistry	Chemistry of the human body; included will be enzymology, endocrinology, biochemistry of lipids, carbohydrates and proteins; metabolism of nitrogenous end products, physiology and metabolism of fluids and electrolytes; colorimetry and spectrophotometry; electrophoresis; chromatography; theory and principle of instrumentation; radioimmunoassay; toxicology and quality control.	4.00
MLS-450	Clinical Chemistry	Performance of various clinical chemistry procedures. Emphasis will be on techniques, principles of procedures and relationship of results to normal and disease states. Also a detailed study of instrumentation as used in clinical procedures.	4.00
MLS-455	Medical Microbiology	Detailed study of pathogenic microorganisms encountered in infectious diseases. Symptomatology, identification, treatment and epidemiology of microorganisms are studied. A study of other pathogenic organisms, such as yeast, fungi, viruses, and higher forms of parasites will also be included.	5.00
MLS-460	Clinical Microbiology	Identification and sensitivity testing of pathological microorganisms from normal and infectious materials by appropriate laboratory techniques. Also included is parasitology, mycology, mycobacteriology, serology, and some virology.	4.00
MLS-475	Clinical Seminar/Capstone	A culminating course for students in the clinical laboratory sciences designed to review the educational process from the sciences up to the professional laboratory studies, including continuing education and lifelong learning. Students will review issues in laboratory management, educational methodologies, and community service as it relates to health care, research, clinical correlation case studies and laboratory information systems (LIS). Students will review materials for the national registry examination.	4.00
MTH-002	Pathways in Mathematics	A course designed to elevate students from Math Level 1 to Math Level 3, in order to prepare students for further courses requiring quantitative skills. Topics include a review of numbers and operations, ratios and percents, logic, geometry, data analysis, and algebra.	3.00

MTH-003	Bridge to Mathematics	An online course designed to elevate students from Math Level 2 to Math Level 3, in order to prepare students for further courses requiring quantitative skills. Students proceed through the material at their own pace, seeking guidance from the instructor when needed. Topics include a review of numbers and operations, ratios and percents, logic, geometry, data analysis, and algebra.	3.00
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MTH-103	Fundamentals of Mathematics I	A survey of introductory college mathematics. Topics include the structure of number systems, applications of decimals and percentages, proportions and unit conversions, problem solving, sets and logic, analyzing arguments, and number theory.	3.00
MTH-104	Fundamentals of Mathematics II	A continuation of MTH 103. This course covers concepts of algebra including linear equations, inequalities, quadratics with applications, relations and functions, graphing, geometry, counting techniques, probability, and statistics.	3.00
MTH-120	Contemporary Math for Business	A continuation of MTH 103. Topics covered include linear equations and inequalities, quadratics with applications, relations and functions, graphing, geometry, counting techniques, probability, and statistics. Students will learn how to apply mathematical concepts to banking, accounting, commerce, marketing and the stock market. This course will provide students with the business skillsets necessary to perform financial analyses and to make informed financial decisions.	3.00
MTH-136	Topics of Mathematics	An exploration of a selection of contemporary applications of mathematics, including topics such as scheduling, optimizing routes using graph theory, identification numbers, voting, and optimizing profit through linear programming. Emphasis is on problem solving and real-world applications.	3.00
MTH-141	Elementary Mathematical Models	An introduction to modeling real-world situations using mathematical functions. Topics include linear and exponential modeling techniques, logistic models, solving and simplifying equations using algebra, graphing, regression, and rates of change.	3.00
MTH-142	Elementary Functions	A precalculus course designed to prepare students to take MTH245. Topics include polynomial, rational, algebraic, exponential, logarithmic, and trigonometric functions and their applications.	3.00
MTH-231	Discrete Mathematics	A study of discrete structures with applications. Topics include formal logic, sets, functions, sequences, growth of functions, complexity of algorithms, applications of number theory, mathematical induction, recursion, counting techniques, relations, graph theory, and trees.	3.00
MTH-234	Probability and Statistics	An introduction to probability and the analysis of data with a focus on statistical inference. Topics include descriptive statistics, random variables and probability distributions, confidence intervals, hypothesis tests, correlation, and regression analysis	3.00
MTH-235	Linear Algebra	A course in linear algebra with applications. Topics include systems of linear equations, matrices, determinants, n-dimensional vector spaces, eigenvalue theory, general vector spaces, and linear transformations.	3.00
MTH-245	Calculus I	A study of the mathematics of continuous change. Topics include rates of change (differentiation) and accumulation (basic integration), with an emphasis on applications. Related rates, optimization, and graphical analysis are covered. Transcendental functions are included.	4.00
MTH-246	Calculus II	A continuation of MTH 245. Topics include advanced integration techniques, limits and l'Hopital's Rule, improper integration, infinite sequences and series, parametric equations, and some complex number theory.	4.00
MTH-261	Programming for Mathematics	An introduction to computer programming and algorithm development, with a specific focus on mathematical applications. Students will create programs using Python to solve computationally difficult problems and to analyze mathematical models of real-world phenomena through simulation.	3.00
MTH-299	Selected Topics in Mathematics	A study of a specialized subject area, which may vary, based on student/faculty interest. For non-major students only. The topic, course structure, and instructor will be announced prior to pre-registration.	3.00
MTH-301	Multivariable Calculus	A continuation of MTH 246. Topics include vectors in three-dimensional space, vector-valued functions, partial derivatives, multiple integrals, and vector analysis.	3.00

MTH-302	Differential Equations	An introduction to ordinary differential equations and their use in modeling continuous change in the real-world. Topics include both analytical and graphical methods of solving DEs, systems of ordinary differential equations, and important applications like exponential/logistic growth, harmonic oscillators, and predator/prey systems.	3.00
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MTH-303	College Geometry and Related Topics	A study of geometry, including euclidean and non-euclidean geometries, axiomatic systems, transformations and isometries, and symmetry. There is a focus on exploration, conjecture, and basic geometric arguments (proofs).	3.00
MTH-304	Number Theory	An introduction to the theory and properties of integers. Topics include prime numbers, divisibility and factorization, modular arithmetic, the Euclidean algorithm, linear Diophantine equations, congruencies, the Chinese remainder theorem, and applications in cryptography.	3.00
MTH-305	Sets, Relations and Functions	An introduction to the basic techniques of creating mathematical arguments (proofs). Application of proof writing techniques and an in-depth study of fundamental concepts and principles that are used throughout mathematics: logic, sets, relations, functions, and infinity through topics such as Cartesian product, partitions, equivalence relations, mathematical induction, set indexing, special functions and transfinite numbers.	3.00
MTH-307	Real Analysis I	An in-depth analysis of properties of the real number line, higher-dimensional Euclidean spaces and general metric spaces. Limits, sequences and series are studied. The basic theory of functions of a real variable is considered, including continuity, derivatives and integrals.	3.00
MTH-401	Abstract Algebra	A course in abstract mathematics including the integers, groups, normal subgroups, quotient groups, finite abelian groups, rings, integral domains, ideals, quotient rings, fields, homeomorphisms, isomorphism, real and complex numbers, and polynomials.	3.00
MTH-407	Probability Theory	Probability as a basis for statistical theory and inference. Distributions of random variables, conditional probability, Bayes' rule, statistical independence, mathematical expectation, probability distributions, probability densities and distribution functions of random variables, joint distributions for two or more random variables, and moment-generating functions.	3.00
MTH-408	Mathematical Statistics	An in-depth study of the mathematical underpinnings of statistics and the analysis of data. Topics include sampling distributions, estimation theory and applications, hypothesis testing theory and applications, maximum likelihood estimators, regression and correlations, analysis of variance, and nonparametric tests.	3.00
MTH-437	Special Topics	An in-depth study of a specialized subject area. The selected topic varies based on student/faculty interest and current research advances. Topic, course structure, credit, and instructor will be announced prior to preregistration. Course may be repeated if topic is different.	3.00
MTH-439	Independent Study	Investigation of selected topics.	3.00
MUS-100	Voices of Gwynedd Glee Club	This course is designed to train and develop vocal talents by study, practice and actual choral performance. Student in this course are required to attend all course dates, rehearsals (one evening per week and some weekends) and Voices of Gwynedd performances. Uniform and materials fees apply.	1.00
MUS-104	Music Appreciation I	This course is designed to discover listening skills that will sharpen the student's perception of music, involving some study of its element: melody, harmony, rhythm and meter, tempo and dynamics, timbre and form - and a knowledge of how these are combined in the works heard; information about the great composers, their lives and careers from music of earlier times to the Baroque period is provided.	3.00
MUS-107	MUS 107 - Introduction to Music Therapy	An Introduction to Music Therapy course provides a foundational overview of the profession, covering its history, core principles, and clinical applications for diverse populations. It includes guest presentations from Certified Music Therapists.	3.00

MUS-110	MUS 100 - Class Guitar I	This course aims to give the student a solid technical foundation and basic understanding of the guitar. Students will be expected to play together in class, practice on their own time outside of class, and perform for the teacher for assignments and exams. Class time and assignments will follow the required textbook and also include extra material provided by the teacher. By the end of the semester the student will be expected to know a variety of key aspects pertaining to the guitar. These include but are not limited to: how to tune the guitar, knowing the notes on the first 3 frets across all six strings, knowledge of a dozen or more of the most commonly used chords, usage of basic basic strumming patterns, basic knowledge of how to read both standard musical notation and guitar TAB, how to hold and effectively use a pick.	3.00
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Gwynedd Mercy University 2026-2027 University
Catalog

MUS-200	Fundamentals of Music		3.00
MUS-203	MUS 204 - Introduction to Broadway Musicals	The course traces the origins of the musical drama back to the cantatas of J.S. Bach, the operas of Mozart and standard musicals by Rodgers & Hammerstein up to the most modern era. It includes a field trip to Broadway.	3.00
MUS-204	Music Appreciation II	This course continues Music Appreciation I from the Baroque to Modern Times.	3.00
MUS-210	Advanced Music Theory	A continuation of Fundamentals of Music, this course emphasizes music composition and analysis of major works.	3.00
MUS-211	Class Guitar II	This course is a continuation of Class Guitar 1. It is required that you take this class prior to MUS 437. We will pick up where the previous class left off. Classes will consist of working out of the text book, learning student-chosen songs, and jamming with the teaching or other students. By the end of this semester the student will have increased their note reading capabilities, chord knowledge, improvisational abilities and potentially be proficient at barre chords. Pre-req: Class Guitar I	3.00
MUS-220	Piano Lab	The course will be group instruction in fundamental piano technique designed for the beginner and/or intermediate musician. Students learn to read music, improvise chordal accompaniments, and develop technical proficiency through performance of elementary piano music.	3.00
MUS-299	Selected Topics in Music	Class Guitar I This course offers students the opportunity to pursue study of musical topics, composers and forms chosen by the instructor. Course may be repeated if the topic changes.	3.00
MUS-437	MUS 437 Special Topics	This course permits in-depth study of a composer, period, genre or topic in music selected by the instructor. It can also serve as Advanced Music lessons in Guitar, Piano or Voice	3.00
MUS-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses: study of special aspects of major works and composers. The student must have the permission of the Chair of Language, Literature and Fine Arts and the Vice President for Academic Affairs.	3.00
NUR-200	Common Testing Time	Common Testing Time	
NUR-208	Introduction to Professional Nursing	This course is designed to introduce the students to the art and science of nursing. Personal and beginning nursing professional identity formation is facilitated. The value of a baccalaureate nursing education grounded in a liberal arts education is explained. The historical evolution, values and legal parameters of the nursing profession are discussed. The heritage of the Sisters of Mercy within a liberal arts education is described. Selected concepts of caring, communication, cultural competence and the nursing process are introduced. An overview of the roles of the nurse as a member of the interprofessional health team is included. Future trends in nursing and health care are highlighted.	2.00
NUR-209	Fundamentals of Nursing Practice	This course provides an introduction to the fundamentals of nursing practice. Students will utilize the nursing process as a framework to apply nursing knowledge, diagnoses, interventions, and outcomes to individuals. Course concepts are grounded in evidence-based practice to promote, maintain, and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, urinary, movement, sensory input and the nurse patient relationship and the roles of the professional nurse are explored. Emphasis is placed on applying knowledge and practicing skills in the nursing skills lab, simulation lab, and clinical setting.	4.00

NUR-209L	Fundamentals of Nursing Practice	This three hour lab experience provides an introduction to the fundamentals of nursing practice. Students will utilize the nursing process as a framework to apply nursing knowledge, diagnoses, interventions, and outcomes to individuals. Course concepts are grounded in evidence-based practice to promote, maintain, and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, urinary, movement, sensory input and the nurse patient relationship and the roles of the professional nurse are explored. Emphasis is placed on applying knowledge and practicing skills in the nursing skills lab, simulation lab, and clinical setting.	
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NUR-212	Health Assessment in Nursing	This course is designed to develop health assessment skills across the lifespan. Emphasis is placed on the development of skills essential for using health and physical examination as tools for nursing assessment. Normal and abnormal history and physical assessment findings are differentiated. Biological, psychosocial, spiritual and cultural dimensions of the individual are explored. Health promotion strategies including risk factor reduction as they relate to the adoption of healthy lifestyles are identified. Opportunities are provided to practice health assessment.	3.00
NUR-212L	Health Assessment in Nursing	This course is designed to develop health assessment skills across the lifespan. Emphasis is placed on the development of skills essential for using health and physical examination as tools for nursing assessment. Normal and abnormal history and physical assessment findings are differentiated. Biological, psychosocial, spiritual and cultural dimensions of the individual are explored. Health promotion strategies including risk factor reduction as they relate to the adoption of healthy lifestyles are identified. Opportunities are provided to practice health assessment.	
NUR-219	Nursing Medication Mathematics	This course will serve as an introduction to calculating medication dosages for the professional nurse. It will include a review of essential mathematical concepts for fractions, ratio/proportions, percentages, medication abbreviations, measurements and conversions, reading medication labels, measuring amounts in syringes, and solving basic dosage calculations.	1.00
NUR-299	Selected Topics in Nursing		1.00
NUR-300	Common Testing Time	Common Testing Time	
NUR-307	Nursing Care of Adults	This course focuses on the physical, psychological, social, spiritual and cultural forces that influence the health of the adult population. Students will utilize the nursing process as a framework to apply nursing knowledge. Course concepts are grounded in evidence-based practice to promote, maintain and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, regulatory, urinary, sensory input, movement and the nurse patient relationship. Emphasis is placed on application in the adult health clinical setting and simulation laboratory.	6.00
NUR-307C	Nursing Care of Adults	This course focuses on the physical, psychological, social, spiritual and cultural forces that influence the health of the adult population. Students will utilize the nursing process as a framework to apply nursing knowledge. Course concepts are grounded in evidence-based practice to promote, maintain and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, regulatory, urinary, sensory input, movement and the nurse patient relationship. Emphasis is placed on application in the adult health clinical setting and simulation laboratory.	
NUR-313	Contemporary Issues in Professional Nurs	This course examines selected topics critical to the practice of professional nursing. Current issues and trends that impact nursing within the health care delivery system are addressed. Professional and career development will be explored. Topics are addressed from historical, political, socioeconomic and technological perspectives.	2.00
NUR-316	Nurs Care Clients Altera Behavioral Hlth	This course addresses behavioral health problems and the nurse's role in assisting patients to achieve and maintain optimum behavioral health. Content encompasses neurobiological, psychosocial, ethical, cultural, and spiritual perspectives. Effective therapeutic communication skills, the nurse-patient relationship, and the nursing process are applied in caring for patients and families across the lifespan. Emphasis is placed on the role of the nurse in promoting and maintaining a culture of safety on the behavioral health unit.	4.00

NUR-316C	Nurs Care Clients Altera Behavioral Hlth	This course addresses behavioral health problems and the nurse's role in assisting patients to achieve and maintain optimum behavioral health. Content encompasses neurobiological, psychosocial, ethical, cultural, and spiritual perspectives. Effective therapeutic communication skills, the nurse-patient relationship, and the nursing process are applied in caring for patients and families across the lifespan. Emphasis is placed on the role of the nurse in promoting and maintaining a culture of safety on the behavioral health unit.	
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NUR-317	Nursing Care Women, Children, Family	This course examines the childbearing and childrearing families in contemporary society. The nursing process is applied to provide holistic nursing person--centered care within the context of the family. Topics are related to safety and normal and altered physiologic processes as it affects the childbearing and childrearing families. Experiences in the classroom and clinical setting enable the student to integrate cultural sensitivity, clinical reasoning, communication skills, and therapeutic nursing interventions for women, children and families.	5.00
NUR-317C	Nursing Care Women, Children, Family	This course examines the childbearing and childrearing families in contemporary society. The nursing process is applied to provide holistic nursing person--centered care within the context of the family. Topics are related to safety and normal and altered physiologic processes as it affects the childbearing and childrearing families. Experiences in the classroom and clinical setting enable the student to integrate cultural sensitivity, clinical reasoning, communication skills, and therapeutic nursing interventions for women, children and families.	
NUR-319	Nurs Care of Adults Complex Hlth Problem	This advanced adult health course expands on knowledge and skills addressed in prior nursing courses. The course focuses on the application of the nursing process to the adult patient with multisystem pathophysiologic conditions and complex needs. Included are critical care concepts with related nursing interventions to promote, maintain and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, regulatory, urinary, sensory input, movement and the nurse patient relationship. Professional nursing practice is emphasized as students enhance critical thinking skills and practice clinical decision making. This course promotes integration of values into professional behaviors and accountability for personal and professional growth.	5.00
NUR-319C	Nurs Care of Adults Complex Hlth Problem	This advanced adult health course expands on knowledge and skills addressed in prior nursing courses. The course focuses on the application of the nursing process to the adult patient with multisystem pathophysiologic conditions and complex needs. Included are critical care concepts with related nursing interventions to promote, maintain and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, regulatory, urinary, sensory input, movement and the nurse patient relationship. Professional nursing practice is emphasized as students enhance critical thinking skills and practice clinical decision making. This course promotes integration of values into professional behaviors and accountability for personal and professional growth.	
NUR-324	Pathophysiology/Pharmacology Int Concept	This integrated pathophysiology/pharmacology course provides a foundation for understanding disease process in conjunction with pharmacological therapy to treat and manage disease. Students will discuss cultural sensitivity, clinical reasoning, therapeutic nursing interventions and communication skills as they apply to clinical practice. Both general pathophysiologic/pharmacological principles will be explained as they apply to the macro concepts identified by the Gwynedd Mercy University Frances M. Maguire School of Nursing and Health Professions.	4.00
NUR-330	Advanced Health Assessment and Health Promotion (3 credits)		
NUR-400	Common Testing Time	This course builds on prior nursing knowledge and experience to enhance comprehensive health assessment skills. Students refine interviewing techniques and physical examination skills while considering the needs of individuals from diverse backgrounds. Emphasis is placed on applying principles of health promotion and illness prevention in the assessment of clients across the lifespan.	3.00

NUR-4001	Lead/Mgmt Professional Nurs Capstone	Concepts, theories and roles of leadership and management in professional nursing are examined. Development of the leadership abilities of the individual nurse in influencing the nursing profession and society are discussed. Communication, ethical reasoning, critical thinking, financial issues and cultural competence are included as they relate to leadership and management.	3.00
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NUR-413	The Older Adult	This course explores aging and the impact of aging on individuals, families and caregivers. Current theories of aging and the aging process are explored. The effects of health, political, social and economic issues on the lifestyles of the aging population will be discussed. The influence of heredity, environment, lifestyle and access to adequate healthcare in relation to the care of older adults will be examined. A variety of clinical settings are utilized to demonstrate nursing knowledge, skills, and interventions of best practices when caring for the older adult.	3.00
NUR-413C	Older Adult	This course explores aging and the impact of aging on individuals, families and caregivers. Current theories of aging, the aging process, and the effects of political, social and economic issues on the lifestyles of the aging population will be examined. The influence of heredity, environment, lifestyle and access to adequate healthcare in relation to the care of older adults will be discussed.	
NUR-414	Complementary & Integrative Health	This course will provide a comprehensive and clinical relevant coverage of complementary and alternative medicine. It will cover the history, philosophy, and mechanisms of alternative therapies and includes a thorough review of the clinically controlled trials, indications, and contraindications of each therapy.	3.00
NUR-415	Selected Hlth Problems of Women & Child	Selected health problems and related issues pertaining to women and children will be critically analyzed in relation to the impact on the individual, his/her family and the community. Cultural, spiritual, ethical and moral aspects will be discussed as they influence nursing care. The role of the nurse and community resources available to this population is explored. (can be taken as the nursing elective).	3.00
NUR-417	Genomics in Nursing	This course introduces the concepts and principles of genetics, genomics, and epidemomic and their relevance to health and nursing care. Genetic influences from conception and throughout the lifespan are considered from a nursing perspective. Ethical, legal, and socioeconomic issues associated with genetics are examined.	3.00
NUR-419	Synthesis of Learning for Nursing Pract	This course focuses on preparing the graduating nursing student for transition to professional nursing practice. Preparation is achieved through synthesis of acquired knowledge with emphasis on reflective practice and application of learning. An understanding of professional nursing standards, ethical problem solving, evidence-based practice and a commitment to lifelong learning will be provided. This course provides an integrative, theoretical and clinical experience.	6.00
NUR-419C	Synthesis of Learning for Nursing Pract	This course focuses on preparing the graduating nursing student for transition to professional nursing practice. Preparation is achieved through synthesis of acquired knowledge with emphasis on reflective practice and application of learning. An understanding of professional nursing standards, ethical problem solving, evidence-based practice and a commitment to lifelong learning will be provided. This course provides an integrative, theoretical and clinical experience.	
NUR-422	Health & Illness in the Community	This course emphasizes the healthcare of culturally diverse individuals, families and aggregates in a variety of community settings. The concepts of community health nursing and the roles of the professional nurse in the community are critically analyzed. The impact of the health care delivery system on the nurse in the community is presented. Principles of public health nursing and epidemiology are integrated. The focus on health promotion, health protection, health maintenance and restoration are emphasized. Critical thinking is utilized in assessing the community. Clinical settings include: home care, hospice, extended care facilities and population focused settings.	5.00

NUR-422C	Health & Illness in the Community	This course emphasizes the healthcare of culturally diverse individuals, families and aggregates in a variety of community settings. The concepts of community health nursing and the roles of the professional nurse in the community are critically analyzed. The impact of the health care delivery system on the nurse in the community is presented. Principles of public health nursing and epidemiology are integrated. The focus on health promotion, health protection, health maintenance and restoration are emphasized. Critical thinking is utilized in assessing the community. Clinical settings include: home care, hospice, extended care facilities and population focused settings.	
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NUR-423	Global Health & Health Policy	This course examines globalization and its impact on the health of all populations. Emerging diseases, environmental safety and health risks are addressed. Health care policy and the socioeconomic, geopolitical, ethical and cultural variables that influence health are explored. Critical analysis of selected global and national problems is examined within the framework of professional nursing practice. The importance of cultural sensitivity and ethical judgment are emphasized.	2.00
NUR-431	Nursing Research	The focus of this course is the critical analysis of the process of research. Types of research, steps of the research process, variables, frameworks and measurements are discussed. Problems related to clinical practice are identified and emphasis is placed on the nurse's role in improving patient care outcomes by being able to read, use and participate in the research process.	3.00
NUR- 450	Nursing Informatics and Patient Care Technology (3 credits)	This course introduces students to the role of informatics in professional nursing practice. Emphasis is placed on using health information systems and patient care technologies to support decision-making, improve quality and safety, and deliver ethical, evidence-based care across diverse populations and settings.	3.00
NUR-459	Patient Education in Healthcare	This course expands future healthcare professionals' knowledge of patient education. This is a hybrid course, combines both classroom setting some weeks, with alternating online assignments for other weeks. Students will learn the importance of empowering patients through education to increase patients' ability and encourage positive behavioral, health-related changes, and stages of changes. In addition, students may have the opportunity to work in interdisciplinary groups to create and evaluate patient education interventions. This course will promote integration of concepts related to education, research, and technology.	3.00
NUR-460	Research and Evidence-Based Practice	This course provides an introduction to principles of research and evidenced-based practice in professional nursing practice. Emphasis is placed on the role of evidence-based practice as the basis for clinical decision making. Learning activities provide the student with the opportunity to develop skills necessary to become a competent consumer of research and other sources of evidence, preparing them for the expectations of a new graduate in professional practice.	3.00
NUR-490	Community Health Nursing in Ireland	This course explores the healthcare of individuals, families and aggregates in a variety of community settings in Ireland. The concepts of community health nursing and the roles of the professional nurse in the community of Ireland are critically analyzed and compared to the US Public health System. The impact of the health care delivery system of Ireland is presented. Health promotion, health protection and disease prevention are examined. Critical thinking is emphasized in assessing the community of Ireland. A variety of community settings as observational experiences are utilized including home care, hospice, extended care facilities and population focused settings.	3.00
NUR-491	Global Outreach	The goal of interprofessional education is to prepare future healthcare providers and professionals to work together as a team to improve patient and population health care. This includes engaging in foundational research on interprofessional education/collaborative practice; the use of interprofessional collaborative practice models to provide better care for clients. Service learning provides an opportunity for health care providers to learn more about health vulnerabilities that communities face and gain firsthand experience of working with underserved populations. Service learning uses experiential learning, reflection and reciprocal learning to increase student awareness of community health needs. Health care providers will be more likely to utilize these skills of collaborative practice, experiential learning, reflection and reciprocal learning in their own clinical practice.	3.00

NUR-500	Adv Pharmacotherapeutics for Adv Nursing	This course will cover selected topics in pharmacology and clinical therapeutics that are important in advanced nursing roles. Lectures cover the basics of pharmacologic mechanisms, dose-response relationships, pharmacokinetics (in children, adolescents, adults, elderly and pregnant women) and factors that alter a drug's bioavailability. Pharmacological agents include: autonomic, analgesics, anti-infective drugs and agents affecting the central nervous, endocrine, cardiovascular, respiratory and GI systems. In addition, this course will discuss safe prescribing of controlled substances including opioids. The implications of age, pregnancy and lactation on drug action will be considered. Pharmacogenomics, human drug testing, drug laws, herbal medicines, OTC drugs and nutritional agents will be discussed.	3.00
NUR-501	Fundamentals of Nursing	This is the foundation fundamentals and nursing skills course. This course provides an introduction to the fundamentals of nursing practice. Students will utilize the nursing process as a framework to apply nursing knowledge, diagnoses, interventions, and outcomes to individuals. Course concepts are grounded in evidence-based practice to promote, maintain, and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, urinary, movement, sensory input and the nurse patient relationship and the roles of the professional nurse are explored. Emphasis is placed on applying knowledge and practicing skills in the nursing skills laboratory, simulation laboratory, and clinical setting.	5.00
NUR-502	Health Assessment	This course is designed to develop health assessment skills across the lifespan. This is the foundation health assessment course to introduce the student to principles and techniques of nursing assessment, focusing on patient-history taking, interview and communication techniques, and techniques of inspection, palpation, percussion, and auscultation. Lectures are designed to help the students apply their knowledge of health assessment to both primary and acute care settings. Emphasis is placed on gathering reliable and relevant information; recognizing variations of normal findings; and identifying abnormal findings using common health problems as exemplars. The laboratory component is designed to promote cognitive and psychomotor skills necessary to complete a comprehensive health assessment including the physical, psychological, cultural, and spiritual aspects of health to support person-centered care. Integrated in the assessment, is the collection and analysis of data which are essential in planning safe and effective patient care. Practice of assessment techniques occurs through safe and effective experiential learning. Application of assessment findings to clinical decision-making is addressed.	3.00
NUR-507	Concepts in Gerontological Nursing	This course explores aging and the impact of aging on individuals, families and caregivers. Current theories of aging and the aging process are explored. The effects of health, political, social and economic issues on the lifestyles of the aging population will be discussed. The influence of heredity, environment, lifestyle and access to adequate healthcare in relation to the care of older adults will be examined.	2.00
NUR-510	Pathophysiology for Adv Pract Nurs Lifes	This course focuses on the physiological principles that underlie the altered states leading to pathogenesis at the molecular, histologic and systemic levels. Special emphasis is given to the pathophysiological processes in the pediatric, adolescent, adult, geriatric and pregnant patient. Included are the genetic, environmental, behavioral and organismal contributions to the dysfunctional conditions. This course contributes to the student's formation of clinical competence and diagnostic skills.	3.00

NUR-512	Fnd Professional Nurs Ldrshp/Hlthcare Sy	This course is designed to introduce the students to the art and the science of the registered professional nurse with a graduate degree advancing to leader roles with an emphasis on the role of the Clinical Nurse Leader. Personal and beginning nursing professional identity formation is facilitated. The historical evolution of professional nursing, nursing leadership, healthcare, and health care delivery are discussed. The interdisciplinary work of the Clinical Nurse Leader is emphasized. The heritage (influence) of the Sisters of Mercy influencing nursing values is highlighted. Selected concepts essential to nursing are introduced.	3.00
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NUR-513	Health Assessment and Clinical Skills	This is the foundation health assessment and nursing skills course to introduce the student to principles and techniques of nursing assessment, focusing on patient-history taking, interview and communication techniques, and techniques of inspection, palpation, percussion, and auscultation. Lectures are designed to help the students apply their knowledge of health assessment to both primary and acute care settings. Emphasis is placed on gathering reliable and relevant information; recognizing variations of normal findings; and identifying abnormal findings using common health problems as exemplars. The laboratory component is designed to promote cognitive and psychomotor skills necessary to complete a comprehensive health assessment including the physical, psychological, cultural, and spiritual aspects of health to support person-centered care. Integrated in the assessment, is the collection and analysis of data which are essential in planning safe and effective patient care. Practice of assessment techniques occurs through safe and effective experiential learning. Application of assessment findings to clinical decision-making is addressed.	4.00
NUR-514	Cli Prac Ro De III: Nsg Care Wo Chl Fam	This course combines maternal and pediatric health where students will develop assessment, care-planning, communication and leadership skills in the context of caring for childbearing and childrearing families in contemporary society. The focus of learning centers on inpatient labor and delivery and postpartum settings, however the course also addresses related issues such as family planning. All topics are considered in the context of the Universal Rights of Respectful Maternity Care. Students then transition into the study of unique health and developmental needs of infants, children and adolescents. The course is designed to develop perspectives on wellness and illness in children, emphasizing family-centered care that incorporates screening, teaching and health counseling. Topics are related to growth and development, health promotion, safety, normal and altered physiologic processes as they affect childbearing and childrearing families. Experiences in the classroom and clinical settings enable the student to integrate cultural sensitivity, clinical reasoning, advocacy, communication skills, and evidence-based therapeutic nursing interventions for women, children, and families.	5.00
NUR-516	Intro Path Pharm Concepts Adv Pract Role	This integrated pathophysiology and pharmacology course provides a foundation for understanding disease process in conjunction with pharmacological therapy to treat and manage disease. General pathophysiological and pharmacological principles will be presented as they apply to all of the macro concepts identified by the Gwynedd Mercy University Frances Maguire School of Nursing and Health Professions. Students will discuss cultural sensitivity, clinical reasoning, therapeutic nursing interventions and communication skills as they apply to clinical practice.	4.00
NUR-518	Cli Prac Role Dev I: Mental Health Bev	This course addresses behavioral health disorders and the nurse's role in assisting patients to achieve and maintain optimum behavioral health. Content encompasses neurobiological, psychosocial, cultural, and spiritual perspectives. Effective therapeutic communication skills, the nurse-patient relationship, and the nursing process are applied to the care of patients across the lifespan. Emphasis is placed on the role of the nurse in promoting person-centered care and maintaining a culture of safety on the behavioral health unit. The role of the clinical nurse leader in behavioral health will be explored.	4.00
NUR-520	Cli Pra Ro Dev II: Nsg Adu Com Hea Pro	This course focuses on the physical, psychological, social, spiritual and cultural forces that influence the health of the adult population. It combines clinical and theory and introduces nursing basic concepts and frameworks (communication, safety, organization, critical thinking, clinical judgement, and the nursing process). Additionally, this course will also introduce common conditions found in healthcare. Students practice competencies in communication, assessment, nursing interventions, and documentation in a variety of basic acute care clinical settings. Simulation is incorporated as an adjunct to the clinical experience.	6.00

NUR-530	Theoretical Foundations of Nursing	This course examines knowledge development in nursing. The relationships among nursing knowledge, borrowed knowledge, research education, and current practice are emphasized. Students develop a personal philosophy and theoretical foundation for their practice.	3.00
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NUR-535	Leadership & Health Policy	This course focuses on the knowledge and skills necessary to provide exemplary leadership of groups and inter-professional teams with an emphasis on relationship and team building. Emphasis is to further enhance leadership skill development in order to resolve complex clinical situations, improve practice environments, and lead integrated health care delivery teams. In addition, the role of the nurse advancing nursing practice through developing health policy and advocacy systems will be examined. Approaches to health issues for shaping policy on a local, state and federal level are analyzed in accordance with policy making processes, politics in health care and government, healthcare economics, and ethical frameworks.	3.00
NUR-544	Cli Prac & Role IV: Comp Health Prob	This course focuses on key concepts in care of the adult patient with selected complex acute diagnoses across the health-illness continuum by the Clinical Nurse Leader prepared nurse. There is specific focus on the physical, psychosocial, spiritual, and cultural forces impacting the complex and acute health status of the adult population. This course is a combination of theory and clinical. There is emphasis on graduate nursing concepts and frameworks in care of adult patient experiencing selected complex acute diagnoses including communication, safety, organization, critical thinking, clinical judgement and the nursing process. Additionally, this course introduces students to common complex acute diagnoses impacting body systems of the adult patient with selected complex acute diagnoses across the health-illness continuum. Students have learning opportunities to apply knowledge, skills, and competencies in complex acute care of adult patients with selected complex acute care diagnoses requiring complex nursing care.	5.00
NUR-545	Cli Pra/Rol Dev V: Community Health Nsg	This course introduces the concepts of community health utilizing the populationfocused nursing process. This course emphasizes the care of culturally diverse individuals, families, and aggregates in a variety of community settings with an emphasis on identifying and caring for vulnerable populations. Community health nursing concepts as well as the importance of developing cultural humility to ensure sensitive and equitable health care delivery will be stressed. The impact of the health care delivery system on the nurse as well individual and community health outcomes will be explored. The role of the professional nurse, the clinical nurse leader and interdisciplinary healthcare team members in the community will be critically analyzed. Practice experience is required and students will be exposed to the culturally diverse population, health disparities that exist in Pennsylvania and the United States and some of the efforts by individuals, groups, organizations, to deal with disparities. Clinicals will be completed in a variety of community settings including home care, hospice, extended care facilities and population focused settings.	5.00
NUR-546	Hea Prom & Dis Prevent Lifespan & Globe	This course will examine ways health care delivery systems, public health agencies, community-based organizations, and other engaged stakeholders work in collaboration to develop interventions to improve the health outcomes of both individuals and populations in the local, national, and global arena. An upstream thinking approach will be utilized focusing on the social determinants of health, fundamental issues of health equity, and social justice across the lifespan. Continued attention to epidemiologic principles will enhance the knowledge needed to understand the natural history and burden of diseases, the evaluation of preventive interventions, and the globalization of health. The expanded role of the masters prepared nurse in local, national, and global population health will continue to be explored.	3.00

NUR-548	Nsg Ethics & Larger Healthcare Arena	This course will provide the opportunity to explore the ethical and legal issues facing nursing and other health care providers in a complex every changing health care arena. The student will describe foundational ethical concepts in nursing and using ethical theories and decision-making frameworks will analyze ethical dilemmas both in nursing practice and as a clinical nurse leader. Students will be challenged to examine their individual and professional values, as well as consider diverse perspectives on various ethical issues. Using a case study/topic debate approach, topics will focus on clinical care, research, health care organizational issues as well as ethical and legal issues related to health care delivery at the local, national, and global levels.	3.00
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NUR-554	Lead & HC Manag: Finan HC & Lead Teams	This course introduces students to the business and financial aspects of healthcare. Basic financial concepts and misconceptions about cost behavior, pricing and revenue, and cash flow are explored. Concepts are organized around the financial management paradigm: performance planning, performance measurement and performance management. Budgeting, and how to use performance reports and dashboards to guide performance, and how to prepare a variety of formal and ad hoc financial analyses will be addressed. Principles of facilitating, building and leading teams will be explored.	3.00
NUR-570	Adv Assess/Lab for Advance Nursing Roles	This course builds upon the basic skills of physical assessment. Students will practice health assessment and physical examination skills in the classroom and laboratory settings. Emphasis is on clinical decision- making and differentiation of normal versus abnormal findings and the integration of the history and physical examination across the lifespan including pregnant women.	3.00
NUR-572	Role Transition Seminar I	This course will examine the principles, concepts and frameworks for advanced practice nursing in primary health care settings. The focus is on population health and caring for diverse populations. This course will synthesize principles of evidence-based practice quality and safety of health care practice, leadership, ethics, and role development.	3.00
NUR-573	Role Transition II	This course will examine the principles, concepts and frameworks for advanced practice nursing in primary health care settings. The focus is on population health and caring for diverse populations. This course will synthesize principles of evidence-based practice quality and safety of health care practice, leadership, ethics, and role development.	3.00
NUR-584	Cli Pra & Ro Dev Vi: Synth Learn Pract	This is a clinical course that provides the student with multiple opportunities to develop independence in nursing practice, skill in clinical judgement, and demonstrate accountability for clinical decisions. Students will be assigned to a dedicated education unit (DEU) or one of a variety of types of care settings to complete 135 clinical practice hours under the supervision of course faculty. Emphasis is placed on the synthesis of previous coursework and knowledge as students perform the role of an entry- level professional nurse. Students will develop independence in nursing practice, skill in clinical judgement, and demonstrate accountability for autonomous professional practice. They will synthesize and apply principles of management theory to their nursing practice and demonstrate entry level skills in nursing leadership.	6.00
NUR-585	Lead Sem Micro Ana Interdisp Collab CNL	This course builds on the previous coursework throughout the curriculum. Students will acquire an overview of the principals involved in the planning and implementation of nursing interventions for patients in a variety of settings and will synthesize concepts presented throughout the CNL curriculum. They will use information to maximize client selfcare and decision-making; carry out nursing assessments as the basis for theory and knowledge development; realize that patient care outcomes and quality care are measures of quality practice and should be based on good fiscal stewardship. Emphasis is on conceptualization of the CNL role in reparation for practice. Focus is on current issues in the nursing profession that impact the CNL role.	3.00
NUR-606	Clinical Practicum - Teaching Role	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.	6.00

NUR-610	Nursing Research Methodology & Ebp	This course focuses on the systematic study of the research process and research methodologies appropriate for advanced nursing roles. Students are introduced to concepts and terminology relevant to the theoretical context of research, research design and methodology, data collection, data analysis, and reporting of results. Critical examination of published studies with emphasis on research critique, interpretation of statistical results and evidenced-based practice is addressed.	3.00
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NUR-611	CNL Trans Prof Nsg Role & Clin Pract	This course focuses on concepts central to the development of the beginning Clinical Nurse Leader (CNL) role within the interprofessional team in the health care delivery system and across the lifespan. Course content includes strategies to address the transition to the professional nursing role and the changing dynamics in health care that challenge clinical nurse leaders. Clinical Nurse Leader students will review key elements of management and leadership theory and roles and will examine strategies and processes that address professionalism; morale and governance; improvement of care delivery; facilitation of change; quality and safety; principles of patient-centered care; evidence-based practice; decision making and problem solving. Opportunities to apply knowledge to clinical case studies will be a major course focus. NCLEX Live Review will be incorporated into this course.	3.00
NUR-612	CNL Role Imm & Capstone Practicum	This course is a combination of didactic and clinical hours for role immersion and development and will fulfill the CNL Capstone and Integrating Experience requirement. It is an intensive clinical experience in an area selected by the student. The experience allows for full implementation of the clinical nurse leader competencies and includes a strong interdisciplinary practice focus. A capstone project is required and will be presented in a poster session at the end of the course.	6.00
NUR-630	Primary Care I-Introduction	This course introduces the role of the nurse practitioner in general primary health care management of individuals and families across the lifespan. Focus is directed toward the application of advanced health assessment skills, preventive health care practices and the promotion of health. Course content includes family systems, developmental theories, cultural considerations, environmental factors, spiritual concerns, and genetic influences. Experiences are provided in clinical decision-making and in the implementation of evidence-based practice in a variety of primary care settings.	3.00
NUR-631	Primary Care II-Newborn (0-5year Old)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the newborn to 5-year-old population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in diverse newborn to 5-year-old populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of newborns to 5-year old in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-632	Primary Care III-Young Child (6-11 Yo)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the young child (age 6-11) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse young child (age 6-11) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the young child (age 6-11) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00

NUR-633	Primary Care IV-Adolescent (12-18yo)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the adolescent (12-18-year-old) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse adolescent (12-18-year-old) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the adolescent (12-18-year-old) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
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NUR-634	Primary Care V-Young Adult (19-29 Yo)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the young adult (age 19-29) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse young adult (age 19-29) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the young adult (age 19-29) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-635	Primary Care VI-Middle Adult (30-55 Yo)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the middle adult (age 30-55) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse middle adult (age 30-55) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the middle adult (age 30-55) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-636	Primary Care VII-Older Adult (56 Yo+)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the older adult (age 56+) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse older adult (age 56+). Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the older adult (age 56+) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-637	Primary Care C VIII-Women Hlth & Pregna	This course provides students with the theoretical base to assess, diagnose and manage the primary care of women and pregnancy. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse pregnant and female population. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the pregnant and non-pregnant female patient in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-638	Primary Care Practicum I	This course is the clinical practice component that provides a transition from didactic and laboratory practice of assessment, diagnosis, differential diagnosis and management to actual pediatric, adolescent, adult, geriatric and pregnant patients to practicum. Clinical experiences are provided in a variety of primary care settings	1.00

NUR-650	Clinical Seminar	Clinical Seminar (4 credits) (1 CR LECTURE; 3 CREDITS CLINICAL) This course supports the nurse educator in developing expertise in a selected area of nursing practice. The seminar (1 credit) facilitates critical analysis of epidemiologic, technological, socioeconomic, cultural, and ethical influences on client care. The practicum component (3 credits- 135 hours) includes precepted learning experiences in diverse clinical settings such as hospitals, long-term care facilities, rehabilitation centers, nurse-managed health clinics, specialty clinics, or physician offices. Emphasis is placed on using evidenced-based approaches to address health- related concerns.	4.00
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NUR-660	Nursing Education Seminar I	This course introduces students to foundational concepts in nursing education. Topics include curriculum development, program outcomes, evaluation of learning, and program improvement strategies. Accreditation and regulatory considerations, as well as ethical and legal aspects of nursing education will be discussed	3.00
NUR-661	Nursing Education Seminar II	Building on Nursing Education Seminar I, this course explores theories of learning, teaching strategies, and methods of measurement and evaluation in nursing education. Students will examine ethical, social, cultural, and legislative issues related to assessment and evaluation.	3.00
NUR-700	Healthcare Ethics for the Apn	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.	3.00
NUR-701	Statistical Analysis for Ebp	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.	3.00
NUR-720	Organizational Behavior/Social Policy	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.	3.00
NUR-721	Leadership As Apn	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.	3.00
NUR-722	Technology for Apn's	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.	3.00
NUR-730	Research Utilization	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	3.00
NUR-731	Evidence Based Practice	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.	3.00
NUR-800	Dnp Scholarly Project 1	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.	3.00
NUR-801	Dnp Scholarly Internship 1	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.	3.00

NUR-810	Dnp Scholarly Project 2	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.	3.00
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NUR-811	Dnp Scholarly Internship 2	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.	3.00
NUR-820	Dnp Scholarly Project 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.	3.00
NUR-821	Dnp Scholarly Internship 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	3.00
NUR-830	Dnp Scholarly Advisement	This course provides ongoing faculty advisement until completion and defense of the capstone project.	3.00
NUT-200	Principles of Nutrition	A comprehensive course that covers the essentials of optimum nutrition in health and disease. It includes macro-nutrients and energy metabolism; vitamins and minerals; nutrition and diet for the client. The course includes an examination of clinical nutrition as it pertains to care of clients in a health care setting.	3.00
OSC-100	Intro Occupation & Occupational Science	This course introduces students to developing an understanding about the complexity of everyday daily activities that gives life meaning and purpose. Students learn about viewing themselves and future clients through an occupational lens in order to understand introduced to occupational science concepts such as meaning, identity, culture, and balance, and learn how everyday activities shape individuals, families, and communities.	3.00
OSC-102	Development of Occupational Beings	This course explores the development of humans as occupational beings across the lifespan from an occupational science perspective to understand the ways in which life stages and transitions influence occupations.	3.00
OSC-201	The Nature & Meaning of Human Occupation	Recognizing humans as occupational beings and understanding the meaning and significance of everyday occupation in day-to-day life.	3.00
OSC-301	Occupational Perspective of Health	Recognizing occupation as contributing factor to health and well-being. Considers the barriers of occupational injustice to effecting occupational participation and the health of persons and populations.	3.00
OSC-302	Neuroscience of Occupational Behavior	An examination of the intersection of neuroscience, cognition, and occupation across the lifespan.	3.00
OSC-4000	Res Meth II: Applied Research	This course is designed to equip students with the knowledge and skills needed to engage in effective research practices within the occupational therapy profession. This course emphasizes the practical application of research methodologies to address real-world challenges faced by occupational therapists.	3.00
OSC-402	Neuroscience for Occupational Therapy	This course will provide students with a deep understanding of the intricate relationship between the nervous system and occupational performance. This course explores the fundamental principles of neuroscience, including the neuroanatomical and neurophysiological bases of sensory perception, emotion, cognition, learning, and movement, and how these concepts relate to occupational therapy practice.	2.00
OSC-403L	Functional Anatomy Occupational Therapy	In-depth study of the body functions and structures of the human body with major emphasis on functional anatomy within the domain of concern for occupational therapy. Includes a practice lab.	
OSC-404	Therapeutic Use of Self	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.	2.00
OSC-405	Foundations of Occupational Therapy	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.	3.00

OSC-406	Creativity and Activity Analysis	Exploration of the historical and contemporary use of creativity in the promotion of health through client-centered activities to promote health and recovery. Emphasis on the analysis, grading, and managing of complexity of therapeutic activities. Includes a practice lab.	2.00
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OSC-406L	Creativity and Activity Analysis Lab	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-407L	Kinesiology for Occupational Therapy	Focus on the understanding and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.	
OSC-410	Ethical Foundations in OT Practice	This course explores the fundamental values and standards that guide ethical decision-making in the context of occupational therapy practice.	2.00
OSC-411	Hlth/Occup Particip: Children/Youth	Examines the development, occupational behavior, and prevailing health needs of children and adolescents with or at risk for disabilities and occupational injustice. Focus on understanding children and youth as occupational beings with varied health conditions that can impact occupational performance and participation.	3.00
OSC-412	OT Process: Child/Youth	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. Includes a practice lab.	5.00
OSC-412L	OT Process: Child/Youth Lab	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. Includes a practice lab.	
OSC-413	OT Fieldwork I: Child/Youth	Immersion experience into a therapeutic service delivery context with children or youth.	1.00
OSC-414	Research Meth I: Evidence-Based Practice	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.	3.00
OSC-415	Skills for Occupation-Based Practice	Review and practice of a wide array of health care 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. Principles supporting occupationbased practice are integrated. Includes a practice lab.	3.00
OSC-415L	Skills for Occupation-Based Practice Lab	Practice lab covering a wide array of health care and occupational therapy practice skills that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Principles supporting occupation-based practice are integrated.	
OSC-416	Health Care, Policy, and Advocacy	A focus on understanding health care, 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.	2.00
OSC-417	Management and Leadership	Explores the leadership and managerial skills needed to plan, develop, market and direct the delivery of occupational therapy programs. Includes care coordination, case management, consultation, management of staffing, collaboration with other interprofessional and intraprofessional partners, and provision of fieldwork education.	3.00
OSC-419	Funct Anat & Kines for OT	Focus on the study of the body functions and structures of the human body with a major emphasis on functional anatomy within the domain of concern for occupational therapy and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.	5.00
OSC-419L	Funct Anat & Kines for OT Lab	Practice lab on the study of the body functions and structures of the human body with a major emphasis on functional anatomy within the domain of concern for occupational therapy and analyzing typical, atypical, and compensatory human movement across the life span.	
OSC-421	OT & Upper Extremity Rehabilitation	This course focuses on the evaluation and treatment of upper extremity dysfunction from an occupational therapy perspective. This lecture/lab combination covers nerve and muscular/orthopedic issues throughout the upper extremity with an emphasis on the wrist and hand. Multiple orthotics are fabricated in the lab portion of this course.	3.00

OSC-421L	OT & Upper Extremity Rehabilitation Lab	The lab portion of this course covers hands-on skills for upper extremity rehabilitation within the scope of occupational therapy practice. Multiple orthotics will be fabricated for the purpose of improving wrist, hand, and/or finger function for improved occupational performance.	
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OSC-439	Independent Study	This independent study offers students the opportunity to pursue in-depth academic exploration into a specialized area of interest within occupational science/and or occupational therapy.	1.00
OSC-501	Foundations of Occupational Science	This course introduces students to foundational concepts of occupational science that underpin occupational therapy practice. Students examine how everyday activities are shaped by meaning, context, culture, and how occupation influences health, well-being and participation across the lifespan. Emphasis is placed on applying occupational science concepts to occupation-based theories, practice models, evaluation, and intervention approaches used in occupational therapy.	3.00
OSC-502	Neuroscience for Occupational Therapy	This course will provide students with a deep understanding of the intricate relationship between the nervous system and occupational performance. This course explores the fundamental principles of neuroscience, including the neuroanatomical and neurophysiological bases of sensory perception, emotion, cognition, learning, and movement, and how these concepts relate to occupational therapy practice.	2.00
OSC-503L	Functional Anatomy Occupational Therapy	In-depth study of the body functions and structures of the human body with major emphasis on functional anatomy within the domain of concern for occupational therapy. Includes a practice lab.	
OSC-504	Therapeutic Use of Self	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.	2.00
OSC-505	Foundations of Occupational Therapy	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.	3.00
OSC-506	Creativity and Activity Analysis	Exploration of the historical and contemporary use of creativity in the promotion of health through client-centered activities to promote health and recovery. Includes a practice lab.	2.00
OSC-506L	Creativity and Activity Analysis Lab	The lab portion of this course has an emphasis on the analysis, grading, and managing of complexity of therapeutic activities.	
OSC-507L	Kinesiology for Occupational Therapy	Focus on the understanding and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.	
OSC-509L	Funct Anat & Kines for OT	Practice lab with focus on the study of the body functions and structures of the human body with a major emphasis on functional anatomy within the domain of concern for occupational therapy and analyzing typical, atypical, and compensatory human movement across the life span.	
OSC-510	Ethical Foundations in OT Practice	This course explores the fundamental values and standards that guide ethical decision-making in the context of occupational therapy practice.	2.00
OSC-511	Health & Occup Particip of Child & Youth	Examines the development, occupational behavior, and prevailing health needs of children and adolescents with or at risk for disabilities and occupational injustice. Focus on understanding children and youth as occupational beings with varied health conditions that can impact occupational performance and participation.	3.00
OSC-512	OT Process: Child/Youth	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. Includes a practice lab.	5.00
OSC-512L	OT Process: Children & Youth Lab	Lab that integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents.	
OSC-513	OT Fieldwork I: Children & Youth	Immersion experience into a therapeutic service delivery context with children or youth.	1.00
OSC-514	Research Meth I: Evidence-Based Practice	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.	3.00

OSC-515	Skills for Occupation-Based Practice	Review of health care and occupational therapy practice terminology that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Principles supporting occupation-based practice are integrated.	3.00
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OSC-515L	Skills for Occupation-Based Practice Lab	Practice lab covering a wide array of health care and occupational therapy practice skills that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Principles supporting occupation-based practice are integrated.	
OSC-516	Health Care, Policy, and Advocacy	A focus on understanding health care, 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.	2.00
OSC-517	Management and Leadership	Explores the leadership and managerial skills needed to plan, develop, market and direct the delivery of occupational therapy programs. Includes care coordination, case management, consultation, management of staffing, collaboration with other interprofessional and intraprofessional partners, and provision of fieldwork education.	3.00
OSC-518	Research Methods II: Applied Research	This course is designed to equip students with the knowledge and skills needed to engage in effective research practices within the occupational therapy profession. This course emphasizes the practical application of research methodologies to address real-world challenges faced by occupational therapists.	3.00
OSC-519	Funct Anat & Kines for OT	Focus on the study of the body functions and structures of the human body with a major emphasis on functional anatomy within the domain of concern for occupational therapy and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.	5.00
OSC-519L	Funct Anat & Kines for OT Lab	Practice lab with focus on the study of the body functions and structures of the human body with a major emphasis on functional anatomy within the domain of concern for occupational therapy and analyzing typical, atypical, and compensatory human movement across the life span.	
OSC-521	OT & Upper Extremity Rehabilitation	This course focuses on the evaluation and treatment of upper extremity dysfunction from an occupational therapy perspective. This lecture/lab combination covers nerve and muscular/orthopedic issues throughout the upper extremity with an emphasis on the wrist and hand. Multiple orthotics are fabricated in the lab portion of this course.	3.00
OSC-521L	OT & Upper Extremity Rehabilitation Lab	The lab portion of this course covers hands-on skills for upper extremity rehabilitation within the scope of occupational therapy practice. Multiple orthotics will be fabricated for the purpose of improving wrist, hand, and/or finger function for improved occupational performance.	
OSC-601	Health & Occupational Participat Adults	Examines the development, occupational behavior, and prevailing health needs of adults with or at risk for disabilities and occupational injustice. Focus on understanding adults as occupational beings with varied health conditions that can impact occupational performance and participation.	3.00
OSC-602	OT Process: Adults	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults. Includes a practice lab.	5.00
OSC-602L	OT Process: Adults Lab	Lab that integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults.	
OSC-603	OT Fieldwork I: Adults	Immersion experience into a therapeutic service delivery context with adults.	1.00
OSC-604	Health & Occup Participat Older Adults	Examines the development and the prevailing health and welfare needs of older adults with or at risk for mental and/or physical disabilities and chronic health conditions. Focus on varying medical conditions that can impact occupational performance and participation of older adults.	3.00
OSC-605	OT Process: Older Adults	Integrate theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with older adults. Includes a practice lab.	5.00

OSC-605L	OT Process: Older Adults Lab	Lab that integrate theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with older adults.	
OSC-606	OT Fieldwork I: Older Adults	Immersion experience into a therapeutic service delivery context with older adults.	1.00
OSC-607	Emerging Areas of OT Practice	Emerging areas of occupational therapy practice and identifying opportunities to work in an emerging practice area on a fulltime or contractual basis.	2.00

OSC-608	Environmental Adapt and Assist Tech	Overview of environmental adaptation, compensatory strategies, and types of common assistive devices and technology to improve occupational performance and participation needs of persons, groups, and populations.	2.00
OSC-609	Research Methods III: Applied Research	This course is designed to equip students with the knowledge and skills needed to engage in effective research practices within the occupational therapy profession. This course emphasizes the practical application of research methodologies to address real-world challenges faced by occupational therapists.	3.00
OSC-610	Management & Leadership	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.	2.00
OSC-611	Fieldwork Level IIA	A twelve-week fieldwork experience designed to promote clinical reasoning and reflective practice to gain the skills as a generalist therapist in a selected practice area.	5.00
OSC-613	Comm & Mental Health Across the Lifespan	This course builds upon the foundation of occupational science and occupational therapy services to prepare students to engage in holistic occupational therapy practice in a wide array of intervention settings across the lifespan. Students will develop an understanding of conceptual models for community-based practice in a variety of areas. Assessment, treatment planning and use of clinical reasoning to develop intervention strategies for clients. Premeditative, compensatory, adaptive and mental health approaches to psychosocial and physical dysfunction will be explored through case studies and community experiences.	3.00
OSC-613L	Community & Mental Health Lab	This experiential and dynamic lab course is designed to provide occupational therapy students with a comprehensive understanding of the role of occupational therapy in community and mental health settings. Integrating theoretical knowledge with practical skills, students will engage in hands-on activities and case studies to develop competence in addressing the unique challenges faced by individuals in diverse community and mental health contexts.	
OSC-614	OT FW I: Community and Mental Health	Immersion experience into a therapeutic service delivery within a community context that has a psychosocial focus for persons and populations.	1.00
OSC-615	Skills for Occupation-Based Practice	This course is designed to provide occupational therapy students with a comprehensive foundation for the professional and healthcare skills necessary for occupation-based practice.	4.00
OSC-615L	Skills Occupation-Based Practice Lab	Students will integrate theoretical concepts with hands-on experiences, enabling them to develop proficiency in client-centered and occupation-focused interventions.	
OSC-616	Transitions to Adulthood	This course connects theory to practice by examining the transition to adulthood for youth with disabilities through a conceptual lens. Different perspectives on transitions to adulthood for those with a physical disability, learning disability, developmental disability, mental illness, or chronic illness/obesity will be discussed within the contexts of postsecondary education, employment, community involvement, independent living, and social participation.	2.00
OSC-616L	OTP Adults and Older Adults Lab	Lab that integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults and older adults.	
OSC-617	Health and Op of Adults and Older Adults	Examines the development, occupational behavior, and prevailing health needs of adults and older adults with or at risk for disabilities and occupational injustice. Focus on understanding adults as occupational beings with varied health conditions that can impact occupational performance and participation.	3.00
OSC-618	OT Process: Adults and Older Adults	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults and older adults. Includes a practice lab.	5.00

OSC-618L	OT Process Adults/Older Adults Lab	Lab that integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults and older adults.	
OSC-619	OT FW I: Adults and Older Adults	Immersion experience into a therapeutic service delivery context with adults and older adults.	1.00

OSC-620	OT Adults and Older Adults w/ Neuro Dys	This course is designed to provide students with the therapeutic reasoning to evaluate and treat adults and older adults with occupational performance deficits resulting from neurological illnesses and impairments. Building on theories and concepts from prior coursework, students will learn to assess, remediate, habilitate, and rehabilitate, deficits impacting occupational performance and participation.	3.00
OSC-620L	OT Adult/Older Adults w/ Neuro Dys Lab	Lab that integrates assessment and treatment of neurological deficits impacting occupational performance and participation.	
OSC-621	Case-Based Learning Across the Lifespan	This course is designed to assist the student as they transition to practice, which includes concentrated work on case studies across the lifespan from a wide array of practice areas. This course aids the student in recognizing and meeting the expectations and requirements of Level II Fieldwork and focused concentration for the NBCOT examination for the occupational therapist.	2.00
OSC-701	Fieldwork Level IIB	A twelve-week fieldwork experience designed to promote clinical reasoning and reflective practice to gain the skills as a generalist therapist in a selected practice area.	5.00
OSC-702	Career Success and Meaningful Life	This course supports students' transition to professional practice through NBCOT exam planning, professional identity development, and career planning. Students develop a résumé and e-portfolio while reflecting on strategies for building a meaningful and sustainable career in occupational therapy.	2.00
PHL-100	The Human Condition	This course offers a systematic introduction to some central concerns of men and women both as individual persons and as social beings. It considers our complex nature, the many activities in which we engage and the problem of our destiny, especially in relation to God and nature.	3.00
PHL-2000	Encountering Ethics	This course analyzes moral problems and evaluates their possible solutions in light of ethical theories.	3.00
PHL-201	Ancient Philosophy	This course examines the emergence of Greco-Roman philosophy. It can cover the Pre- Socratic thinkers, the founders of Greek philosophy such as Socrates, Plato, and Aristotle, and the Roman philosophers and ancient Neo Platonists.	3.00
PHL-202	Medieval Philosophy	This course examines the philosophical contributions made by Jewish, Christian, and Muslim scholastics and their ancient predecessors. The discussion focuses on the preoccupations traditionally associated with the medieval thinkers, e.g., God, Divine revelation, the relationship between faith and reason, the problem of evil, and the respective provinces of philosophy and theology.	3.00
PHL-207	19th Century Continental Philosophy	This course covers the key thinkers associated with German Idealism and Romanticism and their reception. Philosophers covered may include Schiller, Fichte, Schelling, Schopenhauer, Hegel, Kierkegaard or Nietzsche.	3.00
PHL-211	Existence and Love	This course focuses on the internal relation between love and meaning in human existence. It explores this major philosophical theme in Platonism, existentialism, or other traditions.	3.00
PHL-225	Philosophy of Film	This course addresses issues relating to the philosophy of film and film theory. Topics include theories of film evaluation, definitions of film, and emotional responses to motion pictures, using film to illustrate philosophy, films as thought experiments, and using movies to make substantive philosophical claims.	3.00
PHL-231	Philosophy of Law	A philosophical inquiry into the nature of law and legal systems. An examination of the philosophical elements of law and the connections between these elements and criminal justice policy and practice. By reading works from classical and modern authors, students analyze notions such as legal obedience, human rights, responsibility, personal liberty, punishment, a just (or unjust) constitution, just laws, and the relation between law and morality.	3.00
PHL-234	Philosophy of Globalization	This course surveys some global problems: hunger, depletion or inequitable distribution of resources, violence. It identifies the ethical values involved and provides a philosophical consideration of some possible solutions.	3.00

PHL-240	Logic	This course introduces the study and practice of inductive and deductive reasoning with consideration given to such topics as truth, validity, and propositional logic.	3.00
PHL-250	Philosophy of Science	This course examines the nature of science and its relationship to technology and human responsibility as revealed in the works of scientists and philosophers.	3.00

PHL-299	Selected Topics in Philosophy	This course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
PHL-302	St. Augustine's Confession	This courses will focus on Augustine's Confessions in it's entirety. It will provide an extensive analysis covering a variety of philosophical branches and topics that converge on the problem the human condition and the relationship of the self to others and God. Topics include the nature of conversion, free will, the internal conflict of the soul, the nature of conscience, the problem of evil, the relationship between temporality and eternity, and love.	3.00
PHL-305	Contemporary Philosophy	This course studies the thought of contemporary philosophers such as Sartre, Heidegger, Wittgenstein, Rorty and Quine. It can take either a philosopher-based approach or a thematic approach concerning issues in epistemology, metaphysics, and related areas.	3.00
PHL-308	Political Philosophy	This course looks critically at political democracy. Readings from philosophy and the social sciences explore political institutions, individualism and attempts to renew community life. (May be taken for sociology credit).	3.00
PHL-310	Philosophy of Education	This course offers a philosophical investigation of the basic principles, aims and human values involved in the process of education. It examines major educational philosophies as well as contemporary issues in this area.	3.00
PHL-313	Modern Philosophy	This course analyses the works of authors such as Descartes, Spinoza, Leibniz, Locke, Hume, Kant and Hegel. It examines notions such as certainty, freedom, substance, concepts, and sensations in the modern period. The latter is discussed as a response to medieval and Renaissance philosophy.	3.00
PHL-325	Varieties of Religious Experience	The course studies the shared philosophical themes that emerge in different religious traditions. Readings include works by philosophers and from Eastern, Western, and Native American religions.	3.00
PHL-330	The Healing Journey	Healing involves social forces, personal attitudes and patterns of meaning which allow us to re- establish an authentic wholeness in the context of illness and suffering. Readings in the social sciences and philosophy are used to investigate these issues. (May be taken for sociology credit.)	3.00
PHL-4000	Capstone:seminar	The capstone allows students to demonstrate their mastery of philosophy by defending a thesis that examines key philosophical texts and draws upon secondary literature on the topic. The seminar's purpose is to give philosophy majors experience in presenting research in a symposium setting.	3.00
PHL-420	Philosophy in Italy	This course focuses on philosophy that developed in the Italian territory. It covers ancient, medieval, and modern philosophy in Italy, including ancient Rome. It discusses philosophers such as Epictetus, Seneca, Boethius, Aquinas, and Machiavelli.	3.00
PHL-430	Asian Philosophy	The goal of this course is to understand the major principles and practices of Taoism and Zen and to see the value and viability of these principles and practices. Topics include: approaches to creativity, aesthetics and spiritual mastery.	3.00
PHL-437	Special Topics	Investigation of a selected topic designed to integrate and deepen the student's comprehension and application of philosophy.	3.00
PHL-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of involved faculty and the permission of the Dean of Arts and Sciences, the Chairperson and the Vice President for Academic Affairs.	3.00
PHY-111	Physics for Allied Health Sciences	Students will learn basic physical principles with applications to the measurement, analysis and treatment of human beings. The structure and function of biomedical instrument systems specific to the field of radiation therapy, radiologic technology and respiratory care will be explored. 3 lecture hours per week in the spring semester. Not accepted as credit towards the biology major.	3.00

PHY-111L	Physics for the Allied Health Sciences Laboratory	This course is designed to provide the student with an understanding of basic physics principles, methods and terminology, with application to the measurement, analysis and treatment of human beings. Physics principles and terminology will focus on the fields of radiation therapy and radiologic technology. 3 laboratory hours. Offered in the spring semester. Not accepted as credit towards the biology major.	1.00
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PHY-241	General Physics I	Principles of classical mechanics for science and mathematics majors. Topics include description of motion (kinematics), force and momentum, work and energy, energy and momentum conservation, rotational motion of rigid bodies, and simple harmonic motion. Mathematical level requires a working knowledge of differential and integral calculus. 3 lecture hours and 1 recitation hour. Offered in the fall semester.	3.00
PHY-241L	General Physics I Laboratory	Laboratory investigations of classical mechanics, including motion and force. Collection of raw data and its analysis via graphs are stressed. Subject matter is drawn from the concurrent lecture course. 3 laboratory hours. Offered in the fall semester.	1.00
PHY-241R	General Physics I Recitation		
PHY-242	General Physics II	Continuation of PHY 241. Topics include thermodynamics, mechanical waves, sound, electrostatics, electrical circuits, electromagnetism, geometrical optics, atomic and nuclear structure, radioactivity and topics in modern physics. 3 lecture hours and 1 recitation hour. Offered in the spring semester.	3.00
PHY-242L	General Physics II Laboratory	Continuation of PHY 241L. Laboratory investigations focused upon topics covered in the concurrent lecture course, including thermodynamics, mechanical waves, sound, electrical circuits, electromagnetism, atomic structure, and radioactivity. 3 laboratory hours. Offered in the spring semester.	1.00
PHY-242R	General Physics II Recitation		
PHY-299	Selected Topics in Physics	A study of a specialized subject area which may vary based on student/faculty interest. For non- major students only. The topic, course structure and instructor will be announced prior to pre- registration.	3.00
POL-101	American Government	This course analyzes the American form of government, its functions and current problems along with reflections upon comparative governments around the world	3.00
POL-211	Constitution of the United States	This course provides a basic understanding of the philosophical, historical, and political roots of the United States Constitution, its structure, provisions and interpretations and includes a study of notable Supreme Court controversies.	3.00
POL-212	State and Local Government	This course offers an understanding of the structure and functioning of the Pennsylvania state legislature, courts, municipal governments and school boards within the context of federalism and discusses their impact upon the state's history and the daily lives of its citizens.	3.00
POL-255	Law and Social Justice	(For description see SOC 255.)	3.00
POL-299	Selected Topics in Political Science	The course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
POL-437	Special Topics	This course allows for a special investigation of a topic in political science that is not adequately covered in any of the courses listed above. It may be repeated if the topic is different.	3.00
PSY-100	General Psychology	This course provides a comprehensive introduction to the scientific study of behavior and mental processes, including fundamental concepts in human development, biopsychology, memory, learning, cognition, emotion, personality, social psychology, and psychopathology.	3.00
PSY-111	Statistics	Introduction to descriptive and inferential statistics with applications to educational and psychological research: frequency distributions, probability, binomial and normal distributions, graphic comparisons, correlation, chi square, analysis of variance, and distribution.	3.00
PSY-150	Social Psychology	Study of human behavior as influenced by group situations, interpersonal relations, attitudes, and opinions; groups and group conflicts, language and communication as social products. (May be taken for sociology credit.)	3.00
PSY-200	Developmental Psychology	Theories, issues and research concerning changes in physical, intellectual, emotional and social development across the life-span are examined and applied to specific social issues.	3.00

PSY-202	Human Development for Nursing	This course provides an introduction to the theoretical perspectives of human development and fundamental concepts concerning the brain and behavior, memory, motivation and emotion, personality development and social behavior. In addition, it examines changes in cognitive, emotional and social development across the life span and how they are impacted by the social environment. Enrollment in this course is restricted to nursing majors.	3.00
PSY-205	Forensic Psychology	This course focuses on the application of psychological theory, concepts and principles to civil and criminal justice systems, with a focus on the practice of forensic psychology.	3.00
PSY-206	Introduction to Trauma Informed Care	This course is designed to introduce students to the meaning of trauma, the incidence and prevalence of trauma and the effects of trauma on human development. Students will learn what it means to provide client centered care in a trauma informed manner, and will be provided an introduction to evidence based trauma treatments. Active participation of students in this class will include open discussion of material presented as well as practical application of the course material. Self-assessment, awareness and growth are central to the student experience in this course.	3.00
PSY-207	Sports Psychology	This course is designed to provide students with an understanding of the theories and concepts involved in the psychology of sport, a field of study in which the principles of psychology are applied in a sport setting. These principles (which include but are not limited to goal setting, focus, motivation, and imagery) are often applied to enhance the performance of teams and individuals. Additionally, the role of personality and social settings that influence thinking, performance, and the development of sportsmanship will be explored.	3.00
PSY-209	Dementia: Awareness Understanding Bp Cr	This course defines dementia and identifies characteristics of Alzheimer's disease and related dementias. In addition, it examines the many different aspects of dementia: assessment and diagnosis, communication and behavior management, and end-of-life care. It also, focuses on best practices for care and provides practical resources for working with individuals with dementia that can be applied to professional careers in the field of geriatrics.	3.00
PSY-210	Psychopathology	This course examines atypical personality development and psychopathology; includes etiology, diagnosis, prognosis and treatment of disorders.	3.00
PSY-211	Fundamentals of Biopsychology	An introduction to biological bases of behavior in humans and animals. Topics include basic neuroanatomy, neurophysiology, information transmission, neuropathology, sensory-motor functions, biochemical processes, and psychopharmacology, with applications to human behavior and intervention.	3.00
PSY-212	Counseling & Communication Skills	The course is an integrated theory and practice approach to the study of communication styles, communication skills, basic counseling skills and elements of helping relationships. Students will explore the nature and dynamics of the helping encounter, develop interpersonal communication skills, and engage in opportunities for skill development through peer helping practice sessions.	3.00
PSY-213	Human Sexuality	This course focuses on a comprehensive and research-based exploration of the study of human sexuality. The course examines theoretical approaches, sex research, anatomy, sexual development, sex and gender, relationships, and behavior. Students will learn about different identities and perspectives, and evaluate related social issues with a critical lens.	3.00
PSY-221	Child Psychology	Study of the successive stages of growth and development from conception through adolescence: social, emotional, intellectual, moral, perceptual, behavioral, and physical development.	3.00
PSY-222	Adolescent Psychology	Learning and personality theory of adolescent period; emphasis on problems arising out of physical development, sensory changes, mental growth and emotional maturity.	3.00

PSY-246	Issues in Gerontology	Survey of current social issues regarding the aging population. Topics such as social needs, delivery of services, legislation, advocacy, and ethics and legal issues will be covered.	3.00
PSY-260	Death and Dying	Survey of dying as a social act; examination of selected topics; social concepts and attitudes on death and dying; social methods of dealing with death, effects of death on social groups, demographic concepts, euthanasia, legal aspects.	3.00

PSY-285	Therapeutic Activities for the Elderly	This course is designed to acquaint students with various forms of activities structured to meet the physical, social, and intellectual needs of the aging population.	3.00
PSY-299	Selected Topics in Psychology		3.00
PSY-300	Addictions, Dynamics and Interventions	An introduction to the psychological, sociological and physiological dynamics of abuse, dependency, and addictions and an overview of counseling intervention models designed to help the student identify and become familiar with current counseling approaches in the treatment of addictions. May be taken for sociology credit.	3.00
PSY-304	Mindfulness and Positive	This course will provide students with an introduction to the art and science of mindfulness and the emerging field of Positive Psychology. Mindfulness helps foster improvement in quality of life, awareness, satisfying relationships, well-being and increased positivity which are intimately connected to the foundations of Positive Psychology. Students will learn about these fields focused on building upon one's strengths, virtues as well as cultivating resilience. This course will cover research, traits, techniques and real-world applications with various tools and approaches. Through scholarly journal articles, text readings, discussions, reflective writing exercises and digital learning tools, students will gain a better understanding of how mindfulness, Positive Psychology, and happiness play a role in one's personal and professional contexts.	3.00
PSY-305	Health Psychology	Students will study the application of psychological principles to health and wellness. Topics will include illness perception and prevention, health enhancing and health compromising behaviors, the effects of stress on health, patient provider interactions, factors influencing utilization of health services and the management of chronic illness.	3.00
PSY-312	Research Methods	Examination of aims and methods of behavioral and social scientists; theory and practice in the techniques of scientific research and scientific writing.	3.00
PSY-314	Ethical Issues in Beh & Social Sciences	Study of major current ethical and controversial issues in the behavioral and social sciences with emphasis on providing a framework for the development of an appreciation of the issues and the ability to evaluate the issues analytically and critically. (Fall course)	3.00
PSY-320	Experimental Psychology	Introduction to fundamental techniques of psychological experimentation; theoretical and laboratory examination of processes underlying behavior.	3.00
PSY-321	Group Processes	Introduction to group dynamics with focus on the theory and practice of group models in education, community health, and mental health settings; includes a review of best practices and ethics in group work, and opportunities for the student to examine personal behaviors in group interaction and to participate in group leadership (required course components).	3.00
PSY-322	Psychology of Personality	A study of the normal personality including structure, dynamics and theoretical approaches, exploration of patterns of adjustment, and the methods of personality assessment.	3.00
PSY-323	Psychology of Gender	An analysis of the male and female personality; special consideration given to biological, intellectual, motivational, and achievement characteristics.	3.00
PSY-341	Social Psychology of Aging	(For description see SOC 341).	3.00
PSY-350	Counseling Theory & Practice	An integrated approach to the study of basic helping relationships utilizing theory, practice, and case applications; exploration of the nature and dynamics of the helping encounter in addition to strategies and interviewing techniques.	3.00
PSY-370	History of Psychology	Comprehensive investigation of historical antecedents of contemporary psychology. Philosophical roots and major theorists and paradigms are examined. Enrollment limited to juniors and seniors psychology majors.	3.00

PSY-4000	Psychology-Capstone	Regular class meetings will involve reading and discussing seminal works in the field. Under the direction of the faculty member, students will select a topic relevant to their discipline for in- depth research and report the results of their work orally and in writing. In addition, students will be required to engage in a service project congruent with their research.	3.00
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PSY-420	Promoting Global Health Thru Comm Engage	Promoting Global Health through Community Engagement is an interdisciplinary global servicelearning course. Students will research Jamaican society and culture, education, health, and mental health systems and develop health/mental health education trainings and activities for adolescent residents of Mustard Seed Communities in Kingston, Jamaica. This experiential learning course prepares students to apply public health education and psychoeducation skills in a global setting, therefore participation in the 8-day international travel is a mandatory requirement of the course (students will complete the course in spring and travel in summer). Eligible students must have a major or minor in public health, a major in psychology, or a minor in counseling and interpersonal relations. 3 credits. PUB Pre- or Co-Requisites: PUB-240 or PUB-310, and PUB-200 PSY Pre-Requisites: PSY 100 and PSY 200.	3.00
PSY-435	Psychology Practicum	This course is designed to afford senior psychology majors a practical experience in the application of psychological theory and research. With the recommendation of the psychology faculty and the approval of the program coordinator, students may work in a 40-hour-per-credit practicum opportunity. The practicum setting must provide a learning opportunity consistent with the learning outcomes of the program. Students must consult and meet with the program coordinator during the semester prior to the semester when the practicum will be completed to have the practicum site approved.	3.00
PSY-437	Special Topics	Investigation of a selected topic or topics designed to integrate and deepen the students' comprehension and application of psychology.	3.00
PSY-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of involved faculty and permission of the Chairperson, the Dean of the School of Arts and Sciences and the Vice President for Academic Affairs.	1.00
PSY-450	Research Seminar	Research under the direction of a faculty mentor on a topic chosen by faculty and/or students. Work is reported orally and in writing.	3.00
PUB-100	Introduction to Public Health	This course will provide students with a broad overview of the field of public health in the United States and around the globe. Students will understand the purpose and breadth of public health and explore the impact it has on their own and others' lives. In addition, students will be introduced to the people and organizations who do the work of public health and the challenges they face.	3.00
PUB-200	Health Behavior and Health Education	This course will examine the relationship between behavior and health and explore the many factors that affect health behaviors including social determinants. Health behavior theories will be explored to understand underlying causes of individual and community behavior. Students will explore strategies for affecting and changing behavior as an approach for protecting or promoting health.	3.00
PUB-210	Public Health Policy and Advocacy	In this course, students will examine the role of policy in health and healthcare, comparing systems of healthcare in the US and other countries. Students will learn strategies to influence health policy and act as advocates for public health.	3.00
PUB-220	Community Needs and Capacity Assessment	Students will learn how to identify assets and needs in a community to facilitate the development of health education interventions appropriate for specific communities. Strategies for engaging community stakeholders and developing partnerships will be addressed.	3.00
PUB-230	Environmental Health	Students will learn about the relationship between the physical environment and human health, and how environmental exposures impact communities. Strategies for affecting environmental health will be explored.	3.00

PUB-240	Human Disease and Disease Prevention	In this course, students will examine common diseases affecting human populations around the globe and the biological processes that contribute to those diseases. Students will explore strategies to prevent common diseases. This course introduces concepts that will be explored in more depth in PUB 310 Introduction to Epidemiology.	3.00
PUB-250	Health Communication Strategies	This course will provide students with an introduction to health communications. Students will learn how to develop and implement effective, accessible, ethical, and culturally appropriate health communications.	3.00

PUB-299	Selected Topic in Public Health	This course focuses on exploration of a topic selected by the instructor. It is designed to expand students' understanding of the field of public health. This course may be repeated for credit if the topic changes.	3.00
PUB-300	Managing Public Health Organizations	In this course, students will review key public health organizations and compare systems of healthcare in the US and other countries. Public health management and leadership skills will be introduced, including those needed for implementing health interventions.	3.00
PUB-310	Introduction to Epidemiology	In this course, students will develop an understanding of the field and methods of epidemiology. Students will examine disease surveillance systems around the world and explore strategies used to understand disease cause and spread and to improve population health.	3.00
PUB-320	Research Methods for Public Health	Students in this course will examine quantitative and qualitative research methods commonly used in public health. Students will learn to critique and design public health research. An emphasis will be placed on ethics in research design and implementation.	3.00
PUB-330	Planning/Eval Pub Hlth Interventions	In this course, students will integrate their understanding of human health, determinants of health, health data, research, and strategies to affect health into the development of health education and promotion interventions designed to meet the needs of communities. Students will learn how to develop an effective intervention to address the identified need, and how to design and implement an evaluation and use evaluation results to improve health.	3.00
PUB-340	Public Health Across the Life Course	Life course epidemiology explores how socioeconomic and behavioral determinants of health experienced at different stages of the life course or across generations can influence health and wellbeing, both in the individual and the community. The course will investigate how life experiences, exposures, and genetics at any point in the life course but especially in the prenatal period and in childhood/adolescence can result in disease risk and poor health outcomes as adults. These factors can also lead to disparities in the determinants that create social and health inequities. The first part of the course will explore the developmental stages and needs ranging from prenatal to the older adult that influence health outcomes. The second part of the course will examine the effects of the life course on selected public health challenges emerging from health inequities. Using a systems thinking approach, students will be asked to analyze the evidence to understand the mechanisms and social determinants which lead to poor health outcomes. The interdisciplinary approach to the course welcomes students from all majors.	3.00
PUB-420	Promoting Global Health Thru Comm Engage	Promoting Global Health through Community Engagement is an interdisciplinary global service learning course. Students will research Jamaican society and culture, education, health, and mental health systems and develop health/mental health education trainings and activities for adolescent residents of Mustard Seed Communities in Kingston, Jamaica. This experiential learning course prepares students to apply public health education and psychoeducation skills in a global setting, therefore participation in the 8-day international travel is a mandatory requirement of the course (students will complete the course in spring and travel in summer). Eligible students must have a major or minor in public health, a major in psychology, or a minor in counseling and interpersonal relations. 3 credits. PUB Pre- or Co-Requisites: PUB-240 or PUB-310, and PUB-200 PSY Pre-Requisites: PSY 100 and PSY 200.	3.00
PUB-437	Special Topics	Investigation of a selected topic related to public health identified by faculty as useful to the student's developing knowledge and competence in the field. This course may be repeated for credit if the topic changes.	3.00

PUB-480	Public Health Professional Seminar	This course provides students with an opportunity to examine the dimensions of professionalism in public health. Students will learn keys to professional success, including networking, navigating organizational culture, contributing to an effective team, responding to varied leadership styles, setting professional goals, seeking professional development, and preparing for the Certified Health Education Specialist Exam (CHES). During this course, students will identify their internship site for PUB 490, meet with their future internship site supervisor, plan their major internship project(s), prepare their internship learning agreement, and submit their internship proposal, specifying the scope and major projects of the internship. Limited to public health majors.	3.00
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PUB-490	Public Health Internship	The public health internship is an opportunity for public health majors to apply the skills and knowledge they have learned in their courses, form relationships with public health professionals in the community and polish their professionalism. Each student will spend approximately of 120 hours working in a public health organization in the community (10 hours/week for 12 weeks). Students' time at the internship site should be primarily spent doing the work of a public health professional. Students will be required to submit timesheets and reflection papers throughout the internship, and present their work at the end of the semester. Students must have a signed learning agreement with the internship site that has been approved by their advisor prior to beginning the internship.	3.00
PUB-495	Public Health Grant-Writing Capstone	Students will work in teams to apply their communication, planning, and evaluation skills to the development and presentation of a grant proposal seeking funding for a health education or promotion intervention. Students will also review the content of the CHES exam and develop preparation strategies. Limited to public health majors.	3.00
RC-200	Introduction to Allied Health	This foundational course introduces students to concepts essential to professional practice in respiratory and allied health disciplines. The course explores topics such as professionalism, customer service in health care, patient safety, infection control, HIPAA compliance, and ethical decision-making. Students will examine end-of-life care, healthcare disparities, and the ethical responsibilities of providers while developing effective communication and documentation skills. Emphasis is placed on professional behavior, accountability, and resilience, including strategies to recognize and manage healthcare provider burnout.	2.00
RC-210	Medical Terminology	This course will provide an in-depth study of the terminology associated with the human body with specific emphasis on the respiratory system. Emphasis will be placed on the prefixes, suffixes and roots associated with terminology necessary to function in today's health care environment. The student will apply their knowledge with a presentation on a pulmonary disease.	1.00
RC-230	Respiratory Theory I	In this course, the student will study the principles and theory of the administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy, and basic physical assessment. An overview of basic sciences applicable to respiratory care will also be provided.	4.00
RC-231	Respiratory Theory II	This course builds on the foundational respiratory care knowledge gained in the RC230, RC233, RC234 and RC240 courses. Students will explore pulmonary diagnostics, with a focus on arterial blood gas analysis, pulmonary function testing, and basic bronchoscopy. The course also introduces electrocardiogram interpretation and related cardiac assessment techniques. Through applied learning and professional practice standards, students develop the skills necessary for competent and evidence-based respiratory care in diverse healthcare settings.	3.00
RC-232	Respiratory Theory III	This course will serve as an introduction to the care and management of the patient's airway. Additionally, it will provide an introduction to the design, development, initiation, management and discontinuation of continuous mechanical ventilation.	3.00
RC-233	Respiratory and Cardiac Physiology	This course will provide in-depth coverage of the anatomy and physiology of the cardiopulmonary system. Particular emphasis will be placed on pulmonary mechanics, control of breathing and gas exchange. General characteristics of obstructive and restrictive lung disease will be addressed.	3.00
RC-234	Respiratory Pharmacology	This course will address the principles of cardiopulmonary pharmacology. It will address pharmacological agents used in the care and treatment of common cardiac and respiratory disease and conditions. It will specifically cover the mechanism of action, dosages, indications, and hazards of common cardio-respiratory medications. Routes of administration and calculation of drug dosages will be addressed.	3.00
RC-240	Respiratory Laboratory Procedures I	The application of principles and theory covered in RC 230 will be provided in a campus laboratory setting. Laboratory exercises will include: administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy, and basic physical assessment.	1.00

RC-241	Respiratory Laboratory Procedures II	The application of principles and theory covered in RC 231 will be provided in a campus laboratory setting. Laboratory exercises will include: simulated arterial blood gas sampling, performing pulmonary function testing, simulated bronchoscopy including sampling, cardiac assessment and EKG testing.	1.00
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RC-242	Respiratory Laboratory Procedures III	The application of principles and theory covered in RC 232 will be provided in a campus laboratory setting. Laboratory exercises will include: care and management of the patient's airway and extensive hands-on experiences with a variety of mechanical ventilators. Emphasis will be placed on set up, maintenance and adapting/modifying the ventilator to specific circumstances.	1.00
RC-250	Respiratory Clinical Practice I	The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 230, RC 231, RC 240 and RC 241 courses. The specific competencies will entail: the administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy, and basic physical assessment.	3.00
RC-251	Respiratory Clinical Practice II	The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 230, RC 231, RC 240 and RC 241. The student will continue observation, practice and competency development of administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy and basic physical assessment. Additionally, the student will observe, practice and develop competency in the care and management of the patient's airway as well as the set- up, maintenance and adapting/modifying of the ventilator to specific patient conditions and circumstances. Clinical competency of all designated procedures, skills, modalities is a requirement for graduation from this portion of the program.	3.00
RC-330	Advanced Respiratory Theory I	This course will address advanced topics in physical assessment of the adult, child and newborn. It will provide more detailed coverage of the care and management of pediatric and neonatal patient. Additionally, it will address the issues of pulmonary rehabilitation, and the role of the respiratory therapist in alternative sites such as skilled nursing facilities and home care.	3.00
RC-331	Advanced Respiratory Theory II	This course will address advanced topics in critical care medicine. It will specifically cover advanced topics in airway care and management, hemodynamic monitoring and all phases of mechanical ventilation, to include: pneumatic, electric, microprocessor, fluidic, high frequency, and noninvasive ventilators.	3.00
RC-332	Advanced Respiratory Theory III	This course explores advanced concepts in pulmonary diagnostics and cardiology, with emphasis on emergency and advanced interventions including thoracentesis, chest tube management, and advanced cardiac support. Topics include noninvasive cardiology, advanced cardiac electrophysiology and ECG interpretation, disaster medicine, home care, lung transplantation, hyperbaric medicine, and an in-depth review of pulmonary function testing. The course also provides comprehensive instruction in Advanced Cardiac Life Support (ACLS).	3.00
RC-334	Respiratory Research	This course introduces the principles and practice of conducting respiratory and cardiopulmonary research. Students examine the purpose, foundations, and design of research, including literature review, evidence synthesis, simulation-based inquiry, quality improvement design, and secondary data analysis. Emphasis is placed on the critical evaluation of cardiopulmonary research literature and the ethical, professional, and regulatory considerations of research conduct. All student projects will utilize IRB-exempt methodologies and will not involve interaction with human subjects. The course culminates in the completion of a comprehensive scholarly project consistent with professional respiratory care standards and Mercy core values.	3.00

RC-336	Respiratory Pathophysiology	This course will build on the work of the Cardio-Respiratory Physiology (RC 233) course and provide a detailed account of selected cardio-respiratory diseases and conditions. The intent and purpose of the course is to specifically address the cardio-pulmonary diseases commonly encountered by the respiratory therapist on a daily basis. Specific attention will be paid to those disease states that are most likely to be encountered on the National Board for Respiratory Care's (NBRC) credentialing exam. Course format will follow specific disease etiology, clinical manifestations, pathology, diagnostic testing, prognosis, prevention and treatment (commensurate with current AARC Clinical Practice guidelines) and patient education, with emphasis on care plans and respiratory care protocols.	4.00
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RC-337	Respiratory Seminar-Capstone	Discussion and presentation of professional issues and topics related to the field of respiratory care. Emphasis will be placed on preparing students for employment as well as preparation for the credentialing process. Students will engage in the job selection process, inclusive of a personal needs assessments, resume writing, and interviewing skills. Additionally, extensive coverage of computerized clinical simulations and case studies will be addressed and critical thinking and independent decision making skills will be highlighted.	4.00
RC-340	Advanced Respiratory Lab Procedures I	This lab course provides hands-on application of the principles and theory presented in RC 330. Students will practice pediatric and neonatal respiratory care procedures, including high-flow gas delivery, airway management, manual ventilation, and mechanical ventilation. Advanced pulmonary physical assessment skills for adults and children will be reviewed, along with chest imaging techniques and interpretation. The lab also includes invasive hemodynamic monitoring exercises focusing on equipment identification, insertion and troubleshooting, calculation of associated formulas, and interpretation of hemodynamic profiles.	1.00
RC-341	Advanced Respiratory Lab Procedures II	The application of principles and theory covered in RC 331 will be provided in a campus laboratory setting. Laboratory exercises will include: airway care, all phases of mechanical ventilation, hemodynamic monitoring and advanced cardiology. Additionally, it will address assisting in emergency interventions; such as, thoracentesis, chest tubes and advanced cardiac life support.	1.00
RC-342	Advanced Respiratory Lab Procedures III	This laboratory course provides hands-on application of advanced cardiopulmonary concepts through structured labs and high-fidelity simulation. Students practice advanced electrocardiography, defibrillation and cardioversion, arterial blood gas and electrolyte analysis, pulmonary diagnostic testing, and Advanced Cardiac Life Support (ACLS) team skills. The course integrates disaster medicine, emergency preparedness, and simulation-based exercises to develop clinical reasoning, teamwork, and decision-making in high-acuity and mass-casualty scenarios, including completion of FEMA IS-100 certification.	1.00
RC-350	Advanced Respiratory Clin Practice I	The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 330, RC 331, and RC 340 and RC 341. While skill development and refinement will continue for all previously covered topics, the focus of this course will be advanced topics in physical assessment of the adult, child and newborn, care and management of the pediatric and neonatal patient, equipment and procedures employed in pulmonary rehabilitation, skilled nursing facilities and home care, and advanced topics in the area of pulmonary diagnostics, bronchoscopy and sleep studies.	2.00
RC-351	Advanced Respiratory Clin Practice II	The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 330, RC 331, RC 340 and RC 341. While skill development and refinement will continue for all previously covered topics, the focus of this course will be: airway care, all phases of mechanical ventilation, hemodynamic monitoring, advanced cardiology, and assisting in emergency interventions; such as, thoracentesis, chest tubes and advanced cardiac life support.	3.00
RDS-100	Radiologic Technologist License		30.00
RDS-300	Orientation/Introduction Radiologic Tech	This course is designed to provide an overview of the foundations in radiography and the practitioner's role in the health care delivery system. Principles, practices and policies of the health care organization(s) are examined and discussed in addition to the professional responsibilities of the radiographer. An overview of program policies, functional components of healthcare delivery systems and radiology administration are also introduced.	2.00

RDS-301	Patient Care	This course is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified.	3.00
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RDS-302	Radiographic Proc I & Related Anatomy	This course will prepare the student to perform routine radiographic procedures of the chest, abdomen, upper extremities and shoulder girdle in the clinical setting. This will be accomplished by presentation of the required anatomy and discussion and demonstration of the radiographic positioning. The student will be assessed on competency on performance of the procedure in the laboratory setting.	3.00
RDS-303	Principles of Exposure I	This course is designed to provide a knowledge base of factors that govern and influence the production and quality of radiologic images. Density, contrast, resolution (detail) and distortion are examined and factors influencing them are discussed. Accessory devices such as grids, filters and collimators will also be discussed. Critical thinking and problem solving skills will be utilized in the diagnosis and correction of technical errors. Lecture, demonstration and labs will be utilized so that students master imaging techniques based on sound principles and practices.	3.00
RDS-305	Radiographic Procedures II	The student learns to perform routine radiographic procedures of the bony thorax, pelvis, and hip. This will be accomplished by presentation of the required anatomy and discussion and demonstration of the radiographic positioning. The student will be assessed on competency on performances of the procedures.	3.00
RDS-306	Digital Image Acquisitions & Display	This course is designed to impart an understanding of the components, principles and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving and retrieval are discussed. Guidelines for selecting exposure factors and evaluating images within a digital system are explored. Principles of digital system quality assurance and maintenance are presented.	3.00
RDS-307	Radiation Physics	This course provides the student with a comprehensive study of radiation physics covering atomic structure, electricity, magnetism, electromagnetic radiation, electric motors, operators, transformers, generators, rectification and the x-ray tube. Also includes an in depth study of the production of x-radiation and it's interaction with matter.	3.00
RDS-308	Radiation Protection	This course presents the potential for biological damage caused by radiation and how to eliminate or reduce it. Radiation units and quantities are discussed as well as methods of measurement. Dose limits for operators and patients are discussed with emphasis on the ALARA concept. Genetic and somatic effects are described as well as policies and practices to insure safe radiation limits are maintained. Agencies responsible for standards are also discussed.	2.00
RDS-309	Clinical Education II	Continuation of clinical education rotations in general radiography and fluoroscopy occur in this course. Observation and application of the principles and procedures introduced in general radiography and fluoroscopy are on-going throughout the course with opportunities for the student to perform initial competencies in the areas of the body that they have learned in the classroom and laboratory settings.	2.00
RDS-310	Clinical Education III	Continuation of clinical experience rotations give the student the opportunity to gain knowledge and practice in performing the radiographic procedures learned in the classroom and laboratory settings. The student will continue to gain confidence in their skills. The student is required to demonstrate competency in the areas of the body that they have learned in the classroom and laboratory setting.	3.00
RDS-311	Clinical Education I	Students participate in clinical education in an affiliate hospital performing procedures in accordance with the clinical competency evaluation system under direct supervision of a staff radiographer. Beginning rotations may occur at the front desk and transportation, as well as general radiography and fluoroscopy areas of the department.	2.00

RDS-321	Ethics: Medical Law; Human Diversity	This basis of ethics and ethical behavior will be introduced, as well as, solving ethical dilemmas found in the clinical setting. An introduction to legal terminology and concepts will also be presented. Informed consent and proper documentation is presented. Human diversity is addressed with the idea of promoting better understanding of patients and their families in order to provide better patient care.	3.00
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RDS-4000	Registry Review Capstone	A culminating course for students in the Radiologic Technologic Program designed to prepare students for the American Registry of Radiologic Technologists (ARRT) examination in Radiography. Preparation for this examination is a crucial part of the Radiologic Technology program. Review of all sections of the examination will be reviewed utilizing learning aids from all previously taught courses in the professional curriculum as well as Radiography Prep workbooks and other preparatory learning tools. Students enrolled in this capstone course will discuss professional development and lifelong learning as it relates to healthcare. Research, image analysis and review of case studies will also be discussed.	3.00
RDS-402	Radiographic Procedures III	This course will provide the student with the ability to perform spine, skull and facial bones studies in the clinical setting. Anatomy and positioning of the spine, skull and facial bones will be presented. In addition, instruction will be given about pediatrics, trauma and mobile exams. The student will be assessed as to competency on performance of the procedures in the laboratory setting..	3.00
RDS-403	Radiation Biology & Protection	Principles of radiation biology, including the interaction of radiation with living tissue and the methods used to protect the patient, radiographer and others are the major topics covered within this course. Radiation effects on molecules, cells, tissues and the body as a whole are presented. Factors affecting biological response are discussed, including acute and chronic effects of radiation. An overview of protection is presented. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations are incorporated.	2.00
RDS-404	Advanced Imaging Techniques	This course is designed to provide radiography students with principles related to Computed Tomography (CT) imaging and sectional anatomy.	2.00
RDS-406	Image Evaluation I	This course is designed so that the student may begin critical analysis of image quality based upon theories learned and practice under direct supervision.	1.00
RDS-407	Clinical Education IV	Continuation of clinical education rotations gives the student the opportunity to gain knowledge and practice in performing radiographic procedures learned in the classroom and laboratory setting. The student will continue to advance in their skills and confidence. Competency exams are still in progress. The student slowly shifts to indirect supervision per JRCERT and program guidelines.	3.00
RDS-408	Radiographic Pathology	This course is designed to provide the student with an introduction to pathology related to medical- surgical diseases and injury. Diseases that are demonstrated using radiographic procedures are the primary focus. The various modalities used to demonstrate pathologies are also discussed.	3.00
RDS-409	Advanced Imaging Techniques II	This course is designed to enhance the knowledge base of general radiographic equipment requirements and design. Included topics include: Image intensification, viewing and recording systems, digital fluoroscopy, linear tomography, mobile units and AEC devices.	3.00
RDS-410	Radiographic Procedures IV	Various forms of contrast media and its delivery are reviewed in this course. The procedures involving the digestive, urinary and biliary systems are studied in detail.	2.00
RDS-411	Image Evaluation II	This course is designed so that the student may continue critical analysis of image quality based upon theories learned and practiced under direct supervision.	2.00
RDS-413	Clinical Education V	Continuation of clinical education rotations gives the student the opportunity to gain skill in the procedures learned in the classroom and laboratory setting. At this point in time, the student should be confident in performing all basic radiographic procedures. Competency exams are still on progress. The student should be able to work under indirect supervision per JRCERT and program guidelines. Opportunities to rotate through advanced modality areas are often offered.	3.00

RDS-415	Clinical Education VI	Continuation of clinical education rotations gives the student the opportunity to ensure that a broad knowledge and comfort level in performing all radiographic procedures under indirect supervision has been attained before graduation. The terminal competencies are completed at the conclusion of the semester if required.	3.00
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RDS-420	Pharmacology & Drug Administration	This course is designed to provide basic concepts of pharmacology. The theory and practice of basic techniques of venipuncture and administration of contrast agents and/or intravenous medications is included. The appropriate delivery of patient care during these procedures is emphasized.	2.00
RS-000	Encountering Sacred Writings		3.00
RS-101	Introduction to the Old Testament	Various religious themes are examined, such as covenant, messianism, eschatology, redemption and prayer. Students are encouraged to appreciate the various writing genres of Old Testament literature, such as its creation stories, prophetic literature, apocalyptic and wisdom motifs expressed in Hebrew poetry.	3.00
RS-102	Introduction to the New Testament	Situating New Testament books within covenantal expectations is established as a foundation. The various genres of New Testament literature are explored, such as gospel writing, letters, and apocalyptic and theological history. Religious motifs from the various genres are selected for deeper analysis, such as justification in the Pauline letters.	3.00
RS-105	Life and Meaning of Jesus	A portrait of the historical Jesus provides the foundation for the course. From this basis, various theological doctrines are studied, such as the nature of resurrection, explanations of redemption and salvation and the ecumenical implications of Christological statements.	3.00
RS-111	History of Christianity	The course examines the development of Christianity from after the New Testament period until the present century. It will focus upon the major events, persons, and doctrines that have shaped this development and which also explain the current situation of separated churches within Christianity.	3.00
RS-112	Sacraments and Spirituality	The relationship between the Christian spiritual life and the sacramental and liturgical life of the Church is examined. The differences between Protestant and Roman Catholic understandings of sacraments are explored for ecumenical implications. The course concludes with the implications of sacramental life for moral decision-making.	3.00
RS-115	World Religions	The six major religions of the world, Hinduism, Buddhism, Judaism, Christianity, Islam and the Chinese religions are examined in a comparative manner. The course focuses on the historical developments of each religion and their respective treatments of common themes, such as sacred literature, moral behavior, salvation motifs and the role of prophetic figures.	3.00
RS-120	Contemporary Moral Problems	The basic principles of Christian moral decision-making and their application to current issues are examined. Some contemporary moral issues discussed include sexual behavior, racism, sexism, just war theories, capital punishment, among others.	3.00
RS-147	Christian Faith	This course examines the features of religious faith that are common to Protestant and Catholic Christianity. Basic Christian beliefs, characteristics of adult faith development, commitment to one's Christian faith in a contemporary world are treated in an ecumenically sensitive manner.	3.00
RS-160	Religions in America	This course treats the major religions found in the United States today. Their historical developments and the large diversity of beliefs and practices are examined both in a critical manner and with their ecumenical implications.	3.00
RS-165	Foundations of Christian Spirituality	Through an examination of the basic tenets of Christian faith, this course proceeds to explore the foundational elements of spirituality within a Christian context. Various themes, movements and figures from the Christian spiritual tradition across the centuries are examined and brought into dialogue with contemporary Christian living	3.00
RS-200	Paul and His Theology	The life and missionary activities of Paul the Apostle are reconstructed from both biblical and non-biblical sources. While Pauline theology is examined mainly from the authentic Pauline letters, Pauline thought from the entire corpus of letters traditionally attributed to Paul is studied.	3.00

RS-2000	Encountering Sacred Writings	This course introduces students to the issues involved in reading and understanding sacred texts, whether one reads texts as a believer or not. Given the nature of Gwynedd Mercy University, the biblical texts of the Old and New Testament form the core of the course. To provide comparisons and contrasts with the Judeo-Christian biblical tradition, some selective writings from other major religions will be examined in a limited manner.	3.00
RS-201	Writings of John	The literature of Johannine Christianity, which includes a gospel, three letters and an apocalyptic work, is the primary subject matter of this course. Comparisons and contracts with the Synoptic tradition are also examined.	3.00
RS-203	The Synoptic Gospels	The gospels of Mathew and Mark and the two-part work consisting of the gospel of Luke and Acts of the Apostles, provide the primary subject matter of the course. The Synoptic Problem of interdependence and the primary emphases of the Synoptic tradition are examined.	3.00
RS-218	Meaning and Practice of Prayer	The three monotheistic religions, Judaism, Christianity and Islam, offer rich and varied approaches to prayer. The basic beliefs of these three major religions are examined in light of their unique approaches to prayer practices.	3.00
RS-220	The Prophets	Because the prophetic literature of the Old Testament is so vast, this more specialized course treats biblical prophecy in detail. A survey of the books of the major and Minor Prophets forms the foundation of the course. Biblical prophecy and its relationship to messianic expectations are explored, as is the recurring issues of false vs. true prophets.	3.00
RS-226	Social Spirituality	This course provides students with a scriptural, theological and spiritual base from which to examine contemporary social issues. Particular emphasis is given to the place of compassion in one's everyday life, such as organ donation. Contemporary topics of euthanasia and genetic engineering are also examined.	3.00
RS-231	Bioethics	This course grounds its ethical foundation on the Judeo-Christian understanding of sanctity of life. Ethical principles and practices of decision-making, as influenced by the Roman Catholic moral tradition, are applied to specific medical-moral questions.	3.00
RS-241	Theology of Suffering	As an exploration of the theological issues that arise in the face of human suffering, this course addresses questions about God and the human condition. Particular attention is given to various kinds of suffering, to how people find meaning in the face of suffering and to sources of hope within the Judeo-Christian tradition.	3.00
RS-252	Contemporary Catholicism	After placing into a fuller context the Second Vatican Council of the Roman Catholic Church, this course examines the significant topics that have characterized more contemporary Roman Catholic discussions and aspirations since the Council ended in 1965.	3.00
RS-256	Christian Feminism	The course examines the emergent Christian feminist movement in the churches and it examines the implications of feminist theology for all persons in the churches today, both in a critical and an appreciative manner.	3.00
RS-264	Theology of Marriage and the Family	In Roman Catholic understanding, the family is the basic unit of secular society and is also essential to a proper self-understanding of the nature of the church. From biblical, ecclesial and pastoral perspectives, the course reflects upon the gift and challenges of committed love, parenting, widowhood, marriage breakdown and various roles of lay ministry. The church annulment process is examined, as are various pre-marriage preparation programs.	3.00
RS-299	Selected Topics in Religion	This course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00

RS-437	Special Topics	Specialized topics, not covered in the range of topics above are chosen by a professor for presentation on an ad hoc basis.	3.00
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RS-439	Independent Study	Qualified students may request an independent study in areas not covered by existing courses. Initial permission from the faculty member and from the chairperson of the humanities division and Vice President for Academic Affairs is required.	3.00
RS-531	Bioethics	This course grounds its ethical foundation on the Judeo-Christian understanding of sanctity of life. Ethical principles and practices of decision-making, as influenced by the Roman Catholic moral tradition, are applied to specific medical-moral questions.	3.00
RTS-100	Introduction to Radiation Therapy	This course will acquaint the student with the history of radiation therapy and the terminology associated with diagnosis, evaluation and treatment of the cancer patient as well as those terms that relate to radiation dosage and radiation protection. 3 hours' lecture/lab per week.	3.00
RTS-101	Orientation to Clinical Education I	This course is designed to provide the aspiring radiation therapist with a general overview of the day-to-day activities in a modern radiation oncology department as well as observation of diagnostic imaging procedures pertinent to the practice of radiation therapy. 7.5 hours per day, 2 days per week. One-hour recitation is scheduled per week.	2.00
RTS-101R	Orientation to Clinical Education I	This recitation course is designed to compare and contrast clinical experiences observed by each aspiring radiation therapist during their clinical rotation, and is a component of RTS 101. The class meets one hour per week.	
RTS-107	Principles of Medical Imaging	This course will introduce the student to the fundamentals of medical imaging. Topics covered include: various imaging modalities pertinent to radiation therapy, accessory equipment, body planes/sections, and digital imaging as it is related to radiation therapy procedures and related terminology.	3.00
RTS-110	Orientation to the Clinical Education II	Continuation of RTS 101 with emphasis on patient care, simulation and treatment procedures performed daily in the Radiation Oncology department. 8 hours per day, 5 days per week.	3.00
RTS-200	Radiation Biology	This course covers cell biology and the biological effects of ionizing radiation on cells in culture, small animal models, and humans, including the factors that influence and determine cellular radio sensitivity. 3 lecture hours per week.	3.00
RTS-202	Prin of Radiation Oncology Patient Care	This course will provide the student with concepts and principles of patient care to include: assessment and evaluation of patient vital signs; types of treatment reactions; care of treatment reactions; pharmacology; psychological needs of the patient; venipuncture; emergency care. 2 hours lecture/lab per week.	2.00
RTS-203	Technical Radiation Therapy Principles	This course introduces the student to factors governing the choice of modality for treatment as well as principles of simulation. Also, includes factors affecting dosage delivery from both the physical and mechanical standpoint. 2 hours lecture.	2.00
RTS-204	Clinical Education I	Orientation to the clinical area with particular emphasis on patient care, simulation techniques, treatment positioning, charting, and setting of treatment parameters on console. 8 hours daily, 3 days per week. One hour of recitation is scheduled per week.	3.00
RTS-204R	Clinical Education I	This recitation course compares and contrasts the clinical experience the students observes and participates during their clinical experience, emphasis is on treatment procedures, simulation techniques and patient care. The class meets one hour per week as part of RTS 204.	
RTS-208	Technical Radiation Therapy I	This course covers the technical aspects of radiation therapy treatment techniques, as well as a review of relevant clinical oncology. Includes: site specific simulation and treatment set-up parameters; treatment reactions; procedure specific treatment aids. 3 hours' lecture/lab per week.	3.00

RTS-209	Clinical Oncology I	This course covers the clinical aspects of radiation oncology and the multidisciplinary approach in the treatment of the cancer patient. Topics covered are: site specific epidemiology, etiology, clinical work-up and diagnosis, anatomy & physiology, histopathology, staging and grading, rationale for treatment selection and prognosis. 1.5 lecture hours per week.	1.00
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RTS-303	Clinical Education II	The student therapist engages in the daily activities of the radiation oncology department while participating in the medical dosimetry, brachytherapy, treatment unit and simulation rotations. 8 hours per day, 3 days per week. One hour of recitation per week.	3.00
RTS-303R	Clinical Education II Recitation	This recitation course compares and contrasts the clinical experience the students observes and participates during their clinical experience, emphasis is on treatment procedures, simulation techniques and patient care. The class meets one hour per week as part of RTS 303.	
RTS-304	Technical Radiation II	Continuation of Technical Radiation I. The technical aspects of radiation therapy treatment technique as well as a review of relevant clinical oncology are discussed. 3 lecture/lab hours per week.	3.00
RTS-305	Clinical Oncology II	Continuation of Clinical Oncology I. Clinical aspects of radiation oncology and the multidisciplinary approach in the treatment of the cancer patient are discussed. 1.5 lecture hours per week.	1.00
RTS-306	Applied Radiation Physics I	This course covers the basic principles of classical and modern physics including atomic structure, electrostatics, electrodynamism, magnetism and electromagnetism. Concepts of matter and energy interactions and radionuclide decay, principles of radiation protection and radiation oncology treatment modalities are discussed. 3 lecture hours per week.	3.00
RTS-307	Principles of Medical Dosimetry	This course covers basic calculations in detail, methods of contouring, beam modifying devices and immobilization aids. The student is instructed in all aspects of treatment planning to include contouring, hand-drawn isodose summations and calculations of dose. This is augmented by computerized treatment planning in the clinical area. 3 lecture hours per week.	3.00
RTS-308	Cross-Sectional Anatomy	This course will introduce the students to the cross-sectional and topographic anatomy of the specific body systems and will discuss the relevance to the practice of radiation therapy. 2 lecture hours per week.	2.00
RTS-320	Clinical Education III	The student therapist engages in the daily activities of the radiation oncology department while participating in treatment unit, simulation, mold room and patient care rotations. 8 hours per day, 4 days per week	3.00
RTS-400	Technical Radiation Therapy III	Continuation of Technical Radiation Therapy II. The technical aspects of emerging radiation therapy techniques and adjuvant therapies are discussed. 1.5 lecture/lab hours per week.	1.00
RTS-4000	Capstone Res Project	A research course for students designed to demonstrate understanding of the malignant process and its control. Students will be required to research a randomly selected malignancy, write a paper and give an oral presentation on the subject to their classmates and the radiation therapy program faculty. Additionally, they will write a reflection paper of the experience and how it will impact the practice of their profession and their patients. 3 hours per week.	3.00
RTS-402	Applied Radiation Physics II	Sequential continuation of Radiation Physics I, dealing with quantity and quality of ionizing radiation. Physical concepts of radiation dosimetry are covered in detail as well as methods of calibration of treatment equipment. 3 lecture hours per week.	3.00
RTS-403	Clinical Education IV	The student therapist engages in the daily activities of the radiation oncology department while participating in treatment unit, simulation, dosimetry and brachytherapy rotations. 8 hours per day, 3 days per week.	3.00
RTS-404	Advanced Medical Dosimetry	This course covers dosimetry of complex treatment planning and brachytherapy. Topics include: 3- D treatment planning, TBI, electron beam IMRT and irregular field calculations. 2 lecture hours per week.	2.00
RTS-406	TQM in Radiation Oncology	This course will discuss the development and implementation of quality control programs in providing quality patient care. 15 lecture hours.	1.00
RTS-407	Clinical Education V	The student therapist engages in the daily activities of the radiation oncology department while participating in quality assurance, quality management, advanced treatment techniques, simulation and brachytherapy rotations. 7.5 hours per day, 4 days per week	4.00

RTS-408	Applied Physics of Adv Treatment Tech	This course will cover the physics of advanced radiation oncology procedures. Topics include: HDR brachytherapy, stereotactic radiosurgery, TBI, CT simulation, conformal radiation therapy and advanced treatment techniques. 2 lecture hours per week.	2.00
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RTS-410	Capstone Seminar in Radiation Therapy	A review of radiation therapy concepts included in the American Registry of Radiologic Technologists certifying examination. Concepts covered include: radiation protection, quality assurance, treatment planning and delivery, and patient care, management and education. Students are required to successfully complete a comprehensive examination in radiation therapy to complete their program of study as well as submit a portfolio of their work. 3 lecture hours per week, 8 weeks.	2.00
SCI-100	The Environment	This course is designed to make the student aware of the environment in which we live and its impact on the quality of life. Human influence on the environment will also be examined. 3 lecture hours per week. Not accepted as credit towards the biology major.	3.00
SCI-105	The Science of Forensics	An introduction to the principles of physics, chemistry and biology, illustrated with laboratory experiences and examples from the field of forensics. Emphasis is on the scientific foundations of forensic investigation. 2 lecture hours and 2 laboratory hours per week. Not accepted as credit towards the biology major.	3.00
SCI-2000	From Telescope to Microscope	This course is a scientific look at the natural world through the lens of social responsibility, considering the interrelationship of science, mathematics and technology in light of our stewardship of the universe and of each other. This course is research and writing intensive. Not accepted as credit towards the biology major.	3.00
SCI-299	Selected Topics in Science	A study of a specialized subject area which may vary based on student/faculty interest. For non- major students only. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
SCI-4000	Planet Earth	This course examines the relationship between Planet Earth and its inhabitants. Drawing from the fields of astronomy, geology, meteorology and environmental science, the course looks at Planet Earth through the lens of social responsibility; it considers the interrelationship between the physical characteristics of the planet and the characteristics and welfare of its inhabitants in light of our stewardship of the universe and of each other. The course is research- and writing-intensive. Three credits - three lecture hours per week.	3.00
SEM-110	Women Writing Women	This course examines the particular historical and social context of women at pivotal moments in history through published writings (fiction and non-fiction), performed speeches, and correspondence, all of which depict the positionality of women. In addition to developing their historical and social understanding of women, students will conduct research into a current issue or problem facing women, and propose real and practical solutions. Students complete the course by creating a document that advocates for specific solutions and that is intended for an audience who can act on those recommendations. This course meets the university's definition of writing intensive. Pre-Requisite: ENG101	3.00
SEM-111	Women and the Many Faces of Imprisonment	This course focuses on women which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism and immigration. Students will learn about the many ways in which women are imprisoned by the social conditions of our time: poverty, food insecurity, domestic violence, human trafficking and incarceration. The course will examine the experience of women and those whom the love, particularly their children. This course meets the University's definition of writing intensive.	3.00

SEM-112	Sustainability	Sustainability is the ability of a system to continue to function as it is. In terms of human society on planet Earth, sustainability is the ability of humans to survive in their surrounding environment. This course provides an overview of the considerations and problems of sustainability in our modern society. Sustainability and resilience will be studied in terms of science, society, economics, morality, and culture. Students will be required to use critical thinking in a dynamic systems context to discuss the diverse aspects of sustainability. In-depth discussions will be held on the topics of globalization, finite resource depletion, ecosystem degradation, social justice, education, climate change, energy, and diversity. Readings and lectures will be used to lay the foundations of knowledge, while discussions will allow students to explore their own opinions of sustainability problems and their potential solutions. During the last few weeks of class, students will work together to form step-by-step solutions to several modern issues. This course focuses on Earth, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-113	Non-Violent Change in the Digital Age	Our current Digital World has brought extraordinary technological advances to our world and life. It offers the opportunity for change through nonviolent action both in personal and global terms. This course will provide an overview of how one navigates toward a global sense of identity that embraces compassion and respect for others through nonviolence. Students will read and discuss how digital means can be used to initiate change on both personal and macro levels. This course focuses on non-violence, one of the five critical concerns of the Sisters of Mercy: Earth, non-violence, racism, immigration, and women. This course meets the University's definition of writing intensive.	3.00
SEM-114	Childhood Obesity	This seminar course will lead participants through an in-depth examination of the issue of childhood obesity in the United States. It will take a multidisciplinary approach, examining the issue's history, contributing factors, layers of implications (physical, psychological, educational, and economic) for both individuals and communities, and the effectiveness of current intervention programs. The work will culminate in a final project in which students design a comprehensive and innovative intervention plan. The class will highlight the unique impact of childhood obesity on the Latino community in the United States. In doing so, the course will focus on immigration, one of the five critical concerns of the Sisters of Mercy: Earth, non-violence, racism, immigration, and women. This course meets the University's definition of writing intensive.	3.00
SEM-115	Examining 'Post-Racial' America	This interactive, multi-media course will examine the idea and feasibility of the post-racial America concept through a cultural and political lens, and will challenge students to develop and write about their own related theory/belief system based on readings, videos, in-class or online discussions covered in the course. The following topics will be covered: 2016 Presidential Election, Tea Party Movement, Black Lives Matter, #OscarsSoWhite Campaign, White Privilege, race blindness. This course focuses on racism, one of the five critical concerns of the Sisters of Mercy: Earth, Immigration, Non-violence, Racism, and Women. This course meets the University's definition of writing intensive.	3.00
SEM-116	Immigration & Criminal Justice System	Students take a historical journey through the evolution of immigration laws and how the criminal justice system has often been used to enforce these policies. Starting with early laws like the "Alien and Sedition Act" to more contemporary policies such as the Sanctuary movement, 287 g contracts, and DACA students will examine the reasons for these policies, as well as the intentional and unintentional consequences to undocumented, and documented immigrants their families, the criminal justice system and the community as a whole. This course addresses immigration and racism, which are two of the five critical concerns of the Sisters of Mercy. This course meets the University's definition of writing intensive. Pre-requisite: ENG101	3.00

SEM-118	Psychology of Non-Violence	This SERVICE-LEARNING course presents the issues of interpersonal (domestic/sexual) and intrapersonal (self-injury/suicide) violence through a psychological lens with a special focus on mental health, social justice, advocacy for affected populations, and strategies for the promotion of NONVIOLENCE, a Critical Concern of the Sisters of Mercy. Students will engage in discussion, research related topics, participate in mandatory violence prevention training, and work with community partners (on and off campus) to create and implement community action/advocacy plans to promote nonviolence. NOTE: To fulfill the requirements of the course, students will engage in a minimum of 12 meaningful direct or indirect service hours in support of populations affected. Due to the sensitive nature of the material presented, this course is recommended for students in their second year and above. This course meets the University's definition of writing intensive. Pre-Requisite: Successful completion of ENG 101.	3.00
SEM-120	The Power of Story	This course focuses on stories as the lens through which we understand ourselves and others. Through exploring a wide range of stories as well as examining our personal narratives, students will learn the power of story in shaping the human experience. Emphasis will be placed on identifying and challenging our narrative lens and exploring how story can be used to provide a voice for historically oppressed, marginalized, or disenfranchised people. This course focuses on racism, one of the five critical concerns of the Sisters of Mercy: earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-140	The Sociology of Jazz	This course will explore how jazz was birthed New Orleans through the confluence of the end of slavery and the increase in immigration in this most cosmopolitan American city. From early traditional jazz, to the end of World War I and swing era positivity, to the end of World War II and the development of bebop and hard bop created by radical musicians, mostly black, who were looking for a voice, jazz has always evolved with the times. Jazz music reflects the time in which it was written and our everchanging American culture. This course will address the topic through the lens of immigration and racism, both Critical Concerns of the Sisters of Mercy, by exploring how the large influx of immigrants into New Orleans, as well as how slavery and its eventual end contributed to the development of a new art form called Jazz. This is a writing intensive course. English 100 is a pre-requisite for this course.	3.00
SEM-150	Confronting Racism: Health Equity&Mercy	Racism is a public health issue embedded in historical and structural inequities that continue to shape health outcomes today. This course engages students to answer questions such as: how can mercy shape our understanding of social justice in public health? How can we center mercy in anti-racist work? Through a public health lens, students will critically examine how structural inequities impact health outcomes and explore pathways toward health equity by engaging with both scholarly research and community initiatives. Through research, reflective writing, and discussions, students will explore strategies for promoting equity and advancing justice. Students will conduct research incorporating interviews and critical analysis to examine the effects of systemic racism on marginalized communities. Through this project, students will consider solutions to promote equity. This course focuses on antiracism and non-violence, two of the critical concerns of the Sisters of Mercy: earth, non-violence, racism, immigration, and women. This course meets the University's definition of writing intensive.	3.00

SEM-162	Rise of Atlantic World	Through a careful analysis of primary sources and interpretive essays, this course examines developments in the Atlantic World across four continents (Europe, Africa, North America, and South America) throughout the period from about 1450 to about 1830. It takes a comparative cross-cultural and transnational approach that emphasizes ideas and institutions. Some of the topics covered are: the origins of the Atlantic world; European colonial expansion; the Columbian exchange; migrations of peoples; Atlantic economies; religion, culture, and society; imperial conflicts; and independence movements. A colloquium approach is used rather than a lecture format. Students will actively read, reflect upon, and respond to course material. This course focuses on Racism, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-163	Immigration & Ethnicity in Amer. History	Through a careful analysis of primary sources and interpretive essays, this course examines the history of the United States as an experience of immigration and ethnicity from the colonial period to modern times. It takes a comparative cross-cultural approach that emphasizes identity, ideas, and institutions. Some of the topics covered include: settlers, servants, and slaves; citizenship and migration; European migration and national expansion; national citizenship and federal of immigration; colonialism and migration; immigrant incorporation, identity, and nativism; and patterns of inclusion and exclusion. A colloquium approach is used rather than a lecture format. Students will actively read, reflect upon, and respond to course material, rather than merely receive information that is presented to them. This course focuses on immigration, which is one of the five Critical Concerns of the Sisters of Mercy: earth; nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-164	Capitalism & Socialism in Modern Britain	This course examines the tension in the search for economic freedom and for economic justice in the modern era through the complex rivalry between capitalism and socialism. It focuses on Great Britain, where capitalism became formalized in Adam Smith's Wealth of Nations and where various efforts to create socialist societies have been made. As a signature seminar course, it addresses the broader value of social justice, engaging the specific critical concern of immigration (opportunity v. exploitation). This course requires travel to Great Britain during the first week of January 2019, with scheduled visits to sites related to Adam Smith in Edinburgh; Robert Owen's utopian community at New Lanark, near Glasgow; the Mercy Heritage Centre in Bermondsey, London; and Karl Marx's grave in London.	3.00
SEM-165	Peacemaking Past & Present	This course examines ideas and efforts from the ancient past to the present day aimed at promoting and maintaining peace within and among societies. It emphasizes the diversity of approaches to peacemaking and how those approaches intersect with political, cultural, economic, scientific, and other contexts. This course focuses on nonviolence, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-191	Psychology of Spirituality	This course draws on an interdisciplinary approach to explore various spiritualities with a particular focus on women in the context of psychological and developmental theory and research. It examines the relationship between psychology, religion, and spirituality as well as various spiritual practices. This course focuses on Women, one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. This course meets the University's definition of writing intensive.	3.00

SEM-192	Middle East Conflict: Exile & Belonging	This course focuses on the Middle East conflict in exploring issues and dynamics of exile and belonging in Israel and Palestine through the lens of religion. In exploring these issues and dynamics, we will examine alternative ideas and perceptions, particularly, contemplation of non- violence in this conflict. This will open up different ways to consider the religious problems of exile and belonging in regard to co-existence in Israel and Palestine. The course focuses on non- violence, one of the five critical concerns of the Sisters of Mercy: women, non- violence, earth, anti- racism, and immigration. This course meets the University's definition of writing intensive.	3.00
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SEM-213	Literature & Environment	This course explores the human connection to the natural environment, in mostly British and American literature from the eighteenth through twentieth centuries. This exploration will combine readings in fiction, poetry, and non-fiction sources to understand better our connection to the world around us and our function within it. In addition to exploring this in literature, students will be asked to develop and express an understanding of their own connection to the environment and the choices they make about it, based on the value systems studied. This course focuses on the earth, one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-214	SEM 214 Divas of Music: From Bingen to Beyonce	This course is an interdisciplinary survey of the history of women in music, illuminating the contribution of women composers, conductors, patrons, and performers and the ways in which they have influenced Western and American musical traditions (including classical and popular music). Some key figures to be covered will include Hildegard von Bingen, Fanny Mendelssohn Hensel, Clara Schumann, Nadia Boulanger, Marian Anderson, Madonna and Beyonce. The course will investigate depictions of women in music as well as culture, reinforcing one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. The course meets the University's definition of writing intensive.	3.00
SEM-215	The Bible as Literature	This course explores the Bible as a work of literature, including its mythical, historical and cultural contexts, using appropriate critical concepts. Readings will be in the major books of the Old and New Testaments (New Revised Standard Version). This course focuses on women, one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-216	Role of Women in the Graphic Novel	This course examines the roles and representations of women in graphic novels from the comic book archetypes to complex female characters and contemporary authorial voices. This course focuses on women, one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-217	Conflict & Peace in Science Fiction	This course introduces students to the genre of science fiction literature and its unique ability to examine social, ethical, and cultural issues by placing them outside reality. Students will explore a variety of science fiction works, both literary and film, focusing on issues of non-violence. The speculative nature of the genre allows writers to depict how alternate or future histories deal with issues of violence, conflict, and peace. Can these works offer audiences a new vision of how we might approach these same issues on our home planet? This is one of the questions we will explore in this course. This course focuses on non-violence, which is one of the five critical concerns of the Sisters of Mercy: Earth, non-violence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-218	Women in the Christian Scriptures	This seminar explores the Bible's New Testament as a literary and spiritual text, including its mythical, historical, theological, and cultural contexts, using appropriate critical concepts. Readings are in the major books of the New Testament (New Revised Standard Version). We will have a particular focus on women of the New Testament and the parts they play in the text, exploring also scholarly research on several related topics.	3.00
SEM-220	The Ethics and Politics of Capitalism	This is a course that explores the religious and philosophical underpinnings and moral implications of contemporary capitalism and its relationship to human flourishing and human suffering.	3.00

SEM-315	Personal Finance	This course introduces the student to the subject of personal finance and the importance of financial planning. The course intends to raise student awareness of the many financial challenges that will affect their lives. Proper preparation will be the focus. Key areas of credit management, insurance and retirement planning will be included the topics covered. The course will emphasize the value of short and long-term financial planning. This course focuses on sustainability/earth which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-316	Wonder Women: Guardians for Galaxy & You	This course will explore the seven themes of Catholic Social Teaching: Life and Dignity of the Human Person, Call to Family, Community, and Participation, Rights and Responsibilities, Option for the Poor and Vulnerable, the Dignity of Work and the Rights of Workers, Solidarity And Care for God's Creation along with the Critical Concern of the Sisters of Mercy. It will focus on non- violence, which is one of five critical concerns of the Sisters of Mercy: Earth, Immigration, Non- Violence, Racism, and Women. This focus will be achieved through the study of prophets and stories of nonviolence and how "you" can make a difference through purposeful actions and choices in your chosen career. This course meets the University's definition of writing intensive.	3.00
SEM-317	Happy and Healthy! For Whom?	This course will explore the health disparities that exist in healthcare delivery systems and community-based organizations throughout the country. Through the study and understanding of at-risk populations, public health policy, and geographic location, this course will show "The Corner of Happy and Healthy" is far out of reach for those communities embedded in poverty and violence. This course focuses on racism, one of the five critical concerns of the Sisters of Mercy: Earth, immigration, Non-Violence, Racism, and Women. This course meets the University's definition of writing intensive.	3.00
SEM-318	Leadership: a Question of Chromosomes?	This course will introduce students to theories of leadership with a special emphasis on women. In a world traditionally dominated by male leadership, this course will explore the challenges and prejudices that women face when seeking and attaining leadership roles that often call for nonconventional and radical approaches. This course will introduce both historical and contemporary women who have adapted theories of leadership, through determination and grit, which has paved the way for the mantra "the future is female." The course addresses the Sisters of Mercy critical concern of women and meets the University's definition of writing intensive.	3.00
SEM-361	Embracing Indiv W Sp Needs Prof Practice	Current trends require the development of strategies and services to meet the needs of the growing adult populations of special needs individuals who live in the mainstream community. Meeting these needs presents unique challenges. This course focuses on the understanding, inclusion, and appreciation of people with special needs and their families in order to support the integration of people with disabilities into community life. The objectives provide for evidence- based practices that allow professionals to best meet the needs of these individuals and their families in a variety of disciplines. Since this course focuses on increasing the quality of life for an often oppressed segment of our society, it addresses the critical concern of non-violence of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00

SEM-362	Personal/Profess Ethics Mercy Perspectiv	This course will focus on both personal ethics, how one lives one's life, and professional ethics, how one functions in his/her professional career. This will all be discussed through a Mercy perspective. Students will explore how a personal code of ethics is developed and how one lives out that personal code. This course will also explore codes of ethics for multiple disciplines/professions and their impact on how one functions in his/her profession. This course focuses on Nonviolence, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
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SEM-363	Critical Consciousness-Understand Oursel	Living with a critical consciousness requires that we are able to examine our personal lives as well as the political, social, religious, and psychological contexts in which we find ourselves. Through an interdisciplinary course of study participants will view the disciplines of science, literature, history, education as means by which both we and the world have been constructed. Students will play an active part in the class through reading, reflecting, and responding to course material. This course focuses on Racism, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-364	Spirituality of the Child	This course explores spirituality from the developmental, creative, and present-moment perspective of the young child, with particular focus on the works of Robert Coles, Aline Wolf, and various peace educators. Concentrating on the child as spirit-in-action, we explore creativity, acceptance of difference, and non-violence as elements of childhood development that are in need of nurturing. Through our own spiritual awareness and the use of practical activities, we adults can foster this natural development of spirit in children. This course focuses on non-violence, one of the five critical concerns of the Sisters of Mercy: Earth, Immigration, Non-violence, Racism, and Women. This course meets the University's definition of writing intensive.	3.00
SEM-407	Human Trafficking	This course draws on the work of Viktor Frankl and uses a philosophical lens to explore human trafficking in its assault on human dignity, human rights and human flourishing. We will do this through the historical, social, political and economic contexts of human trafficking. This course focuses on Women, which is one of the five concerns of the Sisters of Mercy: Women, earth, nonviolence, racism and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-453	Caring & Human Experience in Society	This course explores the experience of human caring through the contributions and perspectives of multiple scholars, utilizing a multicultural lens. Nonviolence, one of the Critical Concerns of the sisters of Mercy, is a central focus. Students will engage in complex examination of the meaning of human caring and human responses. Human Caring Science, humanities-based learning activities and an interdisciplinary approach will be incorporated. Critical thinking, creativity, empathy and personal development will be emphasized. This course focuses on Nonviolence, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-454	Global Learning: Why Does It Matter?	This course explores global learning through a multifaceted lens incorporating a variety of social, cultural, historical, economic, ethical and political perspectives. The implications of these perspectives as well as the interconnectivity of all humanity are addressed. Selected local and global challenges are discussed. The requisite knowledge, attitudes and skills for living in a global, humane world are emphasized. This course focuses on Earth, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00

SEM-455	Women in Science	This course focuses on the critically important contributions made by women scientists of past and present. Special emphasis will be placed on those women awarded the Nobel Prize for scientific accomplishments in their disciplines. Students will acquire an appreciation of the professional obstacles circumvented by these courageous innovators who have significantly impacted the realm of the scientific world. Science and technology are often considered to be the forte of men. However, the numerous gifted women scientists highlighted in this course are credited with crucial contemporary discoveries and inventions and are recognized by their communities of interest within the world of science. This course will also explore the influence exerted by women scientists in their ongoing contributing roles in shaping future generations of women in science. This course focuses on one of the five critical concerns of the Sisters of Mercy of the Americas, women, earth, non-violence, racism, immigration, namely earth and being merciful stewards of mother earth through responsible scientific practices. This course meets the University's definition of writing intensive.	3.00
SEM-460	Environmental Feminisms	This course explores the nexus between women and nature. The connection between gendered oppression and environmental destruction has been demonstrated for decades. This course goes beyond ecofeminist theorizing to explore the current problems and practical applications related to universal equality and environmental justice. Students will be encouraged to explore intersectional, decolonizing, and non-dualistic ways of thinking about environmental feminist concerns. Academic and creative writing skills will be utilized to express students' ideas and hopes for a sustainable and socially just future. This course focuses on Women, which is one of the five critical concerns of the Sisters of Mercy: Earth, Nonviolence, Women, Racism, and Immigration. This course meets the University's definition of writing intensive.	3.00
SEM-501	Technology for Good	Technology for Good focuses on nonprofit use of digital media such as social media and websites that address issues the Sisters of Mercy Critical Concerns with a special focus women. Specifically we will review and critique nonprofit digital media for good that address women's issues, earth, and nonviolence. Some organizational social and digital media we will review include: Susan G Komen, Girls Who Code, and more.	3.00
SEM-520	Green Marketing	This signature seminar will explore the dynamic relationship between ethical marketing, mindful consumption, and protecting our planet, rooted in the Sisters of Mercy's critical concern for the Earth. This course will seek to understand and outline ways businesses can thrive economically while positively impacting the Earth's well-being. We will explore mindfulness in an over-consumption culture while critically examining current marketing practices and consumer behaviors. A deep dive into conscious marketing, consumer empowerment, and corporate social responsibility will help shape a more sustainable future where businesses prosper alongside a vital Earth.	3.00
SLP-400	Phonetics	Focuses on the typical production of speech sounds, transcribing speech using the International Phonetic Alphabet, analyzing the acoustic properties of speech sounds, provides a foundation for understanding of typical and atypical speech development and patterns and regional and foreign accents. The course also includes an introduction to speech sound disorders in pediatric populations.	3.00
SLP-410	Language Development	Focuses on the development of spoken and written language in humans from birth through early adulthood. The course emphasizes the role of environment and human biological factors utilized in learning to communicate with words, sentences, and narratives. It also covers the development of reading and writing.	3.00

SLP-420	Anatomy/Physiology Speech-Lang/Swallowin	Provides foundational information of the structures(anatomy), function (physiology), and neural controls of the structures used for speech, language, swallowing, respiration, and related behaviors in humans. Particular emphasis will be placed on neurological structures & functions associated with speech, language, and swallowing.	3.00
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SLP-430	Intro to Audiology & Aural Reh	Presents basic principles and techniques of hearing evaluation, including pure-tone, speech, immittance, and advanced audiometry; hearing conservation in hospital, school, and industrial settings; and identification, evaluation, and rehabilitation of auditory pathologies. Covers aural rehabilitation techniques and services. Includes in screening and pure-tone audiometry.	3.00
SLP 440	Introduction to Communication Disorders	Provides students with an introductory understanding of the causes, characteristics, assessment, and treatment of speech, language, swallowing, and hearing disorders in children and adults. Examines the professional roles and responsibilities of speech-language pathologists and audiologists and introduces evidence-based practice principles as applied to communication disorders professions.	3.00
SLP-450	Speech & Hearing Science	Focuses on the primary aspects of the speech and hearing processes including sounds in the environment (physical acoustics), sounds encoded within the auditory system (physiological acoustics), and perception of sound (psychological acoustics).	3.00
SLP-460	Clinical Observations & Techniques	Provides students with the knowledge and skills to conduct, record, interpret, and analyze clinical observations of assessment and intervention of clients with communication disorders. Students will complete 25 hours of clinical observation in the field and through Master Clinician Network, an online platform for guided observation and development of clinical skills in speech-language pathology.	3.00
SLP-600	Early Child Lang Dev't & Disorders	This course provides an advanced review of typical language development and focuses on language disorders in young children ages 0-5. Topics include receptive/expressive phonology, morphology, semantics, syntax, and pragmatics. The course provides evidence-based practices for assessing and treating language disorders of a diverse early childhood population in variety of clinical settings.	3.00
SLP-605	Speech Sound Dev't & Disorders in Childr	This course focuses on speech sound production disorders in children. Topics include: typical speech sound acquisition, articulation, phonology, the relationships between speech sound disorders and literacy, cultural-linguistic variations in speech production, and characteristics of speech sound disorders across different clinical populations. Evidence-based approaches to assessment and treatment are emphasized.	3.00
SLP-610	Aphasia & Related Disorders	This course focuses on the clinical management of aphasia in adult populations. It focuses on the nature and classification of aphasia, evidence-based assessment and intervention, and topics such as pathophysiology, epidemiology, prevention, treatment efficacy, prognosis, and quality of life for patients and their families.	3.00
SLP-615	Evidence-Based Practice in SLP	This course will focus on teaching students to become critical consumers of the research literature in order to guide effective clinical practice in speech-language pathology. Students will learn to source clinically-relevant research literature, utilize evidence-based clinical practice resources such as the ASHA practice portal, understand basic research methodology, and identify applications and limitations of research literature for clinical decision making. The course focuses on critical thinking, synthesis of information, and application of empirical evidence to clinical practice.	1.00
SLP-620	Sem I: Clinical Methods & Practice SLP	This course will cover concepts of clinical practice, including models of service delivery, clinical decision making, diagnostic methods and instruments/tools, goal and objective writing, fundamentals of clinical data collection and measurement, treatment planning, providing feedback and cuing, and professional clinical writing including treatment plans, SOAP Notes and diagnostic reports.	1.00
SLP-625	Clinical Practicum I	This is an introductory graduate clinical practicum experience. Emphasis is placed on students displaying appropriate professional skills while developing and implementing assessment and/or intervention plans, creating a dynamic therapeutic environment, collaborating with clinical team members, and completing thorough documentation. Practica may take place on or off campus. Supervision is provided in accordance with ASHA requirements.	3.00

SLP-630	School Age & Adol Lang & Lit Dev't & Dis	This course focuses on spoken and written language development, disorders, and differences in schoolage children and adolescents. It emphasizes evidence-based language and literacy assessment and intervention for students struggling with spoken and written language. It includes topics related to clinical practice in school settings such as service delivery models; classroom management; IEPs; and interprofessional collaboration.	3.00
SLP-635	Dysphagia	This course provides a comprehensive review of normal swallow physiology and its related disorders across the lifespan. It reviews anatomy and physiology of normal and abnormal swallowing in adults and children and focuses on interdisciplinary approaches to the assessment and treatment of dysphagia including instrumental diagnostic techniques. It emphasizes clinical management of dysphagia with diverse patient populations and care settings.	3.00
SLP-640	Neurogenic Disorders of Speech	This course focuses on the clinical management of motor speech disorders in children and adults due to congenital or acquired etiologies, including degenerative diseases. The course emphasizes diagnosis and treatment of the dysarthrias and apraxia of speech.	3.00
SLP-645	Complex Communication Needs	This course provides a comprehensive review of evidence-based augmentative and alternative communication (AAC) systems, assessment, and intervention. The course will focus on enhancing the communication and participation of children and adults who have complex communication needs (CCN) with an emphasis on individuals with Autism Spectrum Disorder.	3.00
SLP-650	Seminar II: Counseling in SLP	This course focuses on counseling skills appropriate for practicing speech-language pathologists. The course emphasizes interpersonal communication and counseling skills as a means to improve trust, rapport, and clinical outcomes of clients and their family members in a wide range of clinical and educational environments.	1.00
SLP-655	Clinical Practicum II	This is the second graduate clinical practicum experience. Emphasis is placed on students displaying appropriate professional skills while developing and implementing assessment and/or intervention plans, creating a dynamic therapeutic environment, collaborating with clinical team members, and completing thorough documentation. Practica may take place on or off campus. Supervision is provided in accordance with ASHA requirements.	3.00
SLP-700	Fluency Disorders	This course presents theoretical and empirical perspectives on fluency including the nature of stuttering; differentiation of normal vs. stuttered disfluencies; evidence-based approaches to assessment and intervention across age range, settings, and severity levels; familial considerations, counseling, and environmental modifications.	2.00
SLP-705	Cult & Ling Diverse Populations	This course focuses on cultural variations of speech, language, and communication. It examines cultural and linguistic biases, cultural humility, cultural responsiveness, and cultural competence in SLP service delivery. It emphasizes assessment and treatment of communication disorders & differences in individuals from culturally and linguistically diverse groups including those who are bilingual, use English as a second language, or are d/Deaf or hard of hearing.	1.00
SLP-710	Seminar III: Contemp Prof Issues & Inte	This course provides an overview of professional practice in speech-language pathology for preprofessional speech-language pathology students. Contemporary topics include but are not limited to: ASHA practice policies and guidelines, professional accountability and ethics, fiduciary responsibility, inter-professional practice, trends in professional practice, and advanced topics in certification and licensure. Externship/student teaching & Clinical Fellowship standards, requirements, and expectations are also discussed.	1.00

SLP-715	Clinical Practicum III	This is the third graduate clinical practicum experience which may take place on or off campus. Emphasis is placed on students displaying appropriate professional skills while developing and implementing assessment and/or intervention plans, creating a dynamic therapeutic environment, collaborating with clinical team members, and completing thorough documentation. Supervision is provided in accordance with ASHA requirements.	3.00
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SLP-720	Cognitive Communication Disorders in Adu	This course focuses on evidence-based diagnosis and treatment of acquired cognitive communication disorders, including right hemisphere disorder, traumatic brain injury, normal aging, mild cognitive impairment, and dementia. It will emphasize an interdisciplinary focus on the characteristics, assessment, and treatment of a variety of populations in a range of clinical settings.	3.00
SLP-725	Voice & Resonance Disorders	The course will cover the characteristics, etiology, assessment, and clinical management of voice and resonance disorders across the lifespan. The course will present techniques applicable to children and adults with disorders of voice, both functional and organic in origin including individuals who use alaryngeal speech.	3.00
SLP-730	Medical Speech Language Pathology	An interdisciplinary focus on professional SLP practice in medical settings. Topics include SLPs as members of interprofessional medical care teams, assessment and treatment of respiratory disorders/diseases that require the use of tracheostomy tubes and mechanical ventilation for adults and children, and clinical management of dysphagia.	3.00
SLP-735	Language, Literacy, & LDs	This course addresses the nature, diagnosis, and treatment of developmental language-based spoken and written language disabilities and differences across the lifespan. It covers assessment and treatment for language and literacy disorders for elementary and middle school students and adolescents and adults. Strategies for managing executive function and attention challenges that frequently co-occur with language disabilities are also discussed.	3.00
SLP-740	Advanced Clinical Practicum I	Supervised off-campus practicum in a health care facility, school setting, or other clinical setting such as a private practice or early intervention setting. Supervision is provided within accordance of ASHA guidelines.	3.00
SLP-745	Advanced Clinical Practicum II	Supervised off-campus practicum in a health care facility, school setting, or other clinical setting such as a private practice or early intervention setting. All students must successfully complete a capstone/summative project as part of the practicum requirements. Supervision is provided within accordance of ASHA guidelines.	6.00
SOC-100	Principles of Sociology	Analysis of basic structures of human societies in order to understand human social behavior in the modern world and in one's own society with emphasis on social institutions and social change.	3.00
SOC-101	Social Problems	Analysis of social factors in the persistent problems of disorganization, conflict, and culture lag. Attention to problem resolution and social policies.	3.00
SOC-102	Introduction to Criminal Justice	(Cross-referenced - for description see CRJ 102.)	3.00
SOC-120	Cultural Anthropology	Investigation of nature and function of human culture with stress on interrelationship of social institutions within cultural systems and emphasis on operation of them in non-Western societies.	3.00
SOC-150	Social Psychology	(Cross-referenced - for description see PSY 150.)	3.00
SOC-2000	Society and Global Diversity	This course is designed to expand students' understanding of the social and psychological dimensions of global communities, while learning to relate and interact with those of different viewpoints and experiences. Topics of diversity and community will be explored in light of Mercy values, such as "dignity of each person" and "social responsibility".	3.00
SOC-201	Introduction to Human Services	This course will present an overview of the elements which define human services. The history of human services, values, and ethics will be discussed. Basic counseling techniques and an overview of the various agencies of human services will be covered providing a strong overview of generalist human services practice. This course requires a short social service volunteer experience. (Fall semester only)	3.00

SOC-203	History & Culture of New Orleans	New Orleans is an American city unlike any other in the United States. Because of its location at the mouth of the Mississippi River, New Orleans became the most cosmopolitan city in the country in the late 1800s. As a result, the city became a culture unto itself through its Creole food, its language, and through its blend of cultural music that became Jazz. This course will explore the culture of New Orleans and what makes it unique through a study of food, music, architecture, Mardi Gras, and geography, as well as its dark side of the slave trade and red light district known as Storyville. This course consists of 12 hours of classroom instruction on campus and six days in New Orleans with tours, museums, a cooking demonstration, and many jazz venues. Additional fees for travel and accommodations apply to this course.	3.00
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SOC-241	Marriage and Family Systems	This course will explore socio-cultural aspects of families and how they are shaped by ethnicity, sexual orientation, income, and education. Family types will be viewed through the life cycle model and will explore a variety of family forms including two-parent, single-parent, adoptive, divorced, same-sex, remarried, and step-families. Several models of family intervention will be discussed and practiced in role-play sessions.	3.00
SOC-246	Issues in Gerontology	Survey of current social issues regarding the aging population. Topics such as social needs, delivery of services, legislation, advocacy, and ethics and legal issues will be covered.	3.00
SOC-260	Death and Dying	Survey of dying as a social act; examination of selected topics; social concepts and attitudes on death and dying; social methods of dealing with death, effects of death on social groups, demographic concepts, euthanasia, legal aspects. (May be taken for psychology credit.)	3.00
SOC-280	Ethical Issues in the Beh & Soc Sciences	(For description see PSY 280.)	3.00
SOC-299	Selected Topics in Sociology	This course provides students the opportunity to explore topics selected by the instructor. Course may be repeated if the topic changes.	3.00
SOC-300	Addictions, Dynamics and Interventions		3.00
SOC-303	Policy & Social Change		3.00
SOC-308	The Good Society		3.00
SOC-311	Sociology of Medicine	Examination of the social organization of modern science-based medicine. Emphasis on health and disease as social processes influenced by social roles, community factors and cultural values.	3.00
SOC-321	Group Processes	(For description see PSY 321.)	3.00
SOC-330	The Healing Journey	(For description see PHL 330.)	3.00
SOC-331	The Middle Adult Years	(For description see PSY 331.)	3.00
SOC-335	Human Service Administration	Students will learn management and administration skills to prepare them for work in human service agencies. Course will examine the various agencies composing the human service delivery system and their administrative needs, such as hiring, state and federal regulations, and team building. Areas of study will include planning, goal setting, decision making, leadership, conflict resolution, budgeting, and fiscal management.	3.00
SOC-338	Global Perspectives on Women	This course explores women's issues in international law and policy, in third world development, and in cross-cultural and multi-cultural contexts.	3.00
SOC-341	Social Psychology of Aging	Study of the social definitions of and responses to aging as they relate to personal adaptation, changing family patterns, quality of life issues, retirement, and reactions to loss and death. (May be taken for psychology credit.)	3.00
SOC-400	Social Work Research Methods	A critical examination of research methods found in both quantitative and qualitative sociology. Foundations of research, including research design, ethics, conceptualization, measurement and the logic of sampling, leading to the creation of a proposal for original research by the student. Outside exercises also familiarize students with different research methods, techniques of observation and the reading and evaluation of published research. (Offered Fall semester only.)	3.00
SOC-437	Special Topics	Investigation of a selected topic designed to integrate and deepen the students' comprehension and application of sociology.	3.00
SOC-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of the involved faculty and permission of the Division Chairperson, the Dean of Arts and Sciences, and the Vice President for Academic Affairs.	3.00

SOC-442	Gerontology Field Placement I	With the permission of the chairperson, senior students will participate, under supervision, in a direct experience in selected facilities/programs/agencies serving older adults. The field experience aims at increasing the student's knowledge of facilities, programs and agencies serving older persons, developing the student's interpersonal relations with co-workers and supervisors and enhancing the student's personal and professional growth.	3.00
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SOC-443	Gerontology Field Placement II	With the permission of the chairperson, senior students will participate, under supervision, in a direct experience in selected facilities/programs/agencies serving older adults. The field experience aims at increasing the student's knowledge of facilities, programs and agencies serving older persons, developing the student's interpersonal relations with co-workers and supervisors and enhancing the student's personal and professional growth.	3.00
SPA-101	Basic Spanish I	This beginning course introduces the Spanish language. The four basic skills of listening, speaking, reading, and writing are taught. No prerequisites	3.00
SPA-102	Basic Spanish II	This continues to build upon the basic foundations established in SPA 101. A more in-depth study of the grammatical structures and how they function in the language is emphasized.	3.00
SPA-205	Intermediate Spanish I	This is an intermediate Spanish course designed for students with basic knowledge of the Spanish language; for those that have completed SPA101 and SPA102 (or its equivalent). It focuses on the development of the four basic language skills: listening, speaking, reading and writing.	3.00
SPA-206	Intermediate Spanish II	This is the second half of an intermediate Spanish course designed for students with beginning intermediate knowledge of the Spanish language and who have completed SPA101, SPA102, and SPA205 (or their equivalents). It focuses on the development of the four basic language skills: listening, speaking, reading and writing with a focus on expressing one's views and opinions. The purpose of this course is to continue to develop the ability to communicate in Spanish with ease and proficiency, and to learn about and appreciate Hispanic cultures. Spanish will be the primary language of instruction though English may also be used on limited occasion as deemed appropriate by the instructor. The major course objective is to prepare students for increased proficiency in Spanish communication.	3.00
SPA-210	Spanish for Health Personnel I	This course emphasizes basic communication necessary for medical personnel. Listening, speaking and pronunciation skills will be the primary concern. Topics to be covered include: the human body, foods, illnesses, patient's medical and personal background, and useful expressions. Students must have a command of basic Spanish to take this course.	3.00
SPA-299	Selected Topics in Spanish	This course emphasizes basic communication necessary for medical personnel. Listening, speaking and pronunciation skills will be the primary concern. Topics to be covered include: the human body, foods, illnesses, patient's medical and personal background, and useful expressions. Students must have a command of basic Spanish to take this course.	3.00
SPA-400	Advanced Spanish	This is an advanced Spanish course designed for students with intermediate knowledge of the Spanish language and who have completed SPA101, SPA102, SPA205, and SPA206 (or their equivalents). It focuses on the development of the four basic language skills: listening, speaking, reading and writing through a focus of expressing one's views and opinions. The purpose of this course is to continue to develop the ability to communicate in Spanish with ease and proficiency using advanced grammar and exploring complex topics. Spanish will be the primary language of instruction though English may also be used on limited occasion as deemed appropriate by the instructor. The major course objective is to prepare students for "real-life" communication in Spanish with an advanced level of proficiency.	3.00
SPA-439	Independent Study	Qualified students may arrange independent study in areas not covered by existing courses. Topics are to be determined by consultation with instructor.	3.00

SPE-205	Exceptional Person	The course will require students to demonstrate knowledge of the fundamental concepts of teaching students with cognitive, behavioral and/or physical health disabilities ages 0-21. This will include: philosophical, historical and legal foundations of education, current identification criteria, legal and educational definitions, etiology, incidence and prevalence figures, as well as cognitive, behavioral and physical characteristics for students with disabilities. The course will present models and theories of typical/atypical growth and behavior across age groups, as well as disabilities. Field experience is required.	3.00
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SPE-215	Exceptional Person for Secondary Educ	This course requires students to demonstrate knowledge of the fundamental concepts of teaching students with cognitive, behavioral and/or physical health disabilities in the seventh through twelfth grades inclusive setting. This includes: philosophical, historical and legal functions of special education; current identification criteria; legal and educational definitions; etiology; incidence and prevalence figures; cognitive, behavioral and physical characteristics for high school students with disabilities. Field experience is required.	3.00
SPE-216	Mental Retardation		3.00
SPE-231	Mild/Moderate Disabilities	Educational and medical definitions, etiology, identification criteria and current incidence and prevalence rates for students with learning disabilities, emotional/behavioral disorders and/or mild mental neurological disorders are presented. This course will review major theoretical models associated with the study of these conditions. Field experience is required.	3.00
SPE-232	Students W/ Complex Needs in Edu Setting	This course presents the causative factors, atypical cognitive, physical, psychological, medical, psychological and psychosocial conditions of students with complex needs. Collaborative relationships within the educational, rehabilitative, social welfare and medical systems; as well as with professional organizations and advocacy groups are stressed.	3.00
SPE-240	Foundations of Autism Spectrum Disorder	This course examines the characteristics of individuals diagnosed on the Autism Spectrum according to the Diagnostic Statistical Manual (DSM5). An introduction of the current trends of assessment and interventions will be presented.	3.00
SPE-300	Pre-Student Teaching		3.00
SPE-331	Implem Inclus Pract Mild/Moderate Pop	Applications of fundamental concepts for teaching students with mild to moderate disabilities are presented. Students will examine norm-referenced, criterion-referenced and curriculum-based instruments and procedures for assessing and diagnosing students who are experiencing learning and behavior problems in school. Students will conduct curriculum-based assessments to identify students' academic strengths and weaknesses. Students will also learn to create an environment conducive to learning through an applied behavior analysis perspective.	3.00
SPE-332	Assess/Instruc Severe/Profound Pop	Authentic and alternative assessment techniques used with students with complex needs are presented. The assessments are the basis for the development of best practices in curriculum development and instructional delivery, including IEP and SDI construction. Emphasis is on identifying strengths and needs and monitoring the progress of students with complex needs. Students will develop a systematic approach to the modification/adaptation planning for instruction within a curriculum. Practical, ethical, legal and philosophical approaches to inclusion are included.	3.00
SPE-340	Assessments and Programming		3.00
SPE-341	Com, Behavior, Social Competence		3.00
SPE-4000	Capstone Seminar		12.00
SPE-405	Research & Field Experience	By pre-arrangement with the Coordinator of Special Education, a student may be awarded up to three academic credits for participation in activities and completing related research. This experience allows students who have demonstrated competencies in other required courses to enhance their professional knowledge and skills on an advanced level.	1.00
SPE-506	Foundations of Behavior Analysis	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	3.00

SPE-507	Applied Behavior Analysis	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.	3.00
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SPE-508	Applied Behavior Analysis Extended Princ	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.	3.00
SPE-511	Autism & Applied Behavior Analysis	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.	3.00
SPE-512	Ethics/Professionalism Behavior Analysts	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.	3.00
SPE-520	Methods, Materials and Curriculum	Students engage the study of methods, materials and curriculum issues for the instruction of PK-12 Special Education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards in the area of Special Education for diverse learners. Field experience is required.	3.00
SPE-560	Dgn Asmnt Prscrptv & Intrvntn Tch Spc Ed	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.	3.00
SPE-561	Research Meth/Materials Special Learner	This course focuses on applying fundamental concepts of teaching students with mildly or moderately disabling conditions. Students focus on applied behavioral analysis, problem-solving strategies, and preventive methods for challenging classroom behaviors. Developing and implementing appropriate Individual Education Plans (IEP) and Individual Transition Plans (ITP) with behavioral plans are emphasized. Students also examine how to create safe, supportive psychological and physical environments conducive to student learning. Planning for transitions across the lifespan is explored. Field experience is required.	3.00
SPE-562	Special Education Law & Ethics	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.	3.00
SPE-563	Current Issues in Special Education	With constantly changing state and federal regulations regarding students with special needs, educators must understand guidelines that apply to the individualized programming of students with and without disabilities. This course expands on foundational topics, including the implementation of IDEA 2004 and the ADA, and transition to adult life. This graduate-level course incorporates theory and hands-on methods, techniques, and strategies for working with students with special needs.	3.00
SPE-564	Behavior Mgmt Skills for Special Learner	This course is designed to provide students with a technical and functional understanding of all facets of behavior, including: behavioral analysis and behavior management in classrooms and other educational settings. Students will explore the basic concepts of behavior, strategies for behavior management, and legal considerations for schools. They will also determine how to conduct functional behavioral assessments and develop individual and schoolwide positive behavior support plans and progress monitoring plans.	3.00

SPE-565	Professional Seminar Std Teaching Grad	This is a student teaching experience for those seeking their initial certification in Special Education. This full-time program experience lasts 15-weeks, Monday through Friday and includes intensive supervision by University personnel as well as participation in an online seminar class.	3.00
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SPE-566	Professional Seminar Std Teaching Grad	This is a student teaching experience for those seeking an add-on certification in Special Education. This modified student teaching experience includes supervision by University personnel as well as participation in an online seminar class.	1.00
SPE-580	Foundations of Autism Spectrum Disorder	This course examines the characteristics of individuals diagnosed with Autism Spectrum Disorder (ASD). Students will explore the assessment and evaluation process for identifying ASD, current trends in teaching approaches and interventions, and strategies for supporting the families of students with AS	3.00
SPE-581	Assessment & Program Development	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.	3.00
SPE-582	Comm, Beh, Social Comp Students Autism	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.	3.00
SPE-583	Scientifically Res Based Best Instr Pr	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.	3.00
SPMT-200	Foundations of Sports Management	This introductory level course provides a detailed overview of the structure of the sport industry. A description of career opportunities in sport will be presented with a special interest in helping the student explore careers that are of interest. The value of professional management to sports organizations will also be highlighted. The development of effective communication skills will be emphasized through class presentations and written assignments.	3.00
SPMT-300	Role of Sport in Society	This course is an analysis of the social relations within the institution of sport and designed to acquaint students with the relationship between sport and the society in which it is embedded. Students will examine the social forces that shape the sport industry in the United States and internationally and the influence the sport industry has on society. Students will critically examine common understandings of sport from economic, historical, political, and sociological perspectives. Topics include international cultures in sport, violence and deviant behavior in sport, social stratification in sport, sport education, and societal beliefs, traditions, customs, and the sport subculture. The demonstration of interpersonal and intrapersonal skills will be emphasized throughout the course.	3.00
SPMT-305	Sport Sales, Sponsorship, Revenue Strat	The ability to generate sources of revenue continues to be the most important skill for individuals working in the sport industry. Students will learn how to develop the skills essential to effectively build sales and revenue within a sport business and leverage the various revenue producing opportunities within a sports organization. The course will explore critical factors in successfully negotiating, growing, and renewing sales with both consumers and corporate partners through exploration of techniques used to sell and generate revenue in the sports business cycle. Topics include sales proposal development, sponsor solicitation, licensing rights, new business development, endorsements and merchandising, commercialization of technology, and corporate partnerships. Students will complete role play scenarios, compete in a sales competition, and utilize oral and written communications for evaluation.	3.00

SPMT-350	Cases in Sport Management	This course will analyze effective management strategies and the body of knowledge associated with pursuing a career as a manager in the sport industry. Functional management, strategic planning, decision making, leadership style, managing conflict and change, motivation of a workforce, and management techniques in different sport environments will be explored during the course of the semester. Students will study organizational theory, decision making, policy development, planning, governance and the management functions necessary to provide them with the appropriate skills and knowledge to be effective sport managers of sport organizations. Attention will be given to the issues facing sport organizations and the use of management techniques to solve business-related problems.	3.00
SPMT-351	Strategic Sport Marketing	This course provides an overview of the various techniques and strategies of marketing in the sport environment. Areas to be covered include the processes of the strategic sport marketing, market research and analytics, the segmentation process, the identification of target markets, database and relationship marketing, sponsorship, corporate partnerships, and the development of the sport marketing mix and sponsorship packages. Students will build an integrated marketing plan for a sport organization and event by first describing how the five P's of sport marketing are applied in sport.	3.00
SPMT-352	Financing Sport Operations	This course is designed to prepare the prospective sport manager with an overview of the major financial issues facing the sport industry. An analysis of the following areas will be undertaken: sources of revenue for sports organizations, a comparison of public and private sector funding in sports, and investment of public resources into private sporting facilities. Students will analyze financial concepts and theories and their application in the professional, intercollegiate, recreational, and commercial sport industries. Topics include revenue and expenses of professional, intercollegiate, and private sport industries, issues affecting these revenues and expenses, fundraising at the intercollegiate level, ownership in sport, and public and private funding for non-profit sport programs.	3.00
SPMT-353	Introduction to Sport Law	This course is designed to address an increasing need for sport managers to be aware of the legal implications of their managerial performance. This course will introduce the legal issues facing those in the sports industry. The application of legal principles is considered in relation to professional and amateur sports. Student will analyze the legal and regularity aspects, elements, and relationships for all constituents participating in sports; administrators, coaches, athletes, agents, vendors, sponsors, faculty managers and owners, and spectators. Seminal court cases are discussed. Students will examine relevant issues in sport law through case studies and in class court sessions.	3.00
SPMT-354	Administration & Organization of Sport O	This course examines the organization and administration of operations in professional sports, intercollegiate and interscholastic athletics, recreation and fitness, and sport broadcasting and promotion. The focus of each industry studied is on how organizations in the industry plan and structure their organizations in an effort to meet their goals and competitively position themselves within the industry. Each organization is studied in terms of its mission, planning and decision-making process, budgeting and allocation of resources, and policies governing the implementation of plans for human resources, production, marketing, and product development. These industries were chosen because they represent the diversity of sport management applications and offer the opportunity for comparative study. Teams of students will carry out case studies and work with various sport events.	3.00

SPMT-355	Sport Facility & Venue Management	This course will examine the principles and practices of sport facility and venue management. Emphasis will be placed on topics including facility supervision, planning, construction, operations, security, programming, scheduling, box office operations and concessions, maintenance, marketing, and financing. With new arenas, stadiums, fitness and recreation centers, convention centers and other facilities opening, there is a significant need for properly trained sport facility managers. The principles and applications of facility design, maintenance, and event management as they apply to indoor and outdoor sport facilities will be analyzed. Students will critique existing sport facilities and complete related assignments.	3.00
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SPMT-4000	Sport Management Capstone	This capstone course will enable students to demonstrate skills developed through the sport management curriculum. Students will put their skills into practice through various experiential learning experiences to gain deeper understanding of working in the sport industry. The practical application of knowledge and skills acquired in this course will help students extend their expertise by working in a sport management related organization.	3.00
SPMT-445	Sport Management Internship	The internship requirement is considered to be one of the most critical components of the Sport Management program. Student will undertake a 120-240 hour supervised internship. This opportunity is expected to enhance the student's academic experiences, provide additional work experience, and networking opportunities. Internship experiences may take place in any of the varied sport industry settings.	3.00
STA-999	Study Abroad Temp		3.00
SWK-100	Principles of Sociology	Analysis of basic structures of human societies in order to understand human social behavior in the modern world and in one's own society with emphasis on social institutions and social change.	3.00
SWK-106	Introduction to Trauma	This foundational course examines the impact of trauma on individuals, families, and communities across the lifespan. Student explore Adverse Childhood Experiences (ACEs), the neurobiology of trauma, and developmental perspectives to understand how traumatic stress influences brain development, behavior, health, and learning from childhood through older adulthood. The course also addresses intergenerational and systemic trauma, emphasizing how historical, structural, cultural, racial, and social factors help shape trauma exposure and response.	3.00
SWK-201	Introduction to Social Work	This course will present an overview of the elements which define social work. Social work history, values, and ethics will be discussed. Basic counseling techniques and an overview of the various agencies of social work will be covered providing a strong overview of generalist social work practice. This course requires a short social service volunteer experience. This course is open to all students interested in exploring social work as a major or career.	3.00
SWK-202	Human Behavior & Social Environment I	Human Behavior and the Social Environment is a professional foundation course for social work majors. This course explores how social context affects human behavior. Optimal human development will be discussed as well as the consequences of the development being interrupted by individual and societal issues. Students will explore biological, psychological, sociological, cultural and spiritual developmental tasks across the life span. A variety of developmental theories will be examined along with their variabilities by race, class, ethnicity, sexual orientation, and spiritual beliefs. Utilizing the social work strengths model, the course will discuss resiliency and self-determination within the context of poverty, education, racism, sexism, ageism, and other contextual areas that contribute to unjust social problems.	3.00
SWK-203	Difference and Diversity	This course is a socio-historical look at diversity and difference and the corresponding disadvantages and/or privileges assigned to various groups-race, class, education, sexual orientation, gender, and age. Students will explore systems that maintain unequal access to power and privilege while marginalizing large sections of the population. By understanding one's own place within the system, this course intends to support the knowledge and skills necessary to support culturally competent social work practice.	3.00
SWK-205	Human Behavior & Social Environment II	A continuation of HBSE I, this course will emphasize the influence of groups, communities, and organizations on human behavior. Students in HBSE II will explore the framework, values, and skills to attend to individual and family needs through work groups, communities, and organizational resources. A service-learning assignment studying a local non-profit is a major part of this course.	3.00

SWK-206	Introduction to Trauma Informed Care	This course is designed to introduce students to the meaning of trauma, the incidence and prevalence of trauma and the effects of trauma on human development. Students will learn what it means to provide client centered care in a trauma informed manner, and will be provided an introduction to evidence based trauma treatments. Active participation of students in this class will include open discussion of material presented as well as practical application of the course material. Self-assessment, awareness and growth are central to the student experience in this course.	3.00
SWK-212	Counseling and Communication Skills	The course is an integrated theory and practice approach to the study of communication styles, communication skills, basic counseling skills and elements of helping relationships. Students will explore the nature and dynamics of the helping encounter, develop interpersonal communication skills, and engage in opportunities for skill development through peer helping practice sessions. Students will develop beginning competencies in working with individuals, families, and groups.	3.00
SWK-241	Marriage and Family Systems	This course will explore socio-cultural aspects of families and how they are shaped by ethnicity, sexual orientation, income, and education. Family types will be viewed through the life cycle model and will explore a variety of family forms including two-parent, single-parent, adoptive, divorced, same-sex, remarried, and step-families. Several models of family intervention will be discussed and practiced in role-play sessions.	3.00
SWK-299	Special Topics in Social Work		3.00
SWK-301	Generalist Social Work Practice	Principles and methods of social work will be explored including technique in casework, group work, community organization, planning, and administration. Clinical labs will involve simulated practice sessions. Once weekly lecture, and 4 clinical skills labs per semester.	3.00
SWK-304	Social Work Policy and Administration	This course provides an awareness of societal response to social problems. It will explore how political, economic, and institutional thought contribute to public response by the social welfare system. Students will explore societal response on the micro-level by designing an agency to meet various societal needs, exploring management skills and administration in human service agencies. Students will learn about various agencies and their administrative needs including hiring, state and government regulations, and team building. Areas of study will include planning, goal setting, decision-making, leadership, conflict resolution, budgeting and fiscal management.	3.00
SWK-305	Mental Health Practice	Utilizing the strengths model of social work practice, this class will address common mental health diagnosis and their evidence based treatment models. Utilizing the Diagnostic and Statistical Manual of Mental Disorders IV (DSM V), students will learn diagnostic categories and how to accurately diagnose various mental health issues. Students will understand the long-term ramifications of having a diagnosis and will learn that the diagnosis is only the starting point for developing a positive and measurable treatment plan. Various modes and settings of psychotherapy will be discussed as well as the use of psychotropic medications and the importance of working in multi-disciplinary teams.	3.00
SWK-400	Social Work Research Methods	A critical examination of research methods found in both quantitative and qualitative methods of research in social work. Foundations of research, including research design, ethics, conceptualization, measurement and the logic of sampling, leading to the creation of a proposal for original research by the student. Outside exercises also familiarize students with different research methods, techniques of observation and the reading and evaluation of published research. This course will emphasize the use of research in social work practice and understanding the use of evidence-based methods in social work practice.	3.00

SWK-4000	Social Work Capstone	The mission of the Bachelor of Social Work degree program is to develop professionals who are competent in the skills and knowledge necessary for work in the various fields of social work. This capstone class is designed as a way for students to demonstrate social work skills, develop an e- portfolio of their work, and contribute to the community through a service project. Through writings, role plays, lectures, e-portfolio development, and a service project, students will demonstrate their mastery of the program goals of the social work degree program. (Senior standing)	3.00
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SWK-435	Social Work Field Placement I	After consultation with Director of Field Placements advanced students will be provided direct experience in selected supervised settings in social work agencies and programs. The field placement aims to provide a service to the community and enable the student to acquire the skills, experience, and knowledge necessary for the choice of a career.	5.00
SWK-436	Social Work Field Placement II	A continuation of SWK 435. After consultation with Director of Field Placements advanced students will be provided direct experience in selected supervised settings in social work agencies and programs. The field placement aims to provide a service to the community and enable the student to acquire the skills, experience, and knowledge necessary for the choice of a career.	5.00
SWK-445	Field Placement Seminar I	Students in social work field placements will meet weekly with the Field Director to discuss their experiences in the field. Students will discuss their journal entries, their experiences, and work on areas of growth.	1.00
SWK-446	Field Placement Seminar II	Students in social work field placements will meet weekly with the Field Director to discuss their experiences in the field. Students will discuss their journal entries, their experiences, and work on areas of growth.	1.00
SWK-491	Interprofessional Global Outreach	The goal of interprofessional education is to prepare future healthcare providers and professionals to work together as a team to improve patient and population health care. This includes engaging in foundational research on interprofessional education/collaborative practice; the use of interprofessional collaborative practice models to provide better care for clients. Service learning provides an opportunity for health care providers to learn more about health vulnerabilities that communities face and gain firsthand experience of working with underserved populations. Service learning uses experiential learning, reflection and reciprocal learning to increase student awareness of community health needs. Health care providers will be more likely to utilize these skills of collaborative practice, experiential learning, reflection and reciprocal learning in their own clinical practice.	
UNV-002	Major Exploration	UNV-002 is designed to help students explore majors in a holistic, interactive, and intentional manner. Students will discover, examine, and refine academic and career interests as well as learn about the major/career decision making process through self-assessments, evaluation activities of majors and careers, faculty guest speakers, and implementing an action plan. All first-year University Studies and Health Studies students are required to take UNV-002 during their first semester; however, it is open to all students if space is available. Please note this course will not count towards a student's total credits for graduation.	1.00
UNV-100	GMercyU Success	This is the first course in the core curriculum and will transition students into the Gwynedd Mercy University community. It has three main goals: fostering the development of academic skills, educating students in the Mercy tradition and the mission of the University, and supporting the positive growth of interpersonal and social skills, all of which are necessary for success in the collegiate environment. In addition, this course introduces students to the concept of service to society reflective of the Mercy charism. Finally, UNV-100 seeks to develop student engagement with academic and co-curricular programming throughout the University; therefore, students will be required to attend approved events on campus.	2.00
UNV-101	GMercyU Service	As part of the UNV program, this course nurtures student development for service to society within the Mercy tradition through participation in a service activity and a guided written reflection. In addition, the course emphasizes leadership, research, collaboration, and oral communication skills, as well as fosters social and personal responsibility.	1.00

FACULTY

Laraine Amoia-Watters, EdD, Gwynedd Mercy University; MSN, Gwynedd Mercy University; BSN, Temple University. Associate Professor and BSN Program Director, Nursing.

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Alexandra Jabara Johnston, MS
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TBD
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TBD

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Food Services

Director of Health and Wellness Center

Director of Housing and Residence Life

Director of Student Engagement

Title IX Coordinator

Vice President for University Advancement & Chief Advancement Officer

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Director of Major Gifts
Director of Foundation, Government & Corporate Relations
Director of Annual Giving
Director of Alumni Engagement
Assistant Director of Donor Relations
Coordinator of Alumni Engagement & Annual Giving

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Course Name	Long Title	Description	Min Credits
ACC-105	Principles of Accounting I	An introduction to basic principles of financial accounting, the effects of business transactions, and the effect on the financial statements. Learn how to prepare basic financial statements and to engage in decision making essentials in our economic system through analysis of receivables and inventories.	3.00
ACC-106	Principles of Accounting II	An expansion of basic principles learned involving a deeper coverage of the complexities in the areas of accounting for depreciation, liabilities, and payroll taxes. Analysis of a corporation's shareholder's equity (bonds) and financial statements is stressed.	3.00
ACC-205	Intermediate Accounting I	This course provides a study of generally accepted accounting principles and introducing international financial reporting standards, as they relate to financial reporting. The conceptual framework is established and accounting theory developed as the foundation for accounting principles, constraints and qualitative characteristics. Problems relating to income determination, classification and form and content of financial statements are stressed.	3.00
ACC-206	Intermediate Accounting II	An expansion of the comprehensive study of generally accepted accounting principles and introducing the student of international financial reporting standards. Asset valuation, liability classification, analysis of stockholder's equity and more complex principles related to income determination in various business situations are discussed.	3.00
ACC-207	Intermediate Acc III	An in-depth study of GAAP (Generally Accepted Accounting Principles) and IFRS (International Fin Reporting Standards) reporting issues dealing with earnings per share calculations, investments, derivatives, post-retirement accounting for benefits and pensions, lease accounting, revenue recognition, in-depth analysis of cash flow statements, and full disclosure.	3.00
ACC-301	Managerial Accounting	The study of accounting as an aid for management decision-making. Cost behavior, budget planning and control, and performance measurement are among the topics, which will be discussed.	3.00
ACC-302	Financial Accounting	This course is an in-depth study of the role that financial accounting data plays in the decision-making process of managers of both for-profit and nonprofit organizations. Topics include examination of financial statements and financial statement analysis.	3.00
ACC-305	Cost Accounting	An examination of the role and attitude of the cost manager and the skills necessary to gather information for the analysis of business situations. The goal of decision-making is stressed. The course contains analysis of costs including job, process and standard costing as well as the study of processes and efficiencies.	3.00
ACC-315	Personal Taxes	An intensified course involving taxation of individuals; tax policy, tax research, tax history, technical tax provisions, and tax planning including tax practice suggestions.	3.00
ACC-316	Investment and Business Taxation	A course designed to examine federal taxation of property transactions and the taxation of various forms of business organizations such as corporations, partnerships and S corporations.	3.00
ACC-317	Accounting Information Systems	Principals involved in establishing an accounting information system included are source documents, internal control, and the interfaces needed for managerial control of the business. The integration of managerial accounting, information needs with the design and implementation of systems is studied.	3.00
ACC-405	Advanced Accounting	This course includes a series of discrete topics not previously included in other courses plus topics considered in greater depth here than in previous courses. Included are GAAP accounting, business combinations, government accounting, foreign currency translation and derivatives.	3.00
ACC-406	Auditing	A study and critical appraisal of current auditing standards related to the examination of financial statements by an independent auditor for both public and privately owned businesses. The course also applies many of the same auditing techniques to discover fraud, through the use of case studies, exploring the moral and ethical problems and issues of the accountant in auditing and detecting fraud.	3.00

ACC-408	Advanced Accounting II	This course will pursue further complex accounting issues not covered in previous courses. Topics will include: GAAP and IFRS handling of international currency transactions, fiduciary accounting, including both bankruptcy and estates and trusts, and accounting for non-profit organizations.	3.00
ACC-437	Special Topics	This course provides opportunity to research a current accounting issue under GAAP or IFRS, comparing and contrasting the handling and application of the account theory and practice.	3.00
ACC-440	Accounting Internship	A 240-hour work experience designed to provide the student with practical application of accounting principles. To be eligible for this internship, a minimum B average in all accounting courses is required as well as permission by the accounting adviser and the Dean of the School.	6.00
ACC-441	Internship in Public Accounting	A continuation of work experience designed to provide the student with practical application of accounting principles. To be eligible for this internship a minimum "B" average in all accounting courses is required, as well as permission by the accounting advisor and the Dean of the School	3.00
ART-100	Basic Drawing	This introductory course in drawing focuses on line, value, perspective, and composition. It includes experiential drawing from landscape, still life and the figure.	3.00
ART-105	Art Appreciation	This course introduces the origins and historical development of art from prehistoric times to the present day. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, architecture, photography and printmaking. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods and media.	3.00
ART-106	Painting I	Art elements, advanced drawing and composition, and color and design theory with studio work in acrylic and oil media receive emphasis in this beginning course, which includes work on still life, landscape, figure, and non-figurative compositions. (2-hour laboratory)	3.00
ART-111	Watercolors	Students learn about various watercolor techniques, color and composition, and design through the painting of still-life subjects and landscapes.	3.00
ART-115	Art History I	This course introduces works of art from ancient cave paintings to the Renaissance.	3.00
ART-116	Art History II	Works of art from the Renaissance to the present are the focus of study in this course.	3.00
ART-120	Introduction to Traditional Photography		3.00
ART-122	Introduction to Digital Photography	This course is designed to narrow the gap between traditional (film) and digital photography. Through demonstrations and hands-on practice, students will learn the basic concepts and tools of Photoshop. They will also create digital images and develop a working method within a digital photographic context. Cameras are required for this course.	3.00
ART-137	Sculpture	The study of the visual elements of art and how they relate to three-dimensional forms, the course explores many media as a way of exposing the students to the scope of sculpture. Lab Fee.	3.00
ART-205	Modern Art	This course is a chronological survey of the history of modern architecture, sculpture, painting, and graphic arts in Europe and the US. The course begins with Impressionism and moved through the 20th century through World War II. Emphasis is placed on the interaction between art and society, industry, design, urbanism, war and technology.	3.00
ART-206	Contemporary Art	This course is a continuation of Modern Art. It is a chronological survey of the expansion of forms, media, issues, and participants in the art made in Europe and the US from the aftermath of World War II to the present. Selected works of painting, sculpture, photography, architecture, performance, and video are examined as stylistic and historical objects addressing art history and theory, popular culture, politics, gender, race and a global culture.	3.00
ART-299	Special Topics	This course allows students to explore an area of art history or participate in a studio art that is not otherwise offered in a regular course in the catalog.	3.00
ART-437	Special Topics	Course focuses on a medium and approach selected by the instructor.	3.00

ASL-101	Fundamentals of American Sign Language I	American Sign Language Level 1 introduces the fundamentals of ASL as used by the Deaf community in the United States, parts of Canada, and a few other countries. ASL is not "English on the hands" or a visual code for English. Rather it is a visual-gestural communication system that incorporates the use of handshapes, facial expressions, mouth morphemes, body language, and space to convey information. The syntax of ASL is very different from English. This course will introduce students to fingerspelling, vocabulary, grammar, use of space, and non-manual markers used in American Sign Language. In addition, we will look at Deaf culture and examine how it differs from hearing culture.	3.00
ASL-102	American Sign Language II	This course builds on the foundation of fundamentals of American Sign Language, ASL-101 in developing the skills and knowledge needed to converse in American Sign Language (ASL). Students will continue to expand their vocabulary and usage of ASL grammar and syntax. In addition, information on deaf culture will be provided and discussed.	3.00
BIO-101	Science of Life	An introduction to biology for non-majors. Basic principles of biology with emphasis on cell structure, energy metabolism, reproduction, genetics, diversity, and evolution. 3 lecture hours per week.	3.00
BIO-103	Human Anatomy	This course for non-science major students investigates the human body, from cells to body systems. 3 lecture hours per week.	3.00
BIO-107	Anatomy & Physiology I	A study of the basic concepts of human anatomy and physiology, beginning with cell biology and histology and continuing with a survey of skeletal, muscular, nervous, sensory, and endocrine systems. 3 lecture hours per week. Not accepted as credit towards the biology major.	3.00
BIO-107L	Anatomy and Physiology I Laboratory	Laboratory studies of the structure and function of the systems included in BIO 107. 2 laboratory hours per week. Not accepted as credit towards the biology major.	1.00
BIO-108	Anatomy & Physiology II	A continued study of the basic structural and functional aspects of hematology, immunology, cardiovascular, respiratory, digestive, renal and reproductive systems. 3 lecture hours per week. Not accepted as credit towards the biology major.	3.00
BIO-108L	Anatomy and Physiology II Laboratory	Laboratory studies of the structure and functions of the systems included in BIO 108. 2 laboratory hours per week. Not accepted as credit towards the biology major	1.00
BIO-111	Microbiology	An introduction to the microbial world, including discussion of the morphology, metabolism, growth and control of microorganisms. Topics include human infection, resistance and immunity. 3 lecture hours per week. Offered in the summer. Not accepted as credit towards the biology major.	3.00
BIO-111L	Microbiology Laboratory	Basic microbiological techniques, biochemical and physiological reactions and identification of selected microorganisms. 2 1/2 laboratory hours per week. Offered in the summer. Not accepted as credit towards the biology major.	1.00
BIO-114	Human Genetics	This course for non-science-major students investigates normal patterns of inheritance and their biologic basis as well as how genetic abnormalities results in inborn genetic disorders. The course will additionally emphasize the important social, political, legal and ethical issues raised by genetic technology. 3 lecture hours per week. Offered in alternate fall semesters. Not accepted as credit towards the biology major	3.00
BIO-115	Biology of Aging	Topics include theories of aging, discussion of organ systems of the body from the standpoint of the normal functions and specific age-related changes and disorders, as well as needs of the older adult. 3 lecture hours per week. Not accepted as credit towards the biologymajor.	3.00
BIO-121	Microbiology for the Health Sciences	An integrated lecture and laboratory course utilizing case studies to introduce students in the health sciences to the world of microorganisms and issues they may face involving microbes in the field of health care. Topics will include the structure and function of microorganisms, their growth and control, as well as their role in infection and human resistance and immunity. Basic handling and identification of microorganisms will be discussed in the laboratory component. For non-biology majors only. 3 lecture hours per week and 5 laboratory sessions/recitations per semester. Not accepted as credit towards the biology major.	3.00

BIO-203	General Biology I	An introduction to life science designed as a molecular investigation into living things, beginning with the cell. Cellular chemistry, structures and functions will be addressed. Physiological processes such as respiration and photosynthesis are discussed, as are the molecular aspects of cell division, genetics and gene expression. The course continues with an introduction into how genetics influences development, evolution, phylogeny and speciation. 3 lecture hours per week. Offered in the fall semester.	3.00
BIO-203L	General Biology I Laboratory	Laboratory investigations designed to supplement and clarify basic biological concepts introduced in BIO 203, including studies into eukaryotic and prokaryotic cells and cellular processes, molecular biology and genetics. 3 laboratory hours per week. Offered in the fall semester.	1.00
BIO-204	General Biology II	An introduction into organismal biology beginning with basic systematics and species classification with an investigation into the biodiversity of the animal and plant kingdoms. The structure, function and development of animal systems will be discussed, as will plant growth, response and reproduction. The course culminates with an examination of ecology and animal behavior. 3 lecture hours per week. Offered in the spring semester.	3.00
BIO-204L	General Biology II Laboratory	Laboratory investigations designed to supplement and clarify basic biological concepts and species classifications introduced in BIO 204, including the examination of living and preserved specimens from various phylogenetic kingdoms to gain a familiarity with animal and plant anatomy and physiology. 3 laboratory hours per week. Offered in the spring semester.	1.00
BIO-230	Principles of Ecology	A study of the basic hierarchal structure of ecological patterns from the individual organism to the globe. Determination of basic ecology patterns and causes of those patterns will be discussed in terms of abiotic and biotic factors with the underlying evolutionary causes. This class is writing intensive with a least five writing assignments and essay exams. 2 lecture hours per week.	2.00
BIO-230L	Principles of Ecology Laboratory	An inquiry-based field laboratory in which students develop a research question and experimental design, perform research, and collect and analyze data in appropriate scientific formats. Topics discussed include different approaches to field research, appropriate experimental design, data analysis, and presentation. 3 laboratory hours per week.	1.00
BIO-251	Genetics	An investigation into the fundamental principles of Mendelian and non-Mendelian inheritance and the molecular and cellular basis of heredity, including the molecular and biochemical processes behind inheritance, gene expression and development. Additional topics include pedigree analysis, mutation and cancer, the conflict between nature and nurture, modern DNA technology, population genetics, evolution, and the ethical impact of genetics on society. 3 lecture hours per week. Offered in the spring semester.	3.00
BIO-251L	Genetics Laboratory	The genetics techniques laboratory is designed to introduce the student to the fundamentals of experimentation in basic Mendelian and non-Mendelian principles using model genetic systems as well as molecular genetics techniques. 3 laboratory hours per week. Offered in the spring semester.	1.00
BIO-299	Selected Topics in Biology	A study of a specialized subject area which may vary based on student/faculty interest. For non- major students only. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
BIO-302	Vertebrate Anatomy	This is an integrative biological study of structural and functional anatomy of the vertebrate classes. It utilizes an organ system approach to the study of comparative anatomy, considers unique adaptations of individual vertebrate groups and incorporates evolutionary relationships in conjunction with aspects of vertebrate behavior, ecology and paleontology. Lecture and reading assignments incorporate research data from current literature. 3 lecture hours per week.	3.00
BIO-302L	Vertebrate Anatomy Laboratory	This is an organ-based study of select specimens from the vertebrate classes, and includes a number of special topics, e.g. adaptations to flight. The laboratory promotes skill development, including a variety of investigative techniques. 3 laboratory hours per week.	1.00

BIO-304	Human Physiology	Human Physiology explores the fundamental concepts and principles of human biology. It also investigates the regulatory mechanisms of all human body systems at the cellular, tissue, and organ levels focusing on the integration of body systems. Deviations from normality associated with pathological conditions will be discussed to help demonstrate important concepts in human physiology. 3 lecture hours per week. Pre-requisites: BIO203, BIO204, CHM151, and CHM152.	3.00
BIO-305	Biology of Microorganisms	A study of the biology and chemistry of microorganisms including their morphology, metabolism, genetics, growth and control, as well as their interactions with host cells. 3 lecture hours per week. Offered in alternate fall semesters.	3.00
BIO-305L	Biology of Microorganisms Laboratory	Basic microbiological laboratory techniques including those used for the isolation, cultivation, enumeration, and identification of microorganisms. 3 laboratory hours per week. Offered in alternate fall semesters.	1.00
BIO-307	Eukaryotic Microbiology	A continuation of BIO 305 focusing solely upon eukaryotic microorganisms. The course will be divided into three sections focusing upon the morphology, metabolism, evolution, and ecology of the three categories of eukaryotic microorganisms: Protists, fungi, and helminthes. 3 lecture hours per week. Offered in alternate spring semesters.	3.00
BIO-310	Mycology	A detailed study of important fungi with emphasis on their biology, physiology and significance. Current research on the control of fungi and treatment of fungal diseases is examined. 4 lecture/laboratory hours per week.	3.00
BIO-311	Virology	A comprehensive modern approach to the field of virology that focuses on the biology, application, and control of viruses. Topics include, but are not limited to, virus morphology and replication, evolution and extinction, emerging pathogens, gene and bacteriophage therapy, antiviral drugs, and virus-immune system interactions. 3 lecture hours per week. Offered in alternate fall semesters.	3.00
BIO-312	Parasitology	Study of the morphology, distribution, symptoms, treatment, prevention, and control of important parasites. 2 lecture hours per week.	2.00
BIO-313	Immunology	The mechanisms, cells, and molecules involved in immunological responses will be examined in this course. Emphasis is on comparison of antibody and cytokine responses. Resistance to infectious organisms, allergic responses, tissue transplantation, and autoimmune diseases will also be discussed. 3 lecture hours per week. Offered in alternate spring semesters.	3.00
BIO-317	Advanced Physiology I	Advanced Physiology explores the regulatory mechanisms involved in maintaining and controlling a homeostatic environment at the subcellular, cellular, and organismal levels. The course begins with a survey of the principles of regulatory and cell physiology and continues with an investigation of electrophysiology and the physiology of the human nervous, muscular, and endocrine systems. This course emphasizes an understanding of how the body functions under normal conditions (in the absence of disease). Deviations from normality associated with pathological conditions will be discussed to help demonstrate important concepts in human physiology. 3 lecture hours per week.	3.00
BIO-318	Advanced Physiology II	Advanced Physiology II is a continuation of the study of homeostatic regulatory mechanisms using selected organ systems, including the cardiovascular, respiratory, digestive, renal, reproductive, and immune systems. 3 lecture hours per week.	3.00
BIO-4000	Biology Seminar I-Capstone	The first of a three-part biology capstone course series. The capstone course(s) help the student to reflect upon how expertise in their discipline has been integrated with the university mission, core values and learning outcomes during the course of their education. Students will be exposed to options for their future and prepare for their post-graduate plans as well as begin research for their senior thesis. The class will additionally initiate a service project to be completed by graduation and begin the compilation of a portfolio to be submitted in the third capstone course. 1 conference hour per week. Junior status required. Offered in the spring semester.	1.00

BIO-4001	Biology Seminar II-Capstone	The second of a three-part biology capstone course series. The capstone course(s) help the student to reflect upon how expertise in their discipline has been integrated with the university mission, core values and learning outcomes during the course of their education. Students will meet both as a class for literature and peer reviews as well as individually with an assigned thesis advisor during the formulation of their senior thesis. The class will continue the work of the service project initiated in BIO 4000 and continue the compilation of the portfolio to be submitted in the third capstone course. 1 conference hour per week. Senior status required. Offered in the fall semester.	1.00
BIO-4002	Biology Seminar III-Capstone	The third of a three-part biology capstone course series. The capstone course(s) help the student to reflect upon how expertise in their discipline has been integrated with the university mission, core values and learning outcomes during the course of their education. Students will formally present their written thesis to a broader audience. Students will actively demonstrate proficiency in the discipline via a comprehensive examination and be required to self-assess their growth with regard to the GMercyU core values and learning outcomes, as well as the general education and biology program goals through the submission of a portfolio of representative assignments and experiences spanning their university career. Finally, students will complete a service project initiated in BIO 4000. 1 conference hour per week. Senior status required. Offered in the spring semester.	1.00
BIO-402	Molecular Biology of the Cell	An investigation into the components that comprise cells, how those components are formed as well as how cells function individually and as part of a multicellular whole. Topics will include organelle structure and function, molecular signaling, membrane transport, the cytoskeleton and the cell cycle, as well as control mechanisms in gene expression and loss of control in cancer. 3 lecture hours per week. Offered in the fall semester.	3.00
BIO-402L	Molecular Biology of the Cell Laboratory	This is a project-driven laboratory course that introduces students to the world of mammalian cell culture. In addition to learning basic cell culture techniques, students will use cell viability assays, spectrophotometry, RNA isolation, reverse transcription PCR, and DNA gel electrophoresis to investigate important research questions in cell biology. Students will also gain experience in experimental design, data analysis, presentation of experimental results, and maintenance of a detailed laboratory notebook. 3 laboratory hours per week.	1.00
BIO-414	Infectious Diseases	A mixed lecture and case study approach to human infectious disease. The course explores the processes of transmission, pathogenesis, interaction with the immune response, and evolution of infectious microorganisms. Specifically, the course is focused upon host-pathogen relationships, transmission dynamics, and mechanism of disease emergence. 3 lecture hours per week. Offered in alternate spring semesters.	3.00
BIO-415	Developmental Biology	A study into the biochemical, molecular and genetic factors that regulate organismal growth and development. The field of classical embryology will be combined with molecular biology to investigate the mechanisms by which DNA dictates organism form and function. The course will cover topics including cell fate determination and differentiation, fertilization, embryogenesis, pattern formation, the regulation of gene expression during development, plant and animal cell lineages, tissue and organ formation, gene rearrangements in adult cells, aging, and developmental responses to the environment. Molecular mechanisms of development will be examined in species ranging from bacteria to higher plants and animals. Offered in the spring semester. 3 lecture hours per week.	3.00
BIO-415L	Developmental Biology Laboratory	The laboratory is designed to supplement the material presented in the developmental biology lecture by introducing students to the fundamental model systems utilized in the study of developmental processes. Patterns of development will be investigated in both plant and animal species using both prepared specimens and living models. 3 laboratory hours per week. Offered in the spring semester.	1.00

BIO-421	Biology Research	This is an independent course of research under the direction of a member of the science faculty. Students will participate in a research project involving a literature review, laboratory research, and data analysis. Students will be expected to formalize their experience with a presentation in written, oral or poster format. Students may earn research credit more than once, but only 3 credits may be used to satisfy the biology major requirements. Permission of instructor required.	3.00
BIO-430	Research Process and Techniques	This course will prepare students to conduct research or participate in an internship in the sciences. The course must be taken prior to or in conjunction with enrollment in BIO 421 or BIO 440. May be taken more than once.	
BIO-437	Special Topics	This is an in-depth study of a specialized subject area. The selected topic varies based on student/faculty interest and current research advances. Topic, course structure, credit and instructor will be announced prior to preregistration. Course may be repeated if topic is different.	1.00
BIO-437L	Special Topics		1.00
BIO-439	Independent Study	Investigation of selected topics.	1.00
BIO-440	Internship	A work experience with a minimum of 120-hours designed to afford the student a practical experience in the application of biological techniques and practices.	3.00
BUS-101	Foundations of Business	Introduces the contemporary business environment and the major functional areas of business, including management, ethics, human resources, marketing, finance, e-business, and international business.	3.00
BUS_109	Personal Financial Planning	This course introduces analytical approaches to personal financial decision-making, including time value of money, cost-of-borrowing analysis, investment return evaluation, risk assessment, and financial planning models. Students apply qualitative tools to evaluate financial products, compare alternatives, and make data-informed decisions across life stages. Emphasis is placed on applied financial analysis rather than reflective or sustainability-based frameworks.	
BUS-205	Principles of Management	Examines the principles and practices of management, with emphasis on planning, organizing, leading, and controlling organizational resources. Students explore managerial decision-making, leadership, motivation, communication, and teamwork, with attention to contemporary organizational challenges.	3.00
BUS-209	Business Statistics I	Introduces statistical concepts and methods used in business decision-making. Topics include descriptive statistics, probability, probability distributions, sampling, and estimation, with emphasis on interpreting data and applying statistical reasoning to business problems.	3.00
BUS-212	International Business	Examines the global business environment and the challenges and opportunities it presents for organizations operating across national borders. Students explore multinational enterprises, international trade and investment, global markets, and the economic, cultural, political, and legal factors that influence international business activities.	3.00
BUS-213	Human Resources and Prof Communication	This course will examine the aspects of talent management in the context of organizational goals. Topics include recruiting, selection, training and development, compensation and safety. A focus on professional communication and other soft skills reflects today's expectations in the workplace.	3.00
BUS-214	Business Law and Ethics	Examines the legal and ethical environment of business and how laws, ethical standards, and social responsibility shape organizational decision-making. Topics include the foundations of the legal system, contracts, business organizations, stakeholder rights, government regulation, and domestic and international ethical considerations.	3.00
BUS-292	Business Case Studies	Applies the business case method to analyze real-world organizational challenges and managerial decision-making. Students evaluate business situations to identify problems, assess alternatives, and examine the strategic, ethical, and societal implications of managerial choices.	3.00
BUS-310	Principles of Finance	This course is an introduction to the role of finance in the economy. Financial markets, debt and equity instruments, capital budgeting, inflation, and the role of the financial manager are examined.	3.00

BUS-311	Money, Banking & Financial Institutions	Money, credit and financial instruments; banks, other financial institutions and the operation of the Federal Reserve System are discussed in relation to economic activity, inflation and unemployment.	3.00
BUS-312	Managerial Finance	An examination of financial decision making in the firm, including the sources of funds, capital structure and long-range financial growth are studied.	3.00
BUS-313	Investments	An introduction to the securities markets, their operations and regulations and alternative investment opportunities are presented. Corporate and government issues, risk and portfolio development will be considered. Current market conditions will be discussed.	3.00
BUS-314	International Finance	This course considers the nature and scope of international financial management. Direct foreign investment, international exchange, U.S. balance of payment, and the multinational enterprise will be discussed.	3.00
BUS-318	Operations Management	Examines the operational processes involved in managing manufacturing and service organizations. Topics include process design, capacity planning, inventory management, quality, and contemporary operational challenges. Emphasis is placed on improving efficiency and effectiveness in organizational operations.	3.00
BUS-320	Small Business & Entrepreneurship	Examines the entrepreneurial management of small businesses, with emphasis on evaluating opportunities, developing viable business models, securing resources, and managing operations.	3.00
BUS-324	Derivatives	This course examines valuation and hedging of options, forward contracts, futures contracts, swaps, and other derivatives. Examines fundamental tools commonly used for pricing and hedging and options and futures contracts.	3.00
BUS-325	Investments II	Change name Portfolio Management, not investments II	3.00
BUS-340	Business Statistics II	Builds on Business Statistics I to examine inferential statistical methods used in business analysis. Topics include hypothesis testing, regression and correlation, time series analysis, nonparametric methods, and analysis of variance, with emphasis on applying statistical techniques to business decision-making.	3.00
BUS-350	Principles of Sports Management	This introductory level course provides the student with an overview of the structure of the sports industry and highlights the scope and variety of career opportunities in the area. The value of professional management to sports organizations will also be emphasized. Attention will be given to the issues facing sport organizations and the use of management techniques to solve business-related problems.	3.00
BUS-351	Sports Marketing	This course provides the student with basic knowledge and understanding of sport marketing and promotions for the educational, recreational and professional sport. The components of the course include developing products, sponsorships, special events, fund raising, public relations, promotions, and utilizing radio and television networks.	3.00
BUS-352	Sport Business and Finance	This course is designed to prepare the prospective sport manager with an overview of the major financial issues facing the sport industry. An analysis of the following areas will be undertaken; sources of revenue for sports organizations, a comparison of public and private sector funding in sports, and investment of public resources into private sporting facilities.	3.00
BUS-353	Sport Law	This application of legal principles is considered in relation to professional and amateur sports. Emphasis is placed on tort liabilities and the regulation of sport in a variety of settings. The governance structure of professional and amateur sports organizations will also be discussed.	3.00
BUS-354	Athletics Administration	This course is designed to introduce the student to the management issues faced by administrators within collegiate and high school athletics departments. Students will develop an understanding of issues such as governance, scheduling, NCAA and conference compliance, gender equity and Title IX, conference membership issues, departmental structure, and organizational goals in athletics, legal issues, and operating procedures.	3.00

BUS-355	Facility Management	This course investigates the functions of sport managers in the design, operation, and financing of sport facilities. Students will examine the issues pertaining to management of public and private arenas, stadiums, and multipurpose facilities. Management of temporary facilities for special events will also be considered.	3.00
BUS-374	Employment Law	A survey course introducing the laws that impact the employee-employer relationship. The student will analyze how the law affects areas such as hiring, compensation and safety as well as the laws governing discrimination. A Pennsylvania application will be included where appropriate. The student will be evaluated on the basis of examinations, case analysis, legal research and Internet use.	3.00
BUS-375	Risk Management	Examines risk management principles and techniques used to identify, assess, and manage organizational risks. Topics include risk assessment, non-insurance risk control methods, workplace safety, and contemporary risk issues. Emphasis is placed on applying risk management strategies to improve organizational effectiveness.	3.00
BUS-378	Healthcare Risk Management	Risk Management affects the entire organization and is commonly referred to as Enterprise Risk Management (ERM). The focus for healthcare organizations is to reduce risk in all areas with the goals of quality improvement and cost reduction. The student will be introduced to the risk management process, current federal and state legislation, cost and benefits of safety programs in the healthcare setting, strategies for medical error and liability reduction, the use of healthcare information technology to reduce risk, current topics in health insurance, and managing risk in integrated healthcare delivery systems. Coursework will include a research paper, case analysis and classroom discussions and presentations.	3.00
BUS-381	Organization Theory and Behavior	Examines individual and group behavior in organizations, with emphasis on motivation, communication, leadership, personality, and team dynamics. Students explore how attitudes and behaviors influence organizational effectiveness and workplace performance.	3.00
BUS-391	Current Business Issues	This course is an independent research paper, which reviews current events in business. Permission of the Dean of the School is required.	1.00
BUS-4000	Seminar: Business Policies & Strategies	Using a business simulation/case approach, this course is a study of management policy as an integrative force to all other functions of businesses; i.e., marketing, manufacturing, finance, personnel. The course represents an insight into the strategies behind corporate policies.	3.00
BUS-4001	Seminar: Business Policies and Strateg	Using a business simulation/case approach, and by integrating learning team experiences with classroom theory this course is a study of management policy as an integrative force to all other functions of businesses; i.e., marketing, manufacturing, finance, personnel. The course represents an insight into the strategies behind corporate policies.	4.00
BUS-421	Corporate Studies	This course provides students the opportunity to complete an in-depth study of a service corporation, or several service corporations, so to better understand the integration that is required in management practices within a corporate business structure. The course will focus on the challenges, opportunities and integration of corporate management, administration, marketing, human resource management, leadership and, as applicable, global operations and management.	3.00
BUS-436	Business Professional & Career Readiness	This course focuses on preparing students for the transition from academic study to professional employment through the development of career readiness competencies. Students explore career pathways, professional communication, personal branding, and job search strategies while integrating academic and experiential learning. Emphasis is placed on networking, professional standards, and effective self-presentation in workplace contexts.	3.00
BUS-437	Special Topics	This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of business theory and practice.	3.00

BUS-439	Independent Study	This course allows the student to investigate selected topics. Registration with permission of the Dean of the School and the Vice President for Academic Affairs.	1.00
BUS-440	Internship	This is a 240-hour work experience designed to afford the student a practical experience in the application of business techniques and practices.	6.00
BUS-441	Internship	This is a 120-hour work experience designed to afford the student a practical experience in the application of business techniques and practices.	3.00
BUS-455	Sport Management Seminar	The internship requirement is considered to be one of the most critical components of the Sport Management program. Student will undertake a 120-240 hour supervised internship. This opportunity is expected to enhance the student's academic experiences, provide additional work experience, and networking opportunities. Internship experiences may take place in any of the varied sport industry settings. This course does not replace BUS-4000.	3.00
BUS-513	US Business Immersion		1.00
CHM-105	Living Chemistry	An introduction to chemistry designed to promote scientific literacy for the non-science student. Emphasis is non-mathematical and focuses on the applications of chemical principles to situations encountered in modern life, including preservation of natural resources, medicine and genetics, and consumer products. 3 lecture hours per week.	3.00
CHM-111	Chemistry for the Allied Health Sciences	An introduction to general, organic and biological chemistry for students in the health professions. Topics include the structure, properties and reactions of inorganic, organic and biological compounds, solution chemistry, gas laws, energetic, acid-base chemistry, equilibrium, kinetics, electrochemistry and nuclear chemistry. Emphasis is on physiological and clinical applications. 3 lecture hours per week. Not accepted as credit towards the biology major.	3.00
CHM-111L	Chemistry for Allied Health Sciences Lab	Application of the experimental techniques of chemistry to the study of stoichiometry, gas laws, thermochemistry, solutions and the structure, function and reactions of organic and biological compounds. 3 laboratory hours per week.	1.00
CHM-115	Chemistry for the Health Profession	An introduction to the principles of general chemistry for students of the health professions. Topics include the structure, properties and reactions of inorganic compounds, nuclear chemistry, stoichiometry, gas laws, solution chemistry, thermochemistry, equilibrium, kinetics, and acid-base chemistry. Emphasis is on physiological and clinical correlations. 3 lecture hours per week.	3.00
CHM-115L	Chemistry for the Health Professions I Laboratory	Introduction to the experimental techniques of chemistry applying the principles of stoichiometry, gas laws, thermochemistry and solution chemistry to the study of the composition and reactions of compounds. 3 laboratory hours per week.	1.00
CHM-116	Chemistry for Health Professions II	An introduction to organic and biological chemistry for students of the health professions. Topics include the structure, properties and reactions of organic compounds, carbohydrates, lipids, proteins, and nucleic acids, enzyme activity and metabolic pathways and the storage and transmission of genetic information. Emphasis is on physiological and clinical correlations. 3 lecture hours per week.	3.00
CHM-116L	Chemistry for the Health Professions II Laboratory	Application of the experimental techniques of chemistry to the study of the structure, function and reactions of organic and biological compounds. 3 laboratory hours per week.	1.00
CHM-151	Principles of Chemistry I	Chemical compounds and reactions; terminology, stoichiometry, solution chemistry, gas laws, thermochemistry, electronic structure and chemical bonding. 3 lecture hours and 1 recitation hour per week. Offered in the fall semester.	3.00
CHM-151L	Principles of Chemistry I Laboratory	Application of the principles of stoichiometry, gas laws and solution chemistry to the synthesis, separation and identification of compounds. 3 laboratory hours per week. Offered in the fall semester.	1.00
CHM-151R	Principles of Chemistry I Recitation		
CHM-152	Principles of Chemistry II	Condensed states of matter, properties of solutions, chemical kinetics, electrochemistry and nuclear chemistry. 3 lecture hours and 1 recitation hour per week. Offered in the spring semester.	3.00

CHM-152L	Principles of Chemistry II Laboratory	Laboratory investigations of properties of solutions, chemical kinetics and chemical equilibrium emphasizing techniques of quantitative analysis, including both traditional gravimetric and volumetric methods and instrumental methods of spectrophotometry and chromatography. 3 laboratory hours per week. Offered in the spring semester.	1.00
CHM-152R	Principles of Chemistry II Recitation		
CHM-203	Organic Chemistry I	An introduction to the molecular structure and reactivity of carbon-based compounds. Emphasis is given to the relationships between molecular structure and chemical and physical properties. Topics include theories of chemical bonding, isomerism and stereochemistry, IR and NMR spectroscopy, and the mechanisms of fundamental reactions (i.e., substitution, elimination, addition). 3 lecture hours and 1 recitation hour per week. Offered in the fall semester.	3.00
CHM-203L	Organic Chemistry I Laboratory	A techniques-focused course to develop skill with common organic chemistry lab techniques including separations, purifications, and the use of spectroscopic and analytical equipment (e.g., IR, GC, HPLC) to characterize substances. Experiments demonstrate theoretical principles from CHM 203. 3 laboratory hours per week. Offered in the fall semester.	1.00
CHM-203R	Organic Chemistry I Recitation		
CHM-204	Organic Chemistry II	Continuation of CHM 203. Topics include aromaticity, organometallics, oxidation and reduction, and carbonyl chemistry. Connections to biology are emphasized, where appropriate. 3 lecture hours and 1 recitation hour per week. Offered in the spring semester.	3.00
CHM-204L	Organic Chemistry II Laboratory	Continuation of CHM 203L. Experiments illustrate multistep organic synthesis and demonstrate theoretical concepts from CHM 204.	1.00
CHM-204R	Organic Chemistry II Recitation		
CHM-299	Selected Topics in Chemistry	A study of a specialized subject area which may vary based on student/faculty interest. For non-major students only. The topic, course structure and instructor will be announced prior to pre-registration. There are no prerequisites.	3.00
CHM-301	Biochemistry I	Chemical structure, function and reaction of biologically important molecules, including nucleic acids, proteins, carbohydrates and lipids; biological membranes; enzyme kinetics, regulation and mechanisms. 3 lecture hours per week. Offered in the fall semester.	3.00
CHM-301L	Biochemical Techniques Lab	A laboratory techniques course, which applies methods of modern biochemical separation and analysis, including spectrophotometry, chromatography, electrophoresis and immunochemistry, to the quantitative investigation of biochemical systems. 3 hours laboratory per week. Offered in the fall semester.	1.00
CHM-302	Biochemistry II	Intermediary metabolic pathways; photosynthesis; integration and regulation of mammalian metabolism. 3 lecture hours per week. Offered in the spring semester.	3.00
CHM-437	Special Topics	This is an in-depth study of a specialized subject area. The special topic varies based on student/faculty interest. Topic, course structure and instructor will be announced prior to preregistration. This course may be used to satisfy a biology elective in the biology major. 3 lecture hours per week.	3.00
CIS-100	Inside the Laptop: Exploring Technology	This course is designed as a general education course for students who are not currently computer information science majors but find technology interesting enough that they would enjoy exploring it further. Learn how computing evolved and how an email you send from your laptop can travel across the globe in mere seconds. This course will cover computer hardware and the software that enables humans to interact with machines. Students will learn basic computing math, coding, and will even work in groups to create their own AI (Artificial Intelligence) chatbot. If you ever wanted to take a computer apart to see how it works - this course is for you. (Not required for CIS majors)	3.00

CIS-101	Introduction to Desktop Computing	Open to all majors, this course will provide students with the computer skills necessary to be successful in both school and the workplace. Using Windows operating system, students will learn common file management techniques such as configuring folder options and digital file organization. Windows shortcuts, how to encrypt data, backup options, cloud storage, video conferencing, and the University's learning management system (LMS) will also be covered. Students will learn Word, Excel, PowerPoint, and Access using the latest version of Microsoft's Office Professional Suite. (Not required for CIS majors)	3.00
CIS-102	Emerging Internet Technologies	This course serves two purposes: (1) to learn about emerging Internet technologies and (2) to master the skills necessary to use the Internet more effectively for research. Students will learn how to discern the quality of information on the Internet, identify scholarly from non-scholarly sources, utilize specialized directories, and optimize search engine queries. How to avoid plagiarism and understanding copyright laws will also be discussed. Students will research emerging Internet topics while taking advantage of the many online tools available to them. After completing a research paper on an assigned topic, students will create a presentation to highlight their work utilizing the latest techniques, resources, and software. By learning how to use available existing technologies, students enrolled in this class will be better prepared in their academic, personal, and professional endeavors.	3.00
CIS-104	Programming I	This course is designed as a first programming course for CIS majors or anyone interested in programming. Taught in one of the industry's leading programming language C++ or Java, this course will cover the structured and procedural programming aspects of the language, including top-down design, loops, conditional structures, use of variables, scope, arithmetic operations, processing records, Boolean algebra, and reinforcement of basic algorithmic design. This will give the student a good foundation for more advanced topics in programming.	3.00
CIS-110	Information Systems	This course is designed to provide students, future information system managers, with the skills necessary to understand and manage the technologies which have become an integral part of today's business landscape. Major topics include management in a digital world, development and acquiring information systems, improving business processes, business intelligence using data analytics, artificial intelligence and robotics, and enhancing the organization through social media. The impact of mobile computing, cloud computing, the Internet of Things (IoT), and outsourcing will be discussed. Students will learn how to apply a systems approach to problem solving and the systems development life cycle (SDLC).	3.00
CIS-114	Web Design I	This class teaches students how to create a website from scratch using HTML and CSS. Topics include content planning and visual aesthetics including design and layout of images and text, the end-user experience (UX), and adaptive cross-device design. The basic elements of the latest versions of HTML and Cascading Style Sheets (CSS) will be covered including site design and page formatting, graphic manipulation for web content, Search Engine Optimization (SEO), as well as browser, mobile device, and server capabilities. Students will learn how the web works and what happens when a webpage is viewed in a web browser across multiple types of devices. By the end of the course students will be able to publish their own websites with code they have written themselves.	3.00
CIS-115	Introduction to Artificial Intelligence	This course introduces students to the field of artificial intelligence (AI) and data mining. By examining how datasets from mined information are harnessed for machine learning, students will gain a deeper understanding of how artificial intelligence can be utilized. AI is presently being used in everyday applications such as Gmail, Siri, and Netflix. From selfpowered automobiles and military drones, to marketing research and fraud monitoring, this course will examine the history, present day use, and future of artificial intelligence. Topics discussed include autonomous machines, privacy, ethics, data analytics, neural networks, singularity, and quantum computing. Open to all majors.	3.00

CIS-116	Introduction to Python	Python is a general-purpose programming language popular with game developers, web designers and artificial intelligence engineers. Used by YouTube, Drop Box, and Google, Python is easy to read, learn, and use. This course will introduce the student to basic programming concepts through the use of fun examples and exercises designed to help the student gain experience. This beginners course is open to all majors.	3.00
CIS-203	Systems Analysis and Design	Current topics in systems analysis and design will be covered with a focus on the core set of skills that all analysts and project managers must possess, along with an overview of current project management and CASE tools. Students will learn about each phase of the software development life cycle (SDLC) for a project including: requirements analysis and determination, project scheduling, process modeling, user-interface design, program design, implementation, maintenance, and review. Also addressed is the systems analysis and design of emerging technologies, such as agile methods, cloud computing, and mobile applications.	3.00
CIS-204	Programming II	This course is designed as a second programming course which concentrates on the object-oriented aspects of programming. Topics including object properties and methods, inheritance, and polymorphism. This course will continue utilizing either the C++ or Java programming language. Students will gain valuable industry skills with several hands-on programming assignments.	3.00
CIS-205	Machine Learning	In this course students will learn how algorithms are used in machine learning. Algorithmic theories will be examined as possible catalysts for making machines smarter. Learn how computers are capable of acting without being explicitly programmed. Supervised, unsupervised, and reinforcement algorithms will be examined. Students will learn how to apply machine learning algorithms to real-life problems and evaluate their effectiveness. Machine bias will also be discussed.	3.00
CIS-215	Relational Databases	This course provides students with a hands-on practical approach to the Relational Database Model and SQL (Structured Query Language). Topics include normalization, design methodology, DBMS functions, and basic database administration. Database management approaches such as client/server databases, data warehouses, and cloud computing platforms will be covered. Security strategies and Database backup and recovery best practices will be discussed. Students will learn how to design and code a Relational Database using the latest version of Microsoft Access DBMS and Azure Managed Cloud Database. By the completion of this course, students should be able to understand an organization's database requirements and translate those requirements into a functional relational database.	3.00
CIS-230	Networking	This course provides the student with the foundation necessary to be successful in any field of computing. Students will be introduced to the Open Systems Interconnection (OSI) model and Transmission Control Protocol/Internet Protocol (TCP/IP) suite. Structured cabling, network topologies, routing and switching, network connectivity and troubleshooting will be covered. Students will learn about virtualization, cloud computing, and wireless technologies. With a focus on networking operating systems, the latest Microsoft Windows Operating System and Server will be used to explore DHCP, DNS, and wired and wireless network communications. This course is aligned with the CompTIA+ guidelines for networking.	3.00

CIS-240	Cybercrime	This course provides the student with the knowledge and skills necessary to identify, track and prosecute the cybercriminal. Exposes the student to the process of detecting attacks and collecting evidence in a forensically sound manner with the intent to report crime and prevent future attacks. Students are introduced to advanced techniques in computer investigation and analysis with interest in generating potential legal evidence, provided preparation to identify evidence in computer related crime and abuse cases, as well as track the intrusive hacker's path through a client's system or network. Students are introduced to tools used in investigations, investigating network traffic, web attacks, Denial-of-Service (DoS) attacks and corporate espionage. Topics covered include cyberbullying, organized cybercrime, cyberwarfare, cyberterrorism, and hacktivism.	3.00
CIS-241	Cybersecurity	Technology is growing at a rapid pace and, unfortunately, most devices with connectivity capabilities are developed and marketed too hastily. Security is an afterthought, if it is even considered at all. This course will introduce students to the interdisciplinary field of cybersecurity. By examining current and emerging technologies and events through selected readings, students will explore the vulnerabilities and risks these technologies introduce into our lives. Topics include the Internet of things (IoT), cybercrime, cyberwarfare, and cyberterrorism. This course is open to all majors. No technical background required.	3.00
CIS-299	Special Topics	This course explores a selected topic or topics designed to integrate and deepen the students' comprehension and application of computer information science theory and practice. Specific topics will be identified in the course title when posted to the schedule.	3.00
CIS-301	Algorithms and Data Structures	" This advanced programming class stresses the concept of programming as a method of analyzing, stating and solving problems on a computer. This course includes both structured and non-structured logic as the solution to mathematical and data progressing problems. Topics include: arithmetic operations, working with data files, processing records, loops, Boolean algebra, linked lists, stacks, queues, recursion, binary trees, multi-way trees, graphs and sorting. "	3.00
CIS-304	Event-Driven Programming	Students will be instructed in the fundamentals of event-driven programming where functions are determined by events such as user actions. Service oriented and time driven programs, event and exception handlers, trigger functions, user created events, anticipation of events, error trapping, and user interface design will be covered. ASP.net web pages, file I/O database connectivity, and web services will also be covered. Students will work hands-on using the latest tools and techniques to create their own program.	3.00
CIS-311	Application and Embedded ML	In this course students are introduced to the fundamentals of AI and robotics. Using current open-source technologies students will create a program that will be executed by a small-scale robot. Students will evaluate and apply various algorithms in order to gain a better understanding of the complexity surrounding autonomous applications.	3.00
CIS-312	Data Analytics	This course focuses on developing interactive programming code for extracting, cleansing, wrangling, transforming, reshaping, and analyzing data. Students will learn common data types, where data is derived from, and the challenges practitioners face in the modern world of "Big Data." Using a multidisciplinary approach, examples from business, social sciences, public health and laboratory sciences will be utilized as students explore predictive analytics and data science techniques which employ Python. Data privacy and ethics will be explored.	3.00

CIS-318	Linux	This course introduces students to the Linux/Unix operating systems. Beginning with a brief history of Linux and Unix, students will learn how to determine the best distribution (distro) to download and install based on organizational needs. Fundamentals such as system, commands, utilities, text editing, processing utilities, and permissions will be covered. This course is required for Computer Forensic/Cybersecurity majors because it is essential for running many forensic and penetration testing software. Web Design and Multimedia students are required to take this course because it is an integral part of LAMP.	3.00
CIS-320	Computer Applications in Business	This course gives students a cursory overview of the major computer based business systems found in businesses today. Systems that will be looked at include E-commerce, Accounting Information Systems, Human Resource Information Systems and Enterprise Resource Planning Systems. In addition, the course will explore how knowledgeable workers can solve typical business problems through the use of advanced Microsoft Office features found in Word, Excel and Access. (5 weeks) (School of Graduate & Professional Studies only)	3.00
CIS-321	Computer Architecture	This course provides students with an in-depth look at computer hardware, software, and the interaction between the two. By breaking computer organization down in a hierarchical manner, students will gain a thorough understanding of computer architecture. Students will learn the history of modern-day computers, the Von Neumann architecture model, circuitry, Boolean logic, logic gates, instruction sets, processor arithmetic and control functions, input/output, memory management and storage, machine code, and assembly and compile processes. In addition to using the Little Man Computer (LMC) prototype to understand the stored program concept, students will complete hands-on computer hardware builds.	3.00
CIS-325	Database Administration and Security	This course focuses on the performance, integrity, and security of relational databases. Mapping to the Microsoft Administering a SQL Database Infrastructure Exam (70-764), topics include configuring data access and auditing, database server backups and restores, monitoring SQL Server instances, maintaining high availability, and disaster recovery. Through hands-on labs students will learn client/server architecture, connection encryption, how to configure data collection for analysis, statistic management, and implementing failover cluster instances. Emphasis will be placed on current security threats such as SQL injections, data leaks, privilege escalation, stolen backups, and security policies.	3.00
CIS-330	Networking Administration	A more advanced study of computer systems and network administration using the latest Microsoft Server operating system. Topics include management of database, print, DHCP, DNS and other servers. Students will gain hands-on practical experience working with Windows Active Directory. File management, virtualization, Microsoft Azure cloud computing services are also discussed. Various security issues facing networks today as well as emerging technologies will be addressed.	3.00
CIS-340	Computer Forensics	This course introduces the student to the field of computer forensics and digital investigations. Students will learn the skills necessary to launch and complete a successful computer investigation through hands-on data acquisition, analysis, and reporting. Students will learn the components necessary to create an effective, efficient, and secure computer forensic lab. Popular tools and forensic methodologies currently used in industry will be introduced. Network forensics and the examination of non-traditional devices will also be discussed. Students will complete hands-on labs using the latest software and techniques, along with professional-grade hardware such as the FRED forensic workstation used by law enforcement and special forces.	3.00

CIS-341	IT Security	In this course students acquire the knowledge and skills necessary to securely manage and operate an IT infrastructure. Students will learn fundamental security basics such as the confidentiality, integrity, and availability of data in motion and data at rest, resilient network configurations, network hardening, encryption and authentication, intrusion detection, cryptography, and PKI infrastructure. In addition to becoming familiar with the threat landscape, students will learn how to identify and mitigate threats. Virtualization and storage security, incident response, and disaster recovery best practices will be discussed.	3.00
CIS-350	Multimedia I	Students will gain valuable hands-on experience creating multimedia applications that can be used for a wide variety of purposes. This course provides an overview of multimedia and its professional applications in websites, gaming, education, marketing, and entertainment. Using the latest technologies, software, and techniques, students will integrate multiple forms of media to create interactive website accessible to all users and platforms.	3.00
CIS-4000	Capstone	This course is designed to be taken at the end of the CIS program, applying the culmination of knowledge gained in all program courses and incorporating many facets of the major. Students will work in teams to design, develop and implement a solution to a real-world IT problem, or work independently on a comprehensive research project. After creating a portfolio of work from their courses over their entire career in the CIS program, students will present their project work at the end of the semester.	3.00
CIS-401	Deep Learning	This course is designed to provide students with an opportunity to research a selected topic or topics in order to integrate and deepen the student's comprehension and application of Artificial Neural Networks (ANNs) and Deep Machine Learning.	3.00
CIS-410	Operating Systems	A study of operating systems concepts including processes, memory management, file systems, storage systems, input and output, networking, and security, as well as other topics will be presented. Students will learn basic operating system abstractions, mechanisms, and their implementations. Study of the most recent operating systems will be covered in parallel with concepts taught. Students will gain a practical understanding of how processes, file and storage systems and security function as elements of any operating system.	3.00
CIS-420	Mobile Application Development	This course is an advanced course in software development for mobile devices using the latest technologies in the industry for mobile phone development. Students will learn how to determine what operating systems are available for smart phones, what tools, hardware and software are needed to develop applications for different types of phones. This course will stay current with the industry at the time the course is offered and will continue to adapt to the smart phone market. Emphasis will be placed on the full-life-cycle of software development from requirements specifications through final deliverable application.	3.00
CIS-424	Web Design II	This is an advanced level course continuing the development of web site design utilizing current applications, programming languages, and tools popular in the industry today. This course is designed to incorporate skills learned in the introductory web design course and add in dynamic web functionality by connection to back-end databases, e-commerce support, chatbots, and learning more advanced features of web applications. The student will culminate the semester by creating their own dynamic web site.	3.00
CIS-437	Special Topics	This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of computer information science theory and practice.	3.00
CIS-439	Independent Study	This option affords students the opportunity to pursue research in a particular field of interest. This is not a traditional classroom setting.	3.00
CIS-440	Internship	A work experience with a minimum of 120-hours designed to afford the student a practical experience in the field of Computer Information Science and information technology.	3 to 12

CIS-450	Multimedia II	This course allows students to apply the multimedia techniques learned in Multimedia I, to gaming technology. Students will learn the basic elements of game design and development, while working hands-on with the latest gaming platforms to create their own game.	3.00
CNS-501	Counseling Skills	This course is designed to help students become more proficient in using the basic counseling and relationship building techniques used in the helping relationship as well as basic assessment, goal setting, selection of interventions, and evaluation of client outcomes. Through active out-of-class and live online training via zoom, students will develop basic counseling skills. Synchronous online meetings, mock counseling practice, and video demonstration of learned counseling skills is a key component of this course. Only open to degree students or with permission of the Program Director.	3.00
CNS-502	Counseling Agencies	This course provides an overview of theoretical and applied information for counselors working in the community mental health setting. Topics include history and philosophy, legislation and policies, service delivery modalities, counselor roles, funding sources, prevention and intervention strategies, documentation and caseload management, consultation and supervision, and current issues related to agency counseling.	3.00
CNS-503	DSM/Psychopathology	Students will be introduced and learn to apply the mental health diagnostic system found in the DSM. Topics include; diagnostic interviewing skills, appropriate classification of a group of symptoms into a differential diagnosis, understanding of the etiology of the disorders discussed and appropriate interventions for each disorder (including information on psychopharmacology). The effects of socio-environmental factors on the etiology, diagnosis and treatment will also be discussed.	3.00
CNS-504	Human Development	This course explores the research and theory of human growth and development across the life span. Topics will include theories of development in the areas of social, cognitive, emotional and physical development as well as strategies for facilitating optimum development.	3.00
CNS-505	Foundations of Counseling	This course acquaints school and clinical mental health counselor trainees with their profession's historical and philosophical foundations, current counselor roles and functions, their professional counselor organizations, professional accreditation regulations, license, certification and professional preparation standards and guidelines, self-care strategies, advocacy, and counselor professional expectations. Students will demonstrate competence in applying the ethical and legal codes in their field of concentration.	3.00
CNS-506	Marriage and Family Counseling	This course provides a comprehensive overview of marriage, couple, and family counseling, emphasizing both theory and practice. Students will explore key concepts, seminal ideas, and intervention techniques, as well as ethical, legal, and professional considerations.	3.00
CNS-507	Disabilities School Counseling Setting	This course exposes students to the learning, mental health and intellectual disabilities found in the K-12 school counseling setting. The etiology, characteristics and contributing factors of specific disabilities will be presented. Students will demonstrate a knowledge of the DSM diagnostic system and PDE special education regulations and process and will be able to identify and apply appropriate counseling/instructional interventions and school based consultation practices for the disorders covered.	3.00
CNS-508	Needs Eng Language Learner Schl Counsel	This course prepares school counselors to effectively support English Language Learners (ELLs) through culturally responsive, evidence-based practices. Students will explore the history and trends in school counseling, examine the impact of cultural, social, and systemic factors on ELL achievement, and develop strategies to close opportunity gaps. Emphasis is placed on advocacy, collaboration, equitable access to resources, and promoting academic, career, and personal/social success for ELL students.	3.00
CNS-509	College Student Development	Theories of student development in the higher education settings are explored across a variety of developmental domains (intellectual, academic, personality, social, emotional, career, and moral) in this course. Emphasis is placed on an in-depth examination and analysis of the characteristics, attitudes, values, beliefs, risks, and expectations of undergraduate traditional and non-traditional higher education students including the developmental needs of these students. Campus environments (social, educational, on-campus, online etc.) effects on student learning and development will also be addressed.	3.00

CNS-510	Research Methods	This course is designed to examine research designs, methods, procedures, and statistical analyses that can be used to address research questions of interest in counseling. This course will address issues of applied investigations encompassing the identification of research problems; identification and evaluation of the evidence base for counseling interventions and practices; the development of designs, methods, and procedures for conducting research and program evaluation; and the statistical tools to analyze and interpret data. Students will examine ethical and legal considerations relevant to the research process and explain the role of research in the advancement of the counseling profession.	3.00
CNS-511	Current Practices Student Affairs Admin	Students in this course will examine, investigate, assess and analyze the current issues, trends and challenges administrators in higher education face. "Best practices" utilizing organization, management and leadership theories and practice relevant to higher education that address these issues, trends and challenges will be introduced. Students will apply appropriate models developed in response to these changes and challenges, as well as, develop and implement their own intervention programs for the challenges facing higher education administrators in the 21st Century.	3.00
CNS-513	Practicum	This course provides students with an entry-level, supervised field experience in school or clinical mental health counseling. Students progressively assume professional roles and responsibilities in accordance with standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The practicum is completed under the supervision of an approved site supervisor and a university supervisor. Over the 14-week course, students complete a minimum of 100 fieldwork hours, including at least 40 direct client contact hours. Students must also participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the course. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 501; 537 for master's degree students. Enrollment: Degree-seeking students only, or with permission of the Program Director.	3.00
CNS-515	Violence in the K-12 School	The problem of violence in K-12 schools will be explored from a variety of perspectives (i.e. public health, criminology, ecology, developmental psychology, etc.). Research based explanations of youth violence including the role of families, peer groups, schools, and neighborhoods, as well as school counselor strategies for the prevention and remediation of violence in the school will be discussed.	3.00
CNS-516	Cognitive Behavioral Therapy (CBT)	Students will gain an advanced knowledge and practice with Cognitive Behavioral Therapy (CBT) theory and practice. This course focused on the use of CBT theory to understand clients and practice of appropriate CBT theory based interventions with clients. Students will design a treatment plan, employ various CBT techniques based on that treatment plan and evaluate their effectiveness. Mock counseling practice and video demonstration is a key component of this course.	3.00
CNS-520	Theories in Counseling	This course is designed to survey major theoretical orientations to counseling and the philosophical assumptions underlying these theories. Students will utilize various theories to understand and predict their client's behavior, perceptions and feelings. Special focus is given to theory and practical application of the various approaches.	3.00
CNS-521	Assessment Techniques in Counseling	The purpose of this course is to provide foundational information about assessment, which includes an overview of the various methods and sources of assessment information as well as basic principles of measurement. Students will develop skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning. Related professional issues such as the history of assessment, legal and ethical concerns related to assessment, and trends in the field will be included. The overall goal is the development of critical thinking in the informed use of assessment methods.	3.00
CNS-522	Trauma	This course will explore a range of theoretical and treatment-specific approaches in the treatment of psychological trauma. Students will examine the influence of culture on symptom presentation and treatment approaches, with a strong emphasis on historically disenfranchised, marginalized, oppressed, and vulnerable population through treatment planning and suicide risk assessment practice.	3.00

CNS-523	Intervention Techniques Schl Counseling	This course prepares school counselors-in-training to design, implement, and evaluate evidence-based intervention techniques that promote prevention, equity, and student well-being across academic, career, and social/emotional domains. Students apply data-driven practices within multitiered systems of support (MTSS) and explore school-specific frameworks such as 504 Plans, IEPs, and Student Assistance Programs (SAPs). Emphasis is placed on collaboration, culturally responsive practice, and accountability as students develop and share interventions for individuals, small groups, and classrooms aligned with CACREP 2024 School Counseling Standards and the ASCA National Model.	3.00
CNS-524	Human Sexuality	The course provides an introduction to the sexual concerns, interests, attitudes, and beliefs presented across counseling settings and focuses on the development of counseling skills related to human sexuality. Students will explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. Please note: this course is not intended to train students in sex therapy.	3.00
CNS-525	Organization of School Counseling	This course will focus on the foundation, management, delivery, and accountability of comprehensive school counseling programs. Students will learn the components of the American School Counselor National Model: A Framework for School Counseling Programs. They will also explore the essential competencies, services, tools, and strategies that promote achievement, equity, and access for all students. Students will develop an understanding of the importance of school counselor leadership in promoting and providing comprehensive school counseling programming.	3.00
CNS-527	Scl Jstc Mltlctrl & Dvrsty Iss in Cnslng	This course introduces students to the self-understanding, knowledge, tools, and skills necessary to develop cultural competence as a practicing counselor. Topics include: 1) consideration of how social, historical, and cultural contexts inform the counseling dynamic, 2) the contributions and impact of both counselor and client identities on the counseling process, and 3) how culturally biased attitudes and assumptions influence the provision of mental health services. Emphasis is placed on counselors' ethical responsibility to engage in ongoing reflexive practice related to cultural competency, as well as demonstrating a commitment to social justice advocacy.	3.00
CNS-530	Child & Adolescent Counseling	This course will present students with information on research, developmental theories, counseling process, and techniques pertinent to working with children and adolescents. The course will emphasize multicultural considerations as well as counseling and systemic factors that promote positive youth development. Crisis intervention, mandated reporting, and related issues will also be addressed.	3.00
CNS-531	Career Development	This course provides an overview of the theories of career development and includes sources of occupational information, career assessment and methods of career counseling. Students will develop the knowledge, skills, and resources for facilitating career development and occupational choice throughout the lifespan	3.00
CNS-533	Substance Use/Abuse	Provides a general introduction to the topic of addictions, including pharmacology of major substances of abuse, psychological factors, models of chemical addition, substance abuse in special populations, and an overview of treatment modalities.	3.00
CNS-535	Group Counseling & Facilitation Skills	This course provides an overview of group development theories, basic principles of group dynamics, member roles and functions, multicultural considerations and group leadership skills. Topics include the process of forming a group, planning and leading groups, and the selection, evaluation, and use of group counseling methods and materials. Synchronous group sessions are a key component of this course. Prerequisite: CNS 501 or permission of the Program Director or designee. Only open to degree students or with permission of the Program Director.	3.00

CNS-536	Group Counseling K-12 School Setting	This course will expose students to the process and implementation of school-based counseling groups providing students with an overview of group development theories, basic principles of group dynamics, member roles and functions, multicultural considerations and group leadership skills. Topics include the process of forming a group, planning and leading groups, and the selection, evaluation, and use of group counseling methods and materials in line with the ASCA National Model. Synchronous group sessions are a key component of this course. Prerequisite: CNS 501. Only open to degree students or with permission of the Program Director.	3.00
CNS-537	Special Topics in Counseling	This course introduces special topics in professional counseling in a hybrid format that includes a 3-day mandatory on-campus residency. Special topics will include issues of relevance to both school and clinical mental health concentrations with an emphasis on application in the field. Time on campus will be spent in both didactic and experiential learning workshops, punctuated with time to collaborate with peers, meet with faculty mentors, and engage in other professional preparation activities. Students will be assigned preparatory reading, as well as post-residency assignments to solidify their learning and prepare for a career in professional counseling. Only open to degree students or with permission of the Program Director.	3.00
CNS-540	Ethical & Legal Issues in Counseling	This course introduces students to the ethical and legal responsibilities assumed by professional counselors in mental health and school settings, including adhering to the profession's ethical codes, using ethical decision-making models, identifying and resolving ethical dilemmas, and navigating legal issues related to the practice of counseling.	3.00
CNS-600	Internship I (CMH)	This course is the first in the Clinical Mental Health Counseling internship sequence. Across the internship sequence, students progressively assume the professional roles and responsibilities of clinical mental health counselors in accordance with standards established by the American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Internships are completed under the supervision of an approved site supervisor and a university supervisor. Students are required to participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the internship. Clinical Mental Health Counseling degree students must complete a total of 600 fieldwork hours across the internship sequence, including at least 240 direct client contact hours. During this 14-week course: • Students completing two internships must complete a minimum of 300 hours, including at least 120 direct client contact hours. • Students completing three internships must complete a minimum of 200 hours, including at least 80 direct client contact hours. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 513 Enrollment: Degree-seeking students only, or with permission of the Program Director.	3.00

CNS-601	Internship II (CMH)	This course is the second in the Clinical Mental Health Counseling internship sequence. Across the internship sequence, students progressively assume the professional roles and responsibilities of clinical mental health counselors in accordance with standards established by the American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Internships are completed under the supervision of an approved site supervisor and a university supervisor. Students are required to participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the internship. Clinical Mental Health Counseling degree students must complete a total of 600 fieldwork hours across the internship sequence, including at least 240 direct client contact hours. During this 14-week course: • Students completing two internships must complete a minimum of 300 hours, including at least 120 direct client contact hours. • Students completing three internships must complete a minimum of 200 hours, including at least 80 direct client contact hours. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 513 Enrollment: Degree-seeking students only, or with permission of the Program Director.	3.00
CNS-602	Internship III (CMH)	This course is the third in a series of three internship experiences in the clinical mental health counseling concentration. Over the course of these three internship experiences clinical mental health counselor trainees will progressively perform all the tasks and duties ascribed to clinical mental health counselors as prescribed by the American Counselor Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional clinical mental health counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	3.00
CNS-604	Internship I (CCSA)	This course is the first in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	3.00

CNS-605	Internship II (CCSA)	This course is the second in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	3.00
CNS-606	Internship III (CCSA)	This course is the third in a series of three internship experiences in the college counseling/student affairs counseling concentration. Over the course of these three internship experiences college counseling/student affairs counselor trainees will progressively perform all the tasks and duties ascribed to college counseling/student affairs counselors as prescribed by the American Counselor Association (ACA), College Student Education International (ACPA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These internship experiences are completed under the supervision of an experienced professional higher education counselor and a university supervisor. This course requires a minimum of 200 hours of field experience over the course of fifteen weeks and includes 1.5 hours of mandatory synchronous group supervision weekly. Further information about this course and its requirements can be found in the Counseling Program's Internship Handbook.	3.00
CNS-608	Internship I (SC)	This course is the first in the School Counseling internship sequence. Across the internship sequence, school counselor trainees progressively perform the full range of roles and responsibilities of professional school counselors, as defined by the ASCA National Model, Pennsylvania Department of Education (PDE), and CACREP. Internship experiences are completed under the supervision of an approved site supervisor and a university supervisor. Students are required to participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the internship. School Counseling degree students must complete a total of 600 fieldwork hours across the internship sequence, including at least 240 direct client contact hours. During this 14-week course: • Students completing two internships must complete a minimum of 300 hours, including at least 120 direct client contact hours. • Students completing three internships must complete a minimum of 210 hours, including at least 84 direct client contact hours. Certificate-only students must complete a total of 420 internship hours across two internship courses. During this 14-week course, certificate-only students must complete a minimum of 210 hours, including at least 84 direct client contact hours. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 513 Enrollment: Only open to degree and certificate students or with permission of the Program Director.	3.00

CNS-609	Internship II (SC)	This course is the second in the School Counseling internship sequence. Across the internship sequence, school counselor trainees progressively perform the full range of roles and responsibilities of professional school counselors, as defined by the ASCA National Model, Pennsylvania Department of Education (PDE), and CACREP. Internship experiences are completed under the supervision of an approved site supervisor and a university supervisor. Students are required to participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the internship. School Counseling degree students must complete a total of 600 fieldwork hours across the internship sequence, including at least 240 direct client contact hours. During this 14-week course: • Students completing two internships must complete a minimum of 300 hours, including at least 120 direct client contact hours. • Students completing three internships must complete a minimum of 210 hours, including at least 84 direct client contact hours. Certificate-only students must complete a total of 420 internship hours across two internship courses. During this 14-week course, certificate-only students must complete a minimum of 210 hours, including at least 84 direct client contact hours. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 513 Enrollment: Only open to degree and certificate students or with permission of the Program Director.	3.00
CNS-610	Internship III (SC)	This course is the third in the School Counseling internship sequence. Across the internship sequence, school counselor trainees progressively perform the full range of roles and responsibilities of professional school counselors, as defined by the ASCA National Model, Pennsylvania Department of Education (PDE), and CACREP. Internship experiences are completed under the supervision of an approved site supervisor and a university supervisor. Students are required to participate in 1.5 hours of mandatory weekly synchronous group supervision throughout the internship. School Counseling degree students must complete a total of 600 fieldwork hours across the internship sequence, including at least 240 direct client contact hours. During this 14-week course, students must complete a minimum of 180 hours, including at least 72 direct client contact hours. Additional requirements are outlined in the Counseling Program's Internship Handbook. Prerequisite: CNS 513 Enrollment: Degree-seeking students only, or with permission of the Program Director.	3.00
COMD-115	Introduction to Digital Communication	Students explore the use of social and digital media as a means to gather information, communicate, consume news, create identities and create communities. Through an examination of the digital divide, privacy and AI, students broaden their understanding of digital and social media. Students develop pre-professional logos and create audio and video content.	3.00
COMD-200	Digital Analytics & Visualization	Students will explore digital analytics, big data, and data visualization while earning a Google Analytics certification. Hands-on projects will focus on campaign tracking, tagging, web traffic measurement, dashboards and more. Opportunity to earn Google Analytics Certification.	3.00

COMD-201	Digital Storytelling	Students are introduced to the creation of visual and audio content for use on social and digital media platforms utilizing the same smart phone they use everyday. Basic skills such as framing, composition, audio quality and website development will be covered in theory and with hands-on application. Students will host projects on their own websites. Smartphone and APP purchase required.	3.00
COMD-206	Public Relations	This course covers the development of the public relations industry from its historical beginnings to contemporary application, including the relationship between theory and practice. While reviewing many specific areas of the field including media relations and crisis communication, the course highlights the core of utilizing public opinion and persuasion, as well as the arena of strategic counsel. Opportunity to earn CisionPoint Certification.	3.00
COMD-217	Digital Media Culture & Society	Students will explore the relationship between digital media and culture, domestically and in the global setting. Topics include convergence, mobile media, digital gaming, journalism, augmented reality and globalization.	3.00
COMD-218	Policy & Regulation	Media policy and regulation will be covered in the context of the first amendment, public interest, licensing, ownership, privacy, digitalization and global pressures.	3.00
COMD-300	Online Content/Search Engine Optimizatio	Online content -- video, blogs, images, podcasts and more --- are often designed to reach targeted audiences to nurture relationships and lead online consumers to conversion. In this coures, students learn content development skills that connect communication objectives to innovative, research-based strategies including search engine optimization. Hands-on content assignments address building awareness and social communities as well as e-commerce and conversion. Projects will be incorporated into students' online digital portfolios. Opportunity to earn industry-recognized certifications.	3.00
COMD-301	Podcasting	Podcasting in journalism, publishing and promoting continues to grow. In this course, students will build upon the basic audio skills developed in prior courses to produce audience-targeted and technically competent podcasts. We will explore planning, recording, interviewing, editing, structure and storytelling along with technical concepts. Hosting, distribution and monetizing will also be covered.	3.00
COMD-302	Video Production & Editing	Students will learn video production in both the studio and in the field, with a focus on framing, lighting, microphone placement, composition, audio for video, and more. We will also cover post-production, editing strategies and story-telling. This is a hands-on course. Opportunity to earn YouTube Certification.	3.00
COMD-304	Social Media Law & Ethics	In many ways, regulations of digital and social media have been outpaced by the rate of their innovation. Lawmakers and ethicists address compelling issues such as cyberbullying, privacy rights, mental health impacts and intellectual property as they arise. Explore regulation and ethics related to free expression, privacy, and data collection from the perspectives of media professionals, content creators, audiences and college students. Recent cases such as Facebook's privacy breaches, Instagram's negative impact on the mental health of teen girls are integrated into the course. Online behavior such as revenge, defamation and attempts at regulation through social media community rules and employer policies are addressed.	3.00
COMD-310	DigiCom Crew Production	In this hands-on content creation course, students cover GMercyU events and issues with published video and audio content. Utilizing planning, interviewing, storytelling, production and post-production skills, students create a pre-professional portfolio of content. Pre-reqs: COMD301, COMD302 This course is repeatable up to 3 times for a total of 3 credits.	1.00

COMD-400	Digital Media Economics & Budgeting	Digital and social media, media convergence, connectivity and immediacy have disrupted media business models, created space for few major players in social and digital media, changed the way content is produced and distributed and altered advertising and public relations messaging and profit centers. This course explores the broad economic issues impacting digital and social businesses within today's media landscape. We will discuss key economic principles influencing the communication and media industries including broadcasting, newspapers, motion pictures, music, video games, advertising and public relations. Opportunity to earn Hootsuite Certification	3.00
COMD-4000	Digital Communications Capstone	This capstone course is project oriented and will require students to apply skills in strategic planning, messaging to audience, gathering information, and producing content.	3.00
COMD-405	Digital Communications Internship	This is a 120-hour work experience designed to afford the student a practical experience in social and digital media fields, content production techniques and/or analytic practices.	3.00
COMD-437	Special Topics	This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of digital and social media theory and practice.	3.00
CRJ-102	Introduction to Criminal Justice	A survey of the American criminal justice system and its components: police, courts and correction. The course is designed to describe the functions of the system from arrest through trial, appeal, sentencing, correction and parole. The object of the course is to provide the student with a procedural framework of the criminal justice process. (Also SOC 102.)	3.00
CRJ-205	Stalking & Domestic Violence	This course will introduce students to the topics of stalking and domestic violence from a criminological, sociological, and psychological perspective. In this course students will look at the social factors that contribute to the incidence and prevalence of both stalking and domestic violence. Students will examine victim outcomes and the criminal justice response to these crimes. Students must be at least a sophomore or receive permission of the Instructor.	3.00
CRJ-207	Drugs Society & Criminal Justice	The American justice system has struggled to confront the problems related to drugs in our society, which include increased criminal activity, drug use by children and adolescents, and prison overcrowding. Throughout the semester, students will learn and understand the nature of drug use, and the psychological and physiological effects of various legal and illicit drugs. Additionally, this course covers the relative influence that drug use has on both the criminal justice system and larger society. This includes analysis of the various components of domestic and international drug production and trafficking, as well as the efforts made by our government to curtail these criminal initiatives.	3.00
CRJ-211	Constitution of the United States	This course provides a basic understanding of the philosophical, historical, and political roots of the United States Constitution, its structure, provisions and interpretations and includes a study of notable Supreme Court controversies.	3.00
CRJ-212	Counseling & Communication Skills	The course is an integrated theory and practice approach to the study of communication styles, communication skills, basic counseling skills and elements of helping relationships. Students will explore the nature and dynamics of the helping encounter, develop interpersonal communication skills, and engage in opportunities for skill development through peer helping practice sessions.	3.00
CRJ-215	Criminology	An introduction to crime and criminality, the course examines types of crime, such as violent and property crime, white-collar, organized and victimless crimes, as well as theories of crime and the collection of statistical crime data.	3.00

CRJ-216	Race, Class & Ethnicity	For much of our history, the administration of justice has always been about controlling the minority outside of the ruling class. In fact, race and ethnicity necessarily influence individual experiences in the criminal justice system, as well as within the broader society. The purpose of this class is to critically examine the characteristics of race and ethnicity and how they are used to bias decisions within our criminal justice system. Students will investigate the past and present behavior of the courts, correctional institutions, and law enforcement officials, and the possibility of prejudiced policies and practices utilized to rule against minority classes. Additionally, interracial crime is addressed, with a focus on how the criminal justice system has inadequately addressed the correlates that lead to the perpetuation of such destructive actions.	3.00
CRJ-217	Probation & Parole	This course focuses on the application of the fundamental concepts of probation and parole, theory and nature of probation concepts and principles to the civil and criminal justice systems, with a focus on forensic psychology.	3.00
CRJ-220	Ethics in Criminal Justice	This course will explore a range of value-based concepts and perspectives designed to familiarize students with their importance both within the complex world of crime and justice and outside of it. This course will explore more generally the relevance of duties, obligation, and principles; to encourage sound reflection on those particular explorations; and, ideally, to be better equipped to resolve any (criminal justice) situation in which conflict might arise.	3.00
CRJ-225	Juvenile Delinquency	Consideration of delinquent and status offenders, the role of the family, peers, schools and gender in the creation of delinquency and the controversy surrounding the punishment of juvenile offenders.	3.00
CRJ-250	Police and Law Enforcement in America	A survey of law enforcement in American focusing on the role of the police, their functions and responsibilities. This course also includes an examination of the historical foundations of police organizations and police work, occupational roles, patterns of relationships between the police and the public, community policing.	3.00
CRJ-251	Victimology	The analysis of victims of crime and the factors connected to the victimization is a specific and often overlooked area of study. In fact, victims have historically been ignored, with the emphasis placed on the offender and the goal of reducing recidivism. The modern evolution of victim rights has led to the conclusion that victimology can have an impact on the genesis of the criminal justice system and larger sociological networks. This course is an examination of the legal, procedural, sociological, psychological, and economic effects experienced by crime victims.	3.00
CRJ-260	Cults & Conspiracies	This course will introduce students to the topics of cults and conspiracies from a criminological, sociological, and psychological perspective. In this course, students will analyze the micro- and macrolevel factors that contribute to the incidence and prevalence of both phenomena. Students will examine the consequences of believing and acting on conspiracy theories and how the basis of most cults is a belief in conspiracies.	3.00
CRJ-299	Selected Topics in Criminal Justice	This course provides students the opportunity to explore topics selected by the instructor. Course may be repeated if the topic changes.	3.00
CRJ-301	Introduction to Private Security	This course is designed to acquaint the student with systems and organizations of security with primary emphasis on the private sector. The course includes an examination of historical and philosophical perspectives of security and a comparison of the private and public sectors. It covers the protection of personnel, facilities and other assets as well as the administrative, legal and technical problems of loss prevention and control.	3.00

CRJ-302	Violence & Criminal Justice	Violence in our society is not easy to define, simply because it takes place in a variety of forums. The purpose of this course is to investigate violence in several contexts, including crimes such as rape, robbery and assault, as well as crimes of the collective, including gang violence, school violence, and hate crimes. Students will examine recent trends and patterns in violent crime and explore the theoretical perspectives behind the occurrence of violent activities, and reflect on intervention and prevention efforts available for controlling violent events.	3.00
CRJ-303	Sexual Deviance	This course is a study of the characteristics and development of sexual deviance. In multidisciplinary fashion, the criminological, psychological and physiological components of addiction will be examined, along with the more common predatory offenders, including pedophiles, rapists, and lust murderers. In addition, specialized offenders such as juvenile offenders and cyber stalkers are examined, with the hope of shedding light not only on how these perpetrators operate but how to spot them for self-protection.	3.00
CRJ-304	Wrongful Convictions	This course will cover the causes of wrongful convictions, including eyewitness misidentifications, false confessions, racism, media bias, and faulty forensic science. Students will also examine the role system variables play in such convictions such as the composition and application of police line-ups, expert testimony, witness preparation, judicial discretion and jury bias. Both case studies and contemporary research will be used to illustrate these causes.	3.00
CRJ-305	Serial Killers	This course is designed to provide students with an in-depth examination of serial murder, investigating serial killers, their victims, and the variables surrounding these events. With an emphasis on theoretical explanation and case studies, this course focuses on the myths and stereotypes that have evolved to find satisfactory explanations for this relatively rare phenomenon, as well as the difficulties of investigation and prevention of this unique occurrence.	3.00
CRJ-310	Introduction Criminal Justice Research	An introduction to research appropriate to the exploration of problems in the criminal justice field. Students will develop basic research skills and come to an understanding of research design and methodologies used in the works of criminal justice researchers and criminologists. Serves to prepare students for reading the professional literature and for undertaking original research projects.	3.00
CRJ-311	Organized Crime	This course is a study of the many facets of organized crime. The theoretical explanations behind the creation and operation of organized crime groups, and the perpetuation of this phenomenon, will be examined. Moreover, their activities and the ramifications of their business transactions will be discussed. Additionally, the operations of various organized crime groups will be reviewed, shedding light on the groups themselves and the numerous models that allow them to perpetuate their criminality. Finally, the political, legal, and enforcement initiatives created to stop this type of criminal activity will be assessed, both for application and effectiveness.	3.00
CRJ-320	Forensics Crime Scene Investigation	This course will examine the role of the crime-scene investigator at the crime scene. Common items of physical evidence are identified. In-depth discussions of both digital and film crime- scene photography are presented, and recognized procedures for conducting the crime-scene search are emphasized. The philosophy underlying the appropriate undertaking of a crime- scene reconstruction is detailed as exemplified by blood pattern interpretation.	3.00
CRJ-326	Criminal Procedures	This course is designed to give students an understanding of the major aspects of the law of criminal procedure, the purposes behind that law and how that law impacts the search for, the gathering of, and the use of evidence in criminal cases. The Constitutional provisions, which are the source of much of the law of criminal procedure, and the courts' interpretations of those provisions, will be closely examined.	3.00
CRJ-327	Criminal Law	This course is designed to give students an understanding of the origins and purposes of criminal law, the constitutional limitations on criminal law, and the general principles of criminal liability and defenses to criminal liability.	3.00

CRJ-355	Terrorism & Hate Groups	This course examines the evolution and activities of domestic and international terrorist groups, as well as violent extremist movements that the United States has confronted over the past several decades. Topics include the American militia movement, Middle Eastern fanaticism, religious extremists, supremacist/hate groups, biochemical terrorism, and the legal and criminal justice responses to terrorism.	3.00
CRJ-370	Corrections	An overview of the history and evolution of correctional philosophies, practice and procedures. Includes management and organization of institutional and community-based corrections, diversionary programs and purposes of different types of offender treatment. The course will also consider correctional service to the state and society, costs, recidivism and controversial issues in contemporary corrections.	3.00
CRJ-4000	Capstone	The purpose of this course is to complete a research project in the field of criminal justice. Utilizing classroom and online dialogue, each student will complete a literature review, create a methodologically-sound research instrument, and conduct an investigation on a specific aspect of the criminal justice system. The end product for each student will be a final research paper that entails a discussion of the relevant literature in the field, the methodology chosen to complete the research, and the analysis of the data that they collected throughout the semester. Further, each student will present their research in such a fashion to explain the relevance of their research and the contribution they have made to the existing literature. The goal of this class is for each student to complete their own research project, from the beginning stages of finding a researchable topic to the presentation of a final research report. In consultation with the instructor, students will engage in a service project relevant to their research.	3.00
CRJ-402	Inside Out Prison Exchange Program	The Inside-Out Prison Exchange Program is an educational program that brings together campus-based college students with incarcerated students for a semester-long course held in a prison, jail or other correctional setting. The mission is to create opportunities for people inside and outside of prison to have transformative learning experiences that emphasize collaboration and dialogue and that invite them to take leadership in addressing crime, justice, and other issues of social concern. The course will utilize a variety of dynamic learning techniques including class discussions, reflective writing, analytical writing, and group activities. Permission from Instructor required.	3.00
CRJ-405	Criminal Investigations	The fundamentals of criminal investigation, theory and history will be surveyed. Students study and follow the process of criminal investigations from collection of crime scene evidence to the courtroom, including problems encountered in interviewing, interrogating and investigation and specific techniques appropriate to different types of crimes.	3.00
CRJ-410	Courts in America	An introduction and overview of criminal courts in America, their historical development, functions and consideration of controversies in the courts system including media impact on juries and trials, plea bargaining, sentencing issues, prosecutorial discretion, jury selection and juvenile justice. Provides students with an understanding of the courts and court processes as located in the broader socio-political environment.	3.00
CRJ-425	White Collar Crime	Ranging from Edwin Sutherland to Enron, this course will focus on crimes committed by corporations and the white-collar criminal, how such crimes are defined and the moral, ethical, legal and social contexts, which promote it. Discussion will also include societal perception and reaction to white-collar crime.	3.00
CRJ-430	Internship Policy & Planning	This course is an introduction to the purpose of the practicum experience. Students will gain an understanding of the professional workplace, the application of theory to practice, and the value of an internship in the field of Criminal Justice. This course is a pre- or co-requisite with CRJ435 Criminal Justice Internship.	

CRJ-435	Criminal Justice Internship	Criminal justice majors who have attained class standing as a junior may choose to obtain directed experience in selected criminal justice or security facilities, programs or agencies under faculty supervision and upon the recommendation of the instructor. The internship is a field placement designed to enable the student to acquire the skills, experience and knowledge necessary for the further preparation and choice of a career, while also providing a serve to the larger community. May be repeated for credit up to a total of six semester hours maximum. Students must complete 40 documented hours of work for each credit earned.	3.00
CRJ-437	Special Topics	Investigation of selected topics related to criminal justice identified by faculty as useful to the student's developing knowledge and competence in the field.	3.00
CRJ-461	Crisis Mgt/Handling Arrested Persons	As part of the ACT 120 curriculum this course prepares police officers for the management of aggressive, dangerous or violent individuals, while focusing on the police officers' peacekeeping abilities. This course deals with intervention in dispute situations, and the management of disorderly, mentally ill, or psychologically distraught persons. In addition, students learn techniques for handling persons in custody.	3.00
CRJ-462	Human Relations/Families in Crisis	As part of the ACT 120 curriculum this course addresses issues such as human behavior, interpersonal communication, cultural diversity, stereotypes, and ethnic intimidation. Mandated reporting requirements for bias crimes, the underlying offenses of ethnic intimidation, and information on hate groups that are known to operate in Pennsylvania are included. In addition, some of the major theoretical frameworks for studying families in crisis and in major life style transitions are examined. The course also provides training on an effective law enforcement response to domestic violence calls.	3.00
CRJ-463	Motor Vehicle Collision Investigation	As part of the ACT 120 curriculum this course is designed to introduce the basic investigative practices related to traffic collisions as well as to explain the initial actions to be taken at an accident scene including traffic direction and control. This course addresses the basic elements of the first responding police officer's role and the safe practices related to being the first responder to a hazardous materials incident. The importance of written communication skills in the information- gathering process, preliminary investigation, field note taking, documentation of the crime scene or arrests, and articulation regarding the use of force and official police report writing are emphasized.	3.00
CRJ-464	Motor Vehicle Law Enforcement	As part of the ACT 120 curriculum this course introduces the basic laws that constitute the Pennsylvania Vehicle Code and their relationship to the work of the police officer. Topics include the legal issues related to occupant safety, in general, and Pennsylvania statutes, in particular.	3.00
CRJ-465	Patrol Procedures and Operations	As part of the ACT 120 curriculum the course introduces the student to the tasks and duties that police officers must accomplish on a day-to-day basis. The emphasis of this course is on techniques and procedures of patrolling and policing in the community. This course also addresses terrorism and homeland security issues.	3.00
CRJ-490	Honors Thesis in Criminal Justice	A criminal justice major may choose to prepare an honors thesis in criminal justice under the supervision of a criminal justice faculty member upon the approval of the program coordinator. The thesis may examine any theoretical, empirical or policy issue of the student's choice within criminal justice and would represent an integration and culmination of studies completed during the student's studies. May be repeated for additional credit up to a total of six semester hours.	3.00
DNP-001	Dnp Online Readiness	This course assists the student is preparing to begin Doctoral study in nursing in the online environment.	
ECN-102	Microeconomics	This course surveys four major topics: an introduction to economics; the economics of the firm and resource allocation; current microeconomic problems; and international economics and the world economy. This course may not be used to fulfill a humanities economicselective.	3.00
ECN-103	Macroeconomics	An examination of national income accounting, inflation, unemployment, and interest rates and the use of monetary and fiscal policy are studied. This course may not be used to fulfill a humanities economics elective.	3.00

ECN-320	Managerial Economics	This course is a study of the fundamental principles of economics and how they affect the consumer, business and industry, the government and the entire economy. Domestic as well as global issues are emphasized. Topics include supply and demand, monopoly, fiscal policy, unemployment and international trade.	3.00
EDU-100	Education in America	This is a foundation course in American education. A major thrust of the course involves the study of the multiple factors that impact learning and teaching in the United States. Throughout the course a wide array of areas will be addressed including: history of American education; philosophical, psychological, ethical, economic, and sociological underpinnings of American education; current issues; learners and the learning context; teacher professionalism; teaching in a multicultural society.	3.00
EDU-104	Health and Motor Development PreK-4	Health and safety issues are examined with regard to nutrition reducing health risks and health influences. Emphasis will be on the development of motor skills and safety as students plan and present lessons supporting the national and PA Academic Health Education Standards. The class will also include the value of play, games and sports in child development. This course is approached from a Pre K - 4th grade classroom teacher's viewpoint as students demonstrate knowledge and understanding of the National Association for Sport and Physical Education for Pre-K to grade 4.	3.00
EDU-106	Family, School and Community Connections	Students are presented with the scope of diverse family structures and accompanying family member roles. Community resources will be thoroughly examined. Students develop and practice effective communication structures for individual, small and large group formal and informal interactions. Professional practices with the goal of creating meaningful relationships with families and within the community at large are emphasized.	3.00
EDU-112	Philosophical Found Middle Grades Edu	This is a foundation course in American middle grades education. A major thrust of the course involves the study of the philosophical foundations for middle level education as described by the NMSA (National Middle School Association). The unique characteristics and development of adolescents will be examined.	3.00
EDU-216	Foundations of Teaching & Learn. PreK-4	This is a foundation course in the teaching and learning process of children in pre-kindergarten to 4th grade. Students will be required to demonstrate knowledge of learning as a process that integrates all areas of a child's development. Student will examine curriculum models and developmentally appropriate practices for individual and group needs, with special emphasis on developmental and learning theories. Course content is based on the competencies of the PA Early Learning and Academic Standards.	3.00
EDU-222	Adolescent Psychology	Learning and personality theory of adolescent period; emphasis on problems arising out of physical development, sensory changes, mental growth, and emotional development.	3.00
EDU-223	Teaching Life, Physical and Earth and Sp	This course promotes proficiency in the integration of STEELS (Science, Technology & Engineering, Environmental Literacy and Sustainability) Standards into the teaching of life, physical and earth and space science. Students are afforded opportunities to apply best practices in pedagogy and methodology in teaching.	3.00
EDU-224	Teaching Social Studies PreK-4	This course is designed to familiarize students with learning targets, instructional methods, and resources for teaching social studies in grades pre-K to 4; the course also is designed to enhance the scope of students' social studies knowledge through lecture, class discussion, written assignments/projects, and student demonstration. The course will introduce students to academic standards developed by the National Council for the Social Studies (NCSS), the National Geographic Society, and the PA Department of Education's Standards Aligned System (SAS). Students will develop lesson plans, based on the Danielson Framework for Teaching's four domains, and will include best practices in instruction and assessment. The course will involve students in a hands-on, constructivist mode of teaching/learning.	3.00

EDU-226	Read Seq I Foundation Early Lit Research	This is a foundational course on literacy instruction for PreK-4 students. The course will provide students the opportunity to: review the evolution of American Reading Instruction, explore various instructional processes for teaching reading and writing, investigate techniques for teaching reading and writing, discover the role of assessment in literacy instruction and become familiar with the Pennsylvania Literacy Standards.	3.00
EDU-227	Math Methods for PreK-4	This course emphasizes the basic mathematical competencies identified by the Pennsylvania Core Standards for Mathematics and the National Council of teachers of Mathematics as critical to math instruction for pre-kindergarten to fourth grade students. Students will examine methods and strategies essential in the instruction of number operations, geometry, measurement, data analysis, and algebraic concepts. Students will experience collaborative learning, direct instruction, and participate in required field experience assignments.	3.00
EDU-228	Art and Humanities	This course emphasizes the competencies identified by the Pennsylvania Early Learning Standards and the National Core Arts Standards for pre-kindergarten to fourth grade children in the content area of arts and humanities. Students will examine methods and strategies essential in the instruction of the production, performance and exhibition of music, dance, theater, and visual arts. Students will learn of cultural and historical contexts, and develop an understanding of aesthetic and critical response to a variety of art mediums.	3.00
EDU-229	Reading in Sequence II	This course emphasizes reading and writing instructions for emerging readers and writers Birth- K. Instruction will focus on assisting students in: discovering developmentally appropriate practices for emerging readers and writers, examining oral language development and its impact on literacy development, exploring various instructional processes, investigating assessment practices and procedures for emerging readers and writers, and reviewing Pennsylvania Learning Standards for Early Childhood Literacy.	3.00
EDU-245	Meths Mat Mid Gr Read Across Curr	This course will emphasize reading and writing in the content area for grades 4-8. Instruction will focus on various instructional processes, techniques for teaching reading and writing, differentiated literacy programs, assessment practices and procedures and review of Pennsylvania literacy standards as well as the NCTE/IRA standards and vision for effective instruction of language arts.	3.00
EDU-300	Secondary Pre-Student Teaching	Observation and participation in classroom activities of local schools one day a week for 14 weeks prior to student teaching.	3.00
EDU-301	Educational Psychology	Study of the nature of learning, teaching relationships, individual differences, and the classroom as a social unit.	3.00
EDU-309	Tech Integration in Education PreK-8	In this course, students will become familiar with the PDE Standards of Science and Technology as well as the National Educational Technology Standards (NETS) for both teachers and students. Students will design lesson plans and learning activities that integrate technology from Pre K to Grade 8. Students will be introduced to the various tools of technology including assistive technologies for students with special needs. The use of technology for assessment, management and other administrative procedures will also be addressed.	3.00
EDU-314	Reading Sequence III Early Literacy Inst	This course emphasizes reading and writing instruction for transitional readers and writers in grades 2-4. Instruction will focus on assisting students in: discovering appropriate practices for instructing transitional readers and writers, exploring various instructional processes, investigating assessment practices and procedures for transitional readers and writers, considering differentiated learning for transitional readers and writers and reviewing Pennsylvania Literacy Standards.	3.00

EDU-315	Curr Inst Assessment for Student PreK-8	This course is designed to prepare teacher candidates to understand and implement curriculum models and instructional strategies that are assessment driven. Students will design lessons and data driven assessment strategies for typical and atypical students. There will be an instruction to the Response to Intervention model.	3.00
EDU-316	Reading-Literacy Inst Assess & Intervent	This course emphasizes reading and writing instruction for struggling readers. Instruction will focus on exploring various instructional processes, investigating assessment practices and procedures, and analyzing various intervention programs.	3.00
EDU-319	Selected Topics in Secondary Education	This course addresses issues that are encountered by teachers in middle and high schools today. These include meeting the diverse needs of all middle/high school students, multicultural education, social challenges and other topics relevant to this population of students' needs and concerns. Field work required.	3.00
EDU-325	Secondary School Methods and Materials	Study of basic methods and materials of secondary education; the rationale behind the methods, as well as how to carry these methods out in the classroom. Students will explore Standards, Curriculums, Assessment and Lesson Planning.	3.00
EDU-351	Meeting Needs of English Lang Learners	This course emphasizes various instructional processes, techniques and assessment for working with English language learners. Differentiation and review of Pennsylvania standards will be addressed.	3.00
EDU-372	Math Methods Middle L Grades 4-8	This course emphasizes reading and writing instruction for struggling readers. Instruction will focus on exploring various instructional processes, investigating assessment practices and procedures, and analyzing various intervention programs.	3.00
EDU-373	Methods & Materials Mid Grades:science	This course is designed to familiarize students with objectives, methods and resources for grade 4-8 science and to further enhance the scope of their science knowledge through lecture, class discussion, projects and student demonstration. The course will introduce student to Academic Standards developed by NSTA and PDE. Students will develop lesson plans, based on Danielson's four domains, utilize effective instructional strategies, including cooperative learning and other evidenced-based best practices as they apply to the sciences, and will be involved in a hands-on, constructivist mode of teaching/learning.	3.00
EDU-374	Methods & Materials Mid Grades: Soc Sci	This course is designed to familiarize students with objectives, methods and resources for grades 4-8 social studies and to further enhance the scope of their social studies knowledge through lecture, class discussion, projects and student demonstration. The course will introduce students to academic standards developed by NCSS, the National Geographic Society and PDE. Students will develop lesson plans, based on Danielson's four domains and these will include best practices in instruction and various types of assessment techniques. The course will involve students in a hands- on, constructivist mode of teaching/learning.	3.00
EDU-395	Field Experience I	During this stage of Field Experience, the Education Studies major will spend two (2) days per week or equivalent in a school setting to observe in the teaching and learning process. Major focus will be on observing and understanding the four domains of effective teaching. As the semester progresses, the student will begin to work with individual students and teach in a small group setting. A University Supervisor will evaluate the student in the classroom.	6.00
EDU-4000	Capstone Seminar	This course provides for culminating activities of the curriculum in early, middle and special and education. Students demonstrate proficiency in activities aimed at securing a teaching position, as well as research-based best relative to the state competencies practices. To be taken the semester before student teaching. Individual active research projects required.	3.00
EDU-401	Student Internship & Prof Seminar	The internship takes the place of student teaching for in-service teachers. Seminar and individual conferences are held by university supervisors.	6.00

EDU-414	Classroom Management for PreK-4	This course is designed to prepare teacher candidates to understand and use provisions and procedures needed to create and maintain an environment in which effective teaching and learning can occur. Various discipline models will be introduced.	3.00
EDU-415	Prek-4 Pre-Student Teaching	The student is required to participate in classroom activities of local schools one day each week during the semester. Two different placements are offered to the student in preparation for the student's anticipated certification categories. The experience is to promote the development of professionalism in the school and community setting while affording the opportunity to apply teaching methodology and educational concepts mastered in coursework. A weekly seminar provides an opportunity to analyze the experience. Application to the Education Committee of Gwynedd Mercy's School of Education is required early in the spring semester prior to the experience.	3.00
EDU-416	The Culturally Responsive Clas	This course covers the theoretical and practical implications of employing cultural pedagogy. Students are presented with practices to develop reciprocal relationships with students and communities by integrating exemplar cultural teaching methods within their professional practices.	3.00
EDU-437	Special Topics	Investigation of a selected topic or topics designed to integrate and enhance the student's comprehension and application of educational theory and practice.	3.00
EDU-439	Independent Study	Investigation of selected topics. Registration with permission of the advisor, Dean and the Vice President for Academic Affairs.	1.00
EDU-490	Secondary Student Teaching	The student teaching requirement (13 weeks) is fulfilled during the last semester of senior year. Each candidate for certification spends five days a week for seven weeks in a primary grade and even weeks in an intermediate grade. Seminar and individual conferences are required by supervisors.	6.00
EDU-495	Field Experience II	During the second Field Experience, the Education Studies major will spend two (2) days per week in a school setting exploring and assisting the classroom teacher. Here the student will tutor, help with assignments, teach small group lessons and continue to refine their knowledge of effective teaching using the four domains of effective teaching. A University Supervisor will evaluate the student in the classroom. A weekly seminar accompanies this Field Experience.	6.00
EDU-498	Student Teaching Seminar	Student Teaching and Seminar is a requirement fulfilled after all other coursework requirements have been completed and the student has at least a cumulative GPA of 3.0. The student is required to make formal application February 1st of the spring semester prior to the academic year in which the student anticipates engaging in student teaching. The experience is designed to allow for the development of professionalism in the school and the community setting, while affording the opportunity to apply teaching methodology and education concepts mastered in coursework on a daily basis. This student teaching experience is for 16 weeks in an inclusion classroom under the supervision of a certified teacher and is accompanied by a bi-weekly seminar class to provide an opportunity to analyze the experience. Prerequisite: All course work completed.	12.00
EDU-502	The Learning and Teaching Process	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.	3.00
EDU-503	Social, Political, & Econ Found of Educ	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.	3.00

EDU-504	Human Development	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.	3.00
EDU-506	Methods, Materials & Curriculum I	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.	3.00
EDU-507	Methods, Materials & Curriculum II	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.	3.00
EDU-508	Secondary Schl Methods and Materials	This course includes the study of various methods and materials utilized in secondary education. The rationales for various methods as well as the implementation of these methods in the classroom are examined. Through this course student also study motivational practices, current trends in secondary education, the use of technology to enhance learning, classroom management strategies and assessment practices. Field experience is required.	3.00
EDU-510	Action Research for Teachers I	This course provides an introduction to the various research designs and methodologies common to the field of education and social sciences. Upon completing the course, students will become better consumers and critics of research as reported in the literature, examine the role that research plays in their professional lives as reflective practitioners, and begin to develop an action research project to be carried out as a program culminating project in EDU603 Teacher Research, Part 2.	3.00
EDU-511	Methods & Theories for Teaching Math	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.	3.00
EDU-512	Methods for Teaching Read & Assessment	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.	3.00
EDU-515	Methods for Teaching English Learner	This course provides an examination of effective instructional methods, strategies and instructional techniques for addressing the learning needs of for English Learners (EL) with and without special needs in the inclusive classroom.	3.00
EDU-522	Inter-Group Theory and Research	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.	3.00

EDU- 550	Pre-Practicum Orientation	This course is for students who plan or are enrolled in a spring or fall practicum. The purpose of this course is: a)A placeholder for all the required documentation for the students to secure before the start date of the actual practicum course. These documents include:Agreement, Mentor's resume, Action Plan of Practicum Project, email from mentor (from the school's portal) indicating they have agreed to mentor the student. b) An interactive, non-graded course on how to develop a concrete Action Plan of Practicum Projects that meet the competency standards of the Pennsylvania Department of Education (PDE). c)A resource that includes the Practicum Handbook for students to refer to before and during the practicum.	
EDU-560	Soc & Emo Wellness Learning in Youth Dev	In this course candidates will develop an understanding of social and emotional learning and the impact that explicit teaching can have on the learner as well as the learning environment. Candidates will recognize the unique developmental characteristics and needs of learners at all age levels. Candidates will engage in field experience assignments that will provide opportunities to directly interact with social and emotional learning at the school level in order to deepen their understanding of the content presented in each of the modules of the course.	3.00
EDU-561	Impact of Trauma & Mental Illness on Stu	In this course candidates will develop an understanding of the impact of adverse childhood experiences, trauma, and mental illness on learning and behavior for PK-12 students. Candidates will recognize how these experiences and conditions can impact growth, development and learning of children and adolescents and the important role that educators and schools can play in reducing risk factors and increasing protective factors. Candidates will engage in field experience assignments that will provide opportunities to directly interact with classroom teachers, school leaders, community members, and students in order to deepen their understanding of the content presented in each of the modules of the course.	3.00
EDU-562	Behavior and Mental Health Literacy	In this course candidates will develop an understanding of the characteristics of mental illness in children and youth and the impact this may have on learning and behavior for PK-12 students. Candidates will recognize how these experiences and conditions can impact growth, development and learning of children and adolescents and the important role that educators and schools can play in reducing risk factors and increasing protective factors. Candidates will engage in field experience assignments that will provide opportunities to directly interact with classroom teachers, school leaders, community members, and students in order to deepen their understanding of the content presented in each of the modules of the course.	3.00
EDU-563	Prev & Intervent to Support Beh Wellness	In this course candidates will take a deeper look into the development of systems change and the potential impact of adverse childhood experiences, trauma, and mental illness on learning and behavior on learning for PK-12 students. Candidates will focus on school leadership and collaboration between all stakeholders which impact both school environment and culture as well as the systemic issues that can determine the services that are provided to support all learners. Candidates will engage in field experience assignments that will provide opportunities to directly interact with classroom teachers, school leaders, community members, and students in order to deepen their understanding of the content presented in each of the modules of the course.	3.00
EDU-565	Student Teach & Professional Seminar	This is a student teaching experience for those seeking their initial certification in Pre-K, Grades 4-8, or secondary education. This full-time program experience lasts 15-weeks, Monday through Friday and includes intensive supervision by University personnel as well as participation in an online seminar class.	3.00

EDU-570	Research Skills for School Leadership	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.	3.00
EDU-571	The Principalship	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.	3.00
EDU-572	Sas & Curriculum & Instrctnl Supervision	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.	3.00
EDU-573	School-Community Relations	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.	3.00
EDU-574	School Law & Policy Issues	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.	3.00
EDU-576	Human Resources & Staff Development	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.	3.00
EDU-577	School Resources Management	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.	3.00
EDU-579	Current Issues in Education	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.	3.00
EDU-580	Multi & Diversity Issues in Education	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.	3.00

EDU-581	Found Special Educ Inclusive Classroom	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.	3.00
EDU-582	Effective Communication for Educators	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.	3.00
EDU-583	Action Research Seminar	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.	3.00
EDU-590	Stats, Rsrch, Assess for Reflect Prac	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.	3.00
EDU-591	Curriculum Development & Peer Coaching	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. Field experience is required.	3.00
EDU-592	Professional Development & Leadership	This course will provide students with the knowledge of: develop meaningful professional development, training, and structure; strategies to align assessments with the curriculum and standards; and build a collaborative environment to encourage high quality instructional delivery for all students.	3.00
EDU-593	Seminar Leadership, Supervision & Equity	This course provides focus on leadership and supervision skills, characteristics, educational leaders with a focus on equity. This Seminar is 7-weeks in length.	3.00
EDU-595	Prctcm I: Leadrshp & Schl Administration	Practicum I for Administrative Certification (Principal & Curriculum & Instruction Supervisor). This Practicum requires students to secure 180 hours of experience in a school setting. Practicum Activities will include projects on visionary leadership, supervision & evaluation of teachers, promoting change, school improvement, and strategic planning,	3.00
EDU-596	Practicum II: K-12 Principalship	Practicum II for Administrative Certification (Principal). This Practicum requires students to secure 180 hours of experience in a school setting. Practicum Activities will include: fostering good teaching, creating a positive, equitable, safe atmosphere, Universal design for learning, fiscal, resource, and facility responsibilities, LEA Responsibilities, student transition planning, and communicating within and out of the school setting.	3.00
EDU-602	Professional Portfolio Project	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.	3.00
EDU-603	Action Research for Teachers, Par	This course engages students in the processes of action research. Students will apply their learning from EDU510: Teacher Research, Part 1, and demonstrate their ability to develop and implement an action research project and write the accompanying report.	3.00

EDU-608	School Counseling Intern I & Supervision	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.	3.00
EDU-609	School Counsel Int II/Group Suprv Sem	This course is the third in a series of three field experiences. School counselor-trainees will perform all tasks and duties ascribed to school counselors as determined by the ASCA National Model under the supervision of an experienced Professional School Counselor and a University supervisor. Students seeking certification in school counseling must complete a minimum of 210 clock hours. In addition, students are enrolled in a group supervision seminary. Students needing more than 15 weeks to complete the practicum experience should contact the School Counseling Program Director. Please review the Internship Handbook for further details on application requirements, site and internship student expectations.	3.00
EDU-613	Classroom Management	This course provides a study of effective classroom management techniques. Content will focus on classroom organizational systems, classroom procedures and instructional strategies to promote positive student behavior and prevent disruptive behavior. Emphasis will be placed on motivation, communications, planning and preparation of materials as well as the establishment of a positive learning environment. Existing models of effective classroom management will be examined.	3.00
EDU-614	Innovation in Teaching & Learning	The course will explore innovative strategies and pedagogical approaches to respond to today's learners and prepare students for academic, personal and career success. Participants will explore various instructional models that prepare students to address real-world problems and experience academic, personal, and career success.	3.00
EDU-619	Instructional Leadership & Technology	This course will provide an overview of effective strategies for leadership of instructional practices and assessment for all learners. A thorough understanding of Universal Design, Culturally Responsive Instructional Practices will also be reviewed. This course will also examine the role of classroom technologies for student engagement, enhancing instruction, remediation, and reinforcing skills to support teaching and foster student achievement.	3.00
EDU-620	Research, Analysis, Assessment & Outcome	This course is designed to provide a comprehensive overview of action research. Its purpose, process, and steps will be reviewed. Students will learn how action research can be used to address challenges that impact student achievement and increase the development of teacher skills. This course will prepare instructional leaders to use research to identify solutions to curriculum, instruction, and teacher support and to use data to drive decisions. This course will also provide a framework of how instructional leaders can develop and share action research summary reports as a means to support change.	3.00
EDU-622	Prctcm II: Sprvisr Curr & Instrctn	Practicum II for students seeking Curriculum & Instruction Supervisor Certification. This Practicum requires students to secure 180 hours of experience in a school setting. This Practicum focuses on; Data-Driven Instruction & School Improvement, Program Implementation, Teacher Supervision & Professional Development, Supporting students with learning & cultural differences, virtual instruction, and engaging parents	3.00
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.	3.00

EDU-701	Div Gender, Race/Ethn, Soc & Except	The concept of diversity includes acceptance and respect for the broad range of human characteristics in their socioecological, historical, and cultural contexts, as well as understanding that each individual, family, community, and societal group has uniqueness.	3.00
EDU-702	Social Justice Move: Activists/Comm Lead	Learn how to transform norms around racial justice, immigrant rights, gender and sexuality, and discover the contributions of diverse leaders in transforming cultures toward a more just society.	3.00
EDU-703	Nav Conflict Zone for Div Students	Every school and college has a unique culture. Becoming an advocate for and ally of diverse students requires learning how to work within and bring about change in mores, customs, and climate.	3.00
EDU-711	Teacher's Role Just Soc: Per/Prof Refl	Teachers play a central role in guiding school children to understand and accept others of diverse backgrounds. This course provides learnings, reflections, and sharing, toward creating a personal and professional tool kit for teachers who are committed to the success of every student. Students will reflect and identify their own personal bias and attitudes toward racism. Students will benefit from classroom recognition of their strengths and need related to bias and race and build strategies in their tool box to counteract bias and racism. This course provides the first safe space for the remainder of the program to begin the conversation and their personal transformational journey in DEI.	3.00
EDU-712	Social-Emotional Comp:elem/Sec Classrm	Teachers will benefit from developing socialemotional learning and culturally responsive competencies to promote a positive equitable learning environment for all students. Teachers will also develop skills to address microaggressions and overt and implicit bias among students and set a positive role model.	3.00
EDU-713	Teacher Leadership: Rethink Prac	This course is designed to guide school personnel in an understanding of leadership and the importance of equity in the school and classrooms. Strategies will be presented to: -Assist teachers in building their own Equity-Centered Leadership skills to become "Equicentric Leaders." -Cultivate Effective Collaboration with colleagues, administrators, parents and stakeholders through the lens of equity. -Rethink bias, stereotypes, and expectations as it relates to students, parents, and colleagues. -Understand cultural differences as they relate to behavior and social interaction between teachers and students and with each other. -Assessing the classroom and school community environment in terms of equitable practices, assessment, behavior and social interactions, and growth in instructional planning and delivery, resources, assessment of skills, and interaction with students, parents, and colleagues. -Students will create and present a culminating project that informs DEI practice, policy, and/or procedure. This course will also provide a space for students to debrief, share, and reflect on this Program and share next steps in their personal and leadership journey.	3.00
EDU-714	Assessment Continuing Education Learning	Only required of those seeking transfer credit into the Master's Program, PK12 Concentration	3.00
EDU-721	Educ Just Soc: Scholar, Advoc, & Action	Public policy, common mind-sets, and individual dispositions can be changed through writings, teachings, organizing, and advocating social change through a broad range of media, social settings, and involvements.	3.00
EDU-722	Social-Emotional Comp in College Classrm	Instructors will benefit from developing social-emotional learning competencies to promote a positive learning environment for all students.	3.00
EDU-723	Dei Leadership in Higher Education	Strategies and tool kits for advancing the cause of DEI in higher education make up this course for those who aspire to changing campus culture and climate.	3.00
EDU-724	Unconscious Bias/Micro-Aggress Higher Ed	To promote a deeper understanding of unconscious or implicit bias in the college classroom, this course offers insights on micro-aggressions and the impact they may have on college student disposition, retention, and success.	3.00

EDU-801	Ed Policy Research & Practice in US	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.	3.00
EDU-802	Develop Diverse, Equitable, and Inclusiv	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.	3.00
EDU-803	Foundations of Educational Research	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.	3.00
EDU-804	Soc Justice/Systems Power/Cultur Identit	The course analyzes current issues and challenges in schools, colleges, universities, and other institutions using approaches to culturally responsive leadership. This course examines the various frameworks of cultural intelligence, cultural competence, and cultural humility. Students will explore their cultural identity, communication style, and leadership within the context of diversity, equity, and inclusion. Students will examine policies, practices, and strategies for preventing discrimination and other civil and human rights violations globally while identifying and applying strategies to implement social justice and equity through institutionalized cultural responsive leadership.	3.00
EDU-805	Ethics of Ed Leadership & Policy	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	3.00
EDU-806	Equity, Equality & Equal Opportunity	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.	3.00
EDU-807	Quantitative Educational Research	An in-depth examination of research and measurement, analysis of experimental data, and qualitative designs. Implications of mixed method research are considered	3.00
EDU-808	Qualitative Educational Research	Future-focused exploration of learning technology, gathering and using data to drive instructional improvement, and evaluation of educational programs.	3.00
EDU-809	Global Educational Policy & Practice	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.	3.00
EDU-810	Grounding Research in Literature	This course prepares students to complete a scholarly dissertation by supporting the development of key skills in researching, reading, evaluating, organizing, and synthesizing research. Students will examine a problem of interest by conducting an extensive literature search with the goal of identifying a research gap. Students will also examine how theoretical and conceptual frameworks are an integral structure around which they build their research.	3.00

EDU-811	Dissertation Advisement I	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.	3.00
EDU-812	Dissertation Advisement II	Students will develop the methodology for their dissertation based upon the gap they identified in the literature, so that it is congruent with their study purpose, research questions, and theoretical or conceptual framework. Human subjects research training will foster understanding of ethics, validity, and reliability in methodological design. The Institutional Review Board approval process will be introduced.	3.00
EDU-813	Dissertation Advisement III	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.	3.00
EDU-814	Dissertation Advisement IV	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.	3.00
EDU-815	Dissertation Advisement V: Continuation	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.	1.00
EDU-821	The Superintendency	This course is an analysis of the role and responsibilities of the superintendent of schools, including preparation for the superintendency. An emphasis is placed on equity, equality, and raising achievement for all students. Twenty hours (20) of embedded field experience are required for those seeking the superintendent of school's letter of eligibility.	3.00
EDU-822	Sch Boards & Sch District Governance	Considerations of school boardsmanship, internal and external governance, and structures in K-12 education. The course explores analysis the politics of school district governance and the leadership practices necessary to effectively lead in complex relationships. The characteristics of effective boardsmanship are defined through research and best practice. Twenty (20) hours of embedded field experience are required for those seeking the superintendent of school's letter of eligibility.	3.00
EDU-824	Transforming Leadership Holistic Achv	This course is designed to enhance school and district leaders' ability to transform personally and professionally to advance the learning of students and adults within their respective systems. Participants will identify their own strengths-based leadership characteristics, recognize personal immunities to change, analyze an adaptive problem in their current educational environment, and plan for authentic, continuous, student-centered improvement.	3.00
EDU-825	Labor Relations & Fiscal Management	Personnel administration, contract administration, collective bargaining, and fiscal management, including the economics of education.	3.00

EDU-828	School District Practicum I	School District Practicum 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.	3.00
EDU-829	District Practicum II	This Practicum focuses on the superintendent's ability to follow the standards, create a vision, and demonstrate a leadership style that exemplifies values and ethics. You will also gain experience in analyzing leadership styles, creating a positive climate and culture, fostering leadership teams, and managing relationships to enhance student achievement. Additionally, you will experience evaluating data-driven decision making, handling challenges, communication, working with Human Resources, collective bargaining, how to use social media effectively, and the importance of robust technology. Each of the two practicum courses require 180 hours of embedded field experience.	3.00
EDU-831	Leadership & Adm of Higher Education	This course examines current issues and challenges in higher education administration and leadership. The course is an overview of the essential knowledge, skills, characteristics and models of academic, institutional and student-life governance. Various activities provide opportunities for developing the skills needed to evaluate and resolve current challenges.	3.00
EDU-832	Legal Issues for Inclusive Higher Ed	This course examines the basic legal concepts common to higher education administrators as viewed through the lens of an increasingly diverse college environment. Topics include the history and governance of higher education law, basic legal concepts, and legal issues as they apply in higher education. Current case law and case studies will be used to elucidate how institutional policies and practices can support an inclusive educational environment.	3.00
EDU-833	Finance & Fiscal Policy in Higher Ed	Accounting principles and policy, record-keeping, financial reporting, budgeting and planning models, and fiscal management.	3.00
EDU-834	Enrollment Management Higher Ed	An analysis of current practices and future trends in the recruitment and retention of students, with consideration of financial aid requirements and regulations.	3.00
EDU-835	Equity-Minded Leadership in Higher Ed	An exploration of research models for continuous improvement, transforming higher education, leadership for strategic change, and models for delivering academic programs and services.	3.00
EDU-838	Leadership in Higher Education Practicum	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.	3.00
EDU-841	Designing Interv & Assessing Outcomes	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	3.00
EDU-842	School Law & Policy in Special Ed	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).	3.00
EDU-843	Found Special Education Administration	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.	3.00

EDU-844	Neuroscience of Learning	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	3.00
EDU-845	Supervision/Administration Special Educ	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.	3.00
EDU-848	Special Ed Supervisor Prctm I	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.	3.00
EDU-849	Special Ed Supervisor Prctm II	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.	3.00
EDU-850	Pre-Practicum Orientation	This course is for students who plan or are enrolled in a spring or fall practicum. The purpose of this course is: a) A placeholder for all the required documentation for the students to secure before the start date of the actual practicum course. These documents include: Agreement, Mentor's resume, Action Plan of Practicum Project, email from mentor (from the school's portal) indicating they have agreed to mentor the student. b) An interactive, non-graded course on how to develop a concrete Action Plan of Practicum Projects that meet the competency standards of the Pennsylvania Department of Education (PDE). c) a resource that includes the Practicum Handbook for students to refer to before and during the practicum.	
EDU-860	Foundations Teaching/Learning Higher Ed	This weekend residency course will introduce and explore the theoretical and practical perspectives about knowledge and learning and the contexts that influence teaching and learning.	3.00
EDU-861	College Student Development Theory	This course focuses on students in higher education as an area of practice and research. Course content examines theory and college as a theoretical construct, student development and identity formation within and beyond higher education institutions and links to theory with professional practice.	3.00
EDU-862	Advanc Social Justice Thru Faculty Role	The purpose of this course is to provide students with preparation for or advancement within the professorate by examining faculty hiring and promotion processes, as well as responsibilities in addition to teaching, including faculty governance, other service to the institution, and scholarship. These activities will be examined through the frame of social justice and how each can be leveraged to help advance equity. Each student will complete a project that enables them to advance social justice in an educational area of their choosing.	3.00

EDU-863	Learning Models/Instructional Design	Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. Students will apply instructional design principles in the development of a course and explore application of various learning methods.	3.00
EDU-864	Curr Develop/Academic Prog Des Higher Ed	This course will explore the global, national, discipline-specific, and institutional contexts that guide program design and curriculum development. This course will examine the needs analysis and educational philosophy for developing programs.	3.00
EDU-865	Teaching Adults & Adult Learning Theory	This course provides a critical analysis of selected theories and concepts of learning are applied to the adult learning experience, learning styles, motivation in adult education programs, and workplace learning.	3.00
EDU-866	Innov Prct Online Instr/E-Learning Techn	This course focuses on building students' knowledge and skills using web-based tools to effectively create an online teaching environment. This course will assist educators in developing online and blended courses to enhance the learning experience for students, colleges and universities exploring strategies to implement new learning tools. In addition, massive open online courses (MOOC), stackable certificates, and badges will be examined.	3.00
EDU-867	Crisis in the Classroom	This course will introduce the policies and legislation that impact reporting, referrals and supporting students in crisis such as Title IX. In addition, students will learn strategies for holding individuals accountable, communicating expectations, and facilitating learning through challenging situations. This course will also cover managing issues involving academic integrity.	3.00
EDU-870	Advanced Topics in Nursing Education	This course offers a comprehensive exploration of the major contemporary issues affecting nursing education. Students will participate in discussions regarding regulatory, ethical, and political challenges faced by nurse educators and academic leaders. The emphasis is on comprehending both challenges and opportunities within the dynamic landscape of nursing education and health care. Through critical examination and analysis, students will gain insights into effective strategies for navigating and addressing these complex issues.	3.00
EDU-871	Instructional Design & Curric Developm	In this course, students apply instructional design principles in the creation of academic programs within the field of nursing education. Students will begin program planning and assessment, encompassing accreditation and regulatory considerations in both Higher Education and Nursing contexts.	3.00
EDU-872	Strategies for Teaching & Learning in Nu	This course introduces and explores theoretical and practical perspectives on knowledge and learning in nursing education, highlighting the contexts influencing teaching and learning. Participants will identify and analyze trends, issues, models, methods, instructional strategies, and technologies to enhance student learning in both classroom and clinical settings.	3.00
EDU-873	Assessment and Evaluation in Nursing Edu	This course focuses on the diverse evaluation methods used to assess student learning in nursing education curricula. Students will explore and apply various assessment strategies, gaining insights into effective approaches to measure and enhance student comprehension and skills within the context of nursing education.	3.00
EDU-874	Field Experience in Nursing Education	The course involves a minimum of 70 hours of field experience directly related to nursing education. Students, guided by an on-site mentor and instructor, will participate in capstone experiences seamlessly integrating theoretical knowledge with practical application. The course emphasizes hands-on learning to enhance students' understanding and proficiency in the field of nursing education.	3.00
ENG-002	Writing Foundations	A review of sentence, paragraph and essay structure, this course prepares the student for college writing.	3.00
ENG-100	Critical Reading and Writing	This course introduces the student to strategies for effective academic reading and writing, while also helping them develop a better appreciation of the critical concerns of the Sisters of Mercy. In addition, this course addresses and develops information literacy skills. Requisites: None	3.00

ENG-101	College English	This course focuses on the personal and expository components of rhetoric. Emphasis is given to writing processes and logic through constant practice in sentence combining and through organizing and styling paragraphs and themes. Peer review of student writing is included.	3.00
ENG-102	Introduction to Literature	Students explore literary genres from selected world masterpieces with emphasis on style and philosophic import and write themes of critical analysis.	3.00
ENG-103	Play Production	This course emphasizes the fundamentals of play production - script selection, casting, blocking, lighting, and publicity. It culminates in the production of a play.	3.00
ENG-105	Grammar Review	This class reviews the basics of traditional grammar - classes of words and sentences, inflections and functions of English, syntactical relationships and usage - and examines alternative grammar systems.	3.00
ENG-200	Public Speaking	This course in public speaking builds students' informative, argumentative, and persuasive speaking skills, as well as their listening and analysis skills	3.00
ENG-2001	Arts and Ideas	This is an introductory course designed to give the student an appreciation of the literary and fine arts. The course examines ideas rooted in justice, philosophy, spirituality, politics, science, education, art, and psychology through literature that spans the evolution of those ideas. The course requires both analytical and creative responses to these ideas so that students can express their understanding of the complex relationship among thought, writing, art and society.	3.00
ENG-201	British Literature I	Students in this course read and discuss selected major figures in English literature from the Anglo-Saxon Period through the eighteenth century.	3.00
ENG-202	British Literature II	Students read and discuss major figures in English literature from the Romantic Period to the present.	3.00
ENG-203	Introduction to Poetry	Students read, discuss, and write about traditional and modern poems, while learning the technical elements of poetry and refine their critical thinking and writing skills by analyzing and interpreting poems.	3.00
ENG-210	Introduction to the Theater	This course surveys important historical periods of theater from Greece to the present day through examination of representative dramas from each period	3.00
ENG-212	Women Authors	This course explores and surveys the writing of women authors	3.00
ENG-215	Technical Writing	This course reviews the art of writing as a process that is adaptable to all professions and crafts	3.00
ENG-216	American Literature I	This course concentrates on major figures in America's literature from the Colonial Period through the Age of Transcendentalism.	3.00
ENG-217	American Literature II	Beginning with the nineteenth century, American Literature II surveys major figures from Realism and Naturalism through Modernism and Postmodernism	3.00
ENG-218	Multicultural Literature	Through reading the literature of a variety of ethnic and cultural groups, this course provides a historical survey or thematic exploration of multicultural questions and ideas	3.00
ENG-230	History of the English Language	This course surveys origins of the development of the English language from the Proto-Indo- Europeans of Central Europe through the development of the Danish, Saxon and Germanic tribes to the present-day status of the English language.	3.00
ENG-240	History of Rhetoric	This course explores classical texts, as well as their influence on contemporary principles and philosophical perspectives and the production of written, oral, visual, and digital texts today. Students will discuss important developments in the history of rhetoric and use rhetorical theory to consider issues related to oral, written, and visual discourse.	3.00
ENG-272	Literature of War	This course explores how political ideas have been expressed through a variety of literary forms from the Renaissance to the present day. Students analyze the historical context that underlay prominent works of political writing and the choices made by authors in composing them.	3.00
ENG-286	Literature of Medicine	This series of courses treats popular themes as they appear in literature and the media.	3.00
ENG-288	Film as Art	This series of courses treats popular themes as they appear in literature and the media.	3.00
ENG-290	The Short Story	This course analyzes the short story genre and its development in world literature.	3.00

ENG-299	Selected Topics in English	In this course students have the opportunity to explore genres, concepts or authors selected by the instructor. Course may be repeated for credit if the topic changes.	3.00
ENG-301	World Masterpieces I	Beginning with the ancient epics of eastern and western cultures and ending with the Renaissance, this course focuses on major writers of world literature	3.00
ENG-302	World Masterpieces II	Masterpieces from the Early Modern era through contemporary literature are examined	3.00
ENG-305	Persuasive Business Presentations	Verbal skills essential to effective business presentations, including negotiation, debating, extemporaneous speaking, and interviewing provides the focus of this course. Oral reporting, management briefing, conference and committee leadership, and active listening are addressed as tools to minimize or eliminate barriers to understanding.	3.00
ENG-306	Literary Monster	In Literary Monsters, we will explore the monster in literature as both a symbol and a functioning character in a story. We will read Beowulf (9th century), Marie de France's werewolf story, "Bisclavret" (12th century), Mary Shelley's Frankenstein (1818), Robert Louis Stevenson's The Strange Case of Dr Jekyll and Mr. Hyde (1886), and excerpts from Bram Stoker's Dracula (1897), as well as more recent works, such as J.K. Rowling's Harry Potter series. Literary Monsters includes as well a study of relevant films inspired by the novels.	3.00
ENG-310	Literary Criticism	This course examines the aesthetics of literature from Plato to contemporary theory	3.00
ENG-315	Essay Writing	An advanced study of expository writing processes, this course stresses techniques of research, logic, and organization of writing.	3.00
ENG-320	Cinema and Cinematography	This course focuses on the history of films and analysis of film scripts with emphasis on class discussion of major directors including Carol Reed, Alfred Hitchcock, Stanley Kubrick, and Orson Welles.	3.00
ENG-330	Myth and Fantasy	This course studies ancient and modern mythology through its embodiment in literature and in themes common to all cultures.	3.00
ENG-400	Tutorial in Acting	Students participate in the university production as actors or actresses and research the various styles and theories of acting: Classical, Elizabethan, Restoration, Stanislavskian, Brechtian. Research paper required.	3.00
ENG-4000	English Seminar - Capstone	This course is an advanced study of expository writing, an integration of literary study, critical theory, and techniques of literary research. This course combines discussion and independent work, having as its goal the completion of a paper (20-25 pages) representative of the undergraduate major's research interests. The course objective is for each student to achieve a culmination of proficiency in the techniques of research, logic, and organization in scholarly writing. Students are encouraged to apply skills learned and practiced in all previous literature and writing courses. To that end, literary research is fundamental to the successful completion of this course. Prerequisite: All completed semesters of English major coursework except one to graduate. All work must be original and written by the student registered for the course.	3.00
ENG-401	Chaucer and His Contemporaries	Reading and discussion of Chaucer's major works is supplemented with those of his contemporaries including Langland, the Pearl poet and others.	3.00
ENG-405	Tutorial in Directing	Introduced to the techniques of directing for the proscenium and arena stages, students learn to cast, block and direct a play.	3.00
ENG-413	Poets of Britain and America	Poets of Britain and America are examined with emphasis on the moderns and post-moderns.	3.00
ENG-416	Shakespearean Tragedy	This course studies the major tragedies as performance art, including Hamlet, Macbeth, Richard III, King Lear, Romeo and Juliet, and Othello.	3.00
ENG-417	Shakespearean Comedy	This course focuses on the major comedies as performance art, including As You Like It, Twelfth Night, A Midsummer Night's Dream, The Taming of the Shrew, and Much Ado About Nothing.	3.00
ENG-422	Romantic/Victorian Literature	Students engage in in-depth study of the literature of the Romantic and Victorian Age	3.00

ENG-423	Modern Fiction	Novels and short stories of twentieth-century authors are discussed in terms of thought and technique in modern fiction.	3.00
ENG-425	17th & 18th Century British Literature	This course examines selected prose and poetry from the late English Renaissance, the Restoration, and the eighteenth century. Readings include works by the Metaphysical and Cavalier poets, Jonson, Bacon, Dryden, Swift, Pope, and others	3.00
ENG-430	Internship	An option for out-of-the-classroom work, this internship gives students practical experience in professional communications field.	3.00
ENG-437	Special Topics	This course offers the opportunity for in-depth study of a major author, period or concept selected by the instructor. Course may be repeated for credit, if topic changes.	3.00
ENG-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses: study of special aspects of major works and authors. The student must have the permission of the Chair of Language, Literature and Fine Arts and the Vice President for Academic Affairs.	3.00
ENG-447	Seminar in Novel	This course examines the novel, drawing examples from the 19th and 20th centuries.	3.00
ENG-448	Writing Seminar	The process of writing creative research papers, essays and other non-fiction materials is reviewed. The course combines the tools of research with the appropriate organizational method and emphasizes peer-evaluation, revision, and market research toward publication.	3.00
ENG-451	Creative Writing	Students practice their creative writing skills with reference to reading and study of contemporary literature.	3.00
ENG-460	Theater of Greece and Rome	A study of the production techniques of the classical period combines with reading of representative plays by Sophocles, Euripides, Aeschylus, Aristophanes, Plautus, Terence, and Seneca.	3.00
ENG-461	Modern Drama	Students read and analyze the works of selected modern playwrights, including Ibsen, Strindberg, Pirandello, Brecht, Shaw and Ionesco.	3.00
EXS-200	Introduction to Exercise Science	This course provides an introductory exploration into the field of Exercise Science, focusing on the physiological, biomechanical, and psychological foundations of human movement and physical activity. Students will examine the fundamental principles underlying exercise prescription, fitness assessment, and health promotion through physical activity.	3.00
EXS-250	Concept of Lifetime Fitness	This course explores the fundamentals of maintaining an active lifestyle and creating habits that promote long-term health and well-being. In the course, students will explore, participate in, and discuss the benefits of engaging in various physical activities such as aerobics, yoga, and resistance training to enhance cardiovascular fitness, muscular strength, and flexibility. Students will learn to develop personalized fitness plans that incorporate nutrition and wellness principles. Understand the importance of physical activity in preventing chronic diseases and improving quality of life.	3.00
EXS-300	Kinesiology	This course provides a comprehensive overview of kinesiology, the scientific study of human movement. Students will explore the principles of biomechanics, anatomy, physiology, and motor behavior that underpin physical activity and exercise. Students will understand how the body moves, how physical activity affects health and performance, and how to apply this knowledge in various contexts, including sports, rehabilitation, and fitness.	3.00
EXS-300L	Kinesiology Lab	This laboratory course provides hands-on experience applying the principles of kinesiology and biomechanics to human movement. Students will conduct experiments and assessments to analyze joint actions, muscle function, and movement patterns during various physical activities. Lab activities include gait analysis, electromyography, motion capture, and force plate testing. Students will learn to use equipment and software for quantitative movement analysis, interpret kinematic and kinetic data, and relate findings to efficient and effective human motion principles. This course reinforces concepts from the kinesiology lecture through practical application and develops movement observation, analysis, and assessment skills. Co-requisite: EXS 300 Kinesiology	1.00

EXS-350	Physiology of Exercise	This course explores the acute and chronic physiological responses and adaptations to physical activity and exercise. This course delves into the mechanisms underlying the body's responses to exercise, covering topics such as energy metabolism, cardiovascular and respiratory function, neuromuscular physiology, and endocrine responses. Students will examine the principles of training, the impact of environmental factors on performance, and the role of exercise in health and disease prevention.	3.00
EXS-350L	Physiology of Exercise Lab	This laboratory course complements the theoretical concepts covered in Physiology of Exercise. Students will engage in hands-on experiments and activities to explore physiological responses to exercise, including cardiovascular, respiratory, and muscular adaptations. Emphasis is placed on data collection and analysis, results interpretation, and understanding of exercise physiology principles' practical applications. Students will gain experience using laboratory equipment such as metabolic carts and heart rate monitors to assess physiological parameters during physical activity. Co-requisite: EXS 350: Physiology of Exercise	1.00
EXS-360	First Aid & Athletic Training	This course provides foundational knowledge in first aid and the basics of athletic training. Students will learn to recognize, evaluate, and manage common sportsrelated injuries and medical emergencies. Topics include CPR, wound care, injury prevention strategies, and rehabilitation techniques. The course also covers the ethical and legal considerations in athletic training. Practical skills are developed through simulations and hands-on practice, preparing students to respond effectively in emergencies.	3.00
EXS-370	Strength Training & Conditioning	This course explores the science and application of strength and conditioning principles for enhancing athletic performance. This course covers program design, periodization, resistance training techniques, plyometrics, and speed development. Students will learn to create tailored strength and conditioning programs for various populations, considering factors such as age, sportspecific demands, and injury prevention. The role of nutrition in supporting training goals is also explored.	3.00
EXS-370L	Strength Training & Conditioning Lab	This laboratory course provides hands-on application of principles covered in the Strength Training and Conditioning course. Students will engage in practical exercises focused on program design, exercise techniques, and movement assessments, emphasizing safe and effective training methods tailored for diverse populations. Co-requisite: EXS 370: Strength Training and Conditioning	1.00
EXS-390	Fitness Assessment	This course explores the principles and techniques used to evaluate physical fitness components such as cardiovascular endurance, muscular strength, flexibility, and body composition. Students will learn to administer a variety of fitness tests and interpret the results to design personalized exercise programs. The course emphasizes the importance of accurate assessment in developing effective fitness plans and monitoring progress. Ethical considerations and professional standards in fitness assessment are also discussed.	3.00
EXS-390L	Fitness Assessment Lab	This laboratory course provides practical experience in conducting fitness assessments. Students will apply theoretical knowledge from the Fitness Assessment course by performing tests on peers, analyzing data, and providing feedback on fitness levels. The lab focuses on skill development in using assessment tools such as skinfold calipers, spirometers, and heart rate monitors. Emphasis is placed on accuracy, safety, and professionalism during assessments. Co-requisite: EXS 390: Fitness Assessment	1.00
EXS-450	Motor Learning	In this course, students will examine the processes of acquiring and refining motor skills. This course explores motor learning and control theories, focusing on how individuals learn new movements and improve performance through practice and feedback. Topics include stages of learning, information processing, skill acquisition strategies, and factors affecting motor performance. Students will apply these concepts to real-world sports coaching and rehabilitation scenarios.	3.00

EXS-490	Practicum in Exercise Science	Through a 5-hour practicum, students will gain practical experience in the field of exercise science through a supervised practicum placement. Students will apply theoretical knowledge in a professional setting such as a fitness center, rehabilitation clinic, or sports team environment. The practicum provides opportunities for hands-on learning in areas like exercise prescription, client interaction, program implementation, and facility management. Students will conclude their practicum experience by reflecting on their experiences and tying those experiences to what they have learned throughout the program and how they can take what they have learned to enhance professional development and career readiness.	5.00
GEO-100	Political Geography	The political significance of contemporary world patterns of nations and states is considered through the interaction of their physical, economic and cultural aspects.	3.00
GEO-101	Cultural Geography	The interrelationships of geography, cartography and culture are explored through a study of population, migration, language, religion, social customs and political and economic development. We will examine what role these interrelationships have played in modern geography.	3.00
HA-301	Health Care Delivery Systems	Introductory course in medical care organization. The health care system will be examined in terms of primary and secondary providers, financing mechanisms and the health services consumer. Current legislation and future trends in the medical field will be analyzed.	3.00
HA-302	Health Care Administration	This course will examine major issues of health care as it pertains to the management of health service organizations and health systems. Particular emphasis is placed on team building and increased awareness of professionalism in health care.	3.00
HA-312	Health Planning	Intensive, in-depth examination of "real world" medical care organization topics and problems. Emphasis on the development of health planning and policy strategies and their implementation.	3.00
HA-401	Health Care Financial Management	Intensive examination of development and management of resources for health care through the budget and staffing process.	3.00
HA-402	Legal Issues in Health Administration	Examination of the interaction of the legal system with modern medical practice. Particular emphasis on regulatory factors and medical malpractice as they influence the organization and delivery of health care are the focus of this course.	3.00
HA-422	Internship in Health Administration	A 240-hour directed work experience in a health care institution/program affording the student a beginning "hands on" administrative experience.	6.00
HA-492	Seminar: Health Policy Analysis	Discussions designed to integrate class work and the internship experience to facilitate the transition from student to health administration professional. Does not replace BUS 492.	3.00
HIS-101	Western Civilization to 1648	This course offers a survey of the developments of western societies and ideologies from the origins of civilization in the ancient Near East to the mid-seventeenth century.	3.00
HIS-102	Western Civilization From 1648	This course provides a survey of modern Europe from the mid-seventeenth century to the present. Topics include the development of political systems and ideologies, intellectual, scientific, political, social, and industrial revolutions, nationalism, imperialism, communism and globalism.	3.00
HIS-107	World History I	This course provides a survey of the developments of societies from the origins of the earliest civilizations in Africa, Asia, the Mediterranean and the Americas to 1500.	3.00
HIS-109	World History II	This course provides a survey of the development and interactions of the cultures of Europe, the Americas, Africa, Asia and Oceania from 1500 to the present in order to give students a greater understanding of the relationships among diverse regions and cultures in today's world.	3.00
HIS-131	American Civilization to 1877	This course provides a basic survey of political, social economics, intellectual and cultural developments from the early colonial era through Reconstruction.	3.00
HIS-132	American Civilization From 1877	This course provides a basic survey of political, social economic, intellectual and cultural developments from Reconstruction through modern times.	3.00

HIS-140	The Non-Western World	This course provides an introduction to the civilization of Africa, Asia, Latin America and the Middle East, including their politics, cultures, and social structures.	3.00
HIS-2000	Conflict & Consensus in History	This course seeks to expand students' understanding of the historical, political, psychological and social dimensions of global communities, while learning to relate to and interact with those of different viewpoints and experiences. It introduces students to historical thinking and themes in order to develop critical thinking skills associated with historical inquiry and to acquire a broad understanding of factors related to American or World History.	3.00
HIS-203	Revolutionary & Federalist America	This course offers a detailed examination of the time period from about 1763 to 1800, which includes the gradual disintegration of the relationship between Great Britain and its American colonies, the ideological development of the American Revolution, the outbreak and progress of the War for Independence, and the controversies and turmoil entailed in the making of a new nation.	3.00
HIS-210	Twentieth Century Europe	This course surveys European political, social, economic and cultural developments that have shaped contemporary Europe.	3.00
HIS-214	History of Pennsylvania	This course explores the social, cultural, economic, cultural and political influences on and by the inhabitants of the Commonwealth of Pennsylvania from colonial times to the 20th century.	3.00
HIS-217	Early Modern Europe 1300-1750	This course examines political, social, intellectual and cultural developments from the Renaissance to the Enlightenment.	3.00
HIS-218	French Revolution and Napoleon	This course examines the causes, events, and consequences of revolution, as well as social change and war from the end of the Old Regime to the Bourbon Restoration of 1815.	3.00
HIS-219	Nineteenth Century Europe	This course examines European political, economic, and social events from the fall of Napoleon to the outbreak of World War I.	3.00
HIS-220	United States in the 1960S	This course offers a detailed examination of the tumultuous and influential period from the close election of 1960 to the unprecedented resignation of an American president in 1974.	3.00
HIS-230	History of Philadelphia	The course offers a detailed examination of the political, economic, social and cultural developments of William Penn's "Greene Country Towne" over a period of 300 years.	3.00
HIS-233	Colonial America	This course carefully examines the process of the colonization and maturation of American from earliest times to end of the French and Indian War	3.00
HIS-234	Invention and Technology in America	This course studies the effects of technological, mechanical and scientific change upon the fabric of American life from the Civil War to the present.	3.00
HIS-236	Civil War and Reconstruction	This course offers a thorough examination of the tragic but fascinating story of the Union torn apart and put back together again.	3.00
HIS-237	Jefferson and Jackson	The course explores the personalities, events, ideologies and controversies in the period from the election of Thomas Jefferson to the end of the Mexican-American War.	3.00
HIS-239	United States Since World War II	This course offers a detailed examination of the political, social and economic forces that have shaped American life since 1945.	3.00
HIS-240	Pluralism in American History	This course provides a socio-historical study of Native Americans, African-Americans and immigrants from colonial times to the 20th century. (HIS 131 or HIS 132 is recommended as a prerequisite.	3.00
HIS-246	Women in American History	This course offers a survey of the role of women in American from colonial times to the present. Covered topics include moral reform, everyday life, political and social activism and the labor and peace movements.	3.00
HIS-250	Contemporary World	This course offers a survey of fundamental developments in world history from 1945 to the present. Topics include the Cold War years, economic affluence in the West and Japan, and the struggle of non-Western nations for political independence and economic prosperity.	3.00

HIS-270	The Nazi Era & Its Legacy	This course examines the period of Nazi control in Europe and its impact on world history during the period 1933-45. Topics include: the post-war circumstances that gave rise to Nazism; the nature of National Socialism as an ideology and political movement; the personality and role of Adolf Hitler as leader of Nazism and Nazi Germany; German society under Nazism; the Second World War; and the Holocaust.	3.00
HIS-272	Literature of War	This course explores how political ideas have been expressed through a variety of literary forms from the Renaissance to the present day. Students analyze the historical context that underlay prominent works of political writing and the choices made by authors in composing them.	3.00
HIS-299	Selected Topics in History	This course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
HIS-317	Latin America	This course examines selected nations of Latin America from independence to the present, paying special attention to recent political and economic developments.	3.00
HIS-322	Irish History	This course explores Irish history and culture from prehistory to the present. Topics addressed include: pre-historic and Celtic Ireland; the impact of Christianity on Irish society; the Viking and Angelo-Norman influence; English conquest and dominance; political movements and resistance during the 18th and 19th centuries; the famine and diaspora; independence and partition; and the sources of conflict and prospects for conciliation in Northern Ireland.	3.00
HIS-326	Ussr and Modern Russia	This course examines the institution and development of the Communist society among the peoples of the former Russian Empire in the years since 1917 and the transition to the Commonwealth of Independent States.	3.00
HIS-4000	History Seminar - Capstone	This course features research under direction of a faculty mentor on a theme or themes chosen by faculty and/or students. Work is reported both orally and in writing.	3.00
HIS-430	Internship	This work experience is designed to give the student practical experience in a professional historical/archival field.	3.00
HIS-437	Special Topics	This course allows for the investigation of a topic in history that is not adequately covered in any of the courses listed above. It may be repeated if the topic is different.	3.00
HIS-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of the involved faculty and the permission of the chairperson of the division and the Vice President for Academic Affairs.	3.00
HIS-449	Historiography	This course introduces students to fundamental questions about the nature of history and to the varieties of history that different answers to these questions have inspired. Students will investigate the kinds of questions historians ask about the past, the relationship between theory and evidence in historical writing and the varieties of evidence historians use to reconstruct the past.	3.00
HON-100	Mysticism and Transcendence	This course investigates the human being as having a capacity for transcendence and an ultimate desire to be with God. Students read the relevant works of the Western philosophical and theological traditions, surveying a broad range of possibilities and perspectives on mysticism, transcendence, the soul, philosophy of religion, and related themes.	3.00

HON-150	Philosophy of the Sublime: the Awesome	This course is a historical introduction to the concept of the sublime, or the 'awesome'. The sublime, a feeling of great exhilaration, excitement, or awe, is a positive aesthetic experience in response to a vast or powerful object, or one that appears vast or powerful. Traditional examples of sublime objects, or things that evoke the feeling, are waterfalls, icebergs, raging storms, deep ravines, mountains (Rockies, Alps, Himalayas), and perhaps some works of art (land art, film, poetry, fiction). As "disinterested," the experience of the sublime is not to be identified with fear; as an intense feeling or "affect" (emotion), the sublime is to be distinguished from wonder and curiosity. Can the sublime be evoked by art and nature alike, or only one of these? How is it distinguished from beauty? How is it connected to, and different from, the 'moral feeling'? What causes it from a psychological or scientific point of view? We will examine the theory of the sublime from its roots in Longinus's rhetorical theory, through the British and German traditions, concluding with the perspective of contemporary thinkers (Lyotard, Danto) and neuroscience. Students will read and respond to canonical 'sublime' texts (fiction, poetry), react to works of art (photos, film, etc.) associated with the sublime, and engage with texts from history of philosophy and rhetoric. The course will thus offer an opportunity to study basic ideas of logic (argumentation), rhetoric, and the relation between them. It may be taken for English or Philosophy credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Rhetoric" or "Dialectic."	3.00
HON-151	Dangerous Books	This course exposes students to a "dangerous" canon of works that have been regarded at various points in history as being prohibited, radically transformative, and/or subversive. Students will analyze these texts according to their philosophical content and historical context and assess their enduring impact on society. It may be taken for History or Philosophy credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Rhetoric" or "Dialectic."	3.00
HON-152	History, Memory, & Forgetting	This course seeks to facilitate students' critical thinking about history as constructions of the past. In the United States and throughout the world, debates and sometimes violent campaigns have focused on official narratives and commemorative depictions about the past that function to sustain existing norms of status and power. Who contributes to making these choices? Whose voice, and thus perspective, remains muted? How does this affect what stories about the past get told and how they get told? Why do these questions and the manner they get resolved matter? This course addresses a rich body of literature about collective memory, an emerging literature on cultural forgetting, and case studies relating to various current topics.	3.00
HON-153	Philosophy of Humor	This course examines the basic theories of humor, including incongruity, superiority, and release theory. It covers the main proponents of these theories, from the German rationalists like Wolff and Kant, to the British empiricists like Hutcheson, to more and recent theories by Bergson and Freud and contemporary cognitive science. Students will examine the critical role humor plays in society and related issues in ethics and political philosophy; the nature of humor in general; and the relationship between humor and other human activities that make use of a unique relationship to language, ambiguities, or paradox, such as poetry, song, and philosophy. The course will connect to larger issues in the humanities such as the nature of language, temporality, truth, the mind, and representation as well as ethics and political philosophy. This course may be used to fulfill a general education requirement in English or philosophy or an Honors Program requirement under "Rhetoric" or "Dialectic."	3.00
HON-200	Latin Foundations	It may be used to fulfill a General Education requirement or an Honors Program requirement under "Grammar."	3.00

HON-201	Medieval Life and Thought	The Middle Ages describe the approximately thousand-year span in western culture between what is called Antiquity and Modernity. The fall of the old Roman Empire to Germanic invaders marks its beginning. The crisis in western culture due to the Renaissance and the religious turmoil of the sixteenth century marks its end. The intervening centuries gave rise to a rich culture that this course seeks to describe and have you experience in various ways. The experience will be mostly through the writings of some extraordinary medieval men and women. They are voices speaking to us from the past, inviting us into their world and sensitizing us to view, perhaps from new angles, features of our own world that seem to echo theirs. Besides literature, our course will utilize film and music to draw you into the spirit of the Middle Ages.(Please note that this course may be taken for English, Religious Studies, or Philosophy credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Grammar.") It may be taken for English, Religious Studies, or Philosophy credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Grammar" or "Rhetoric" or "Dialectic."	3.00
HON-202	Politics & Literature in the Modern Era	It may be taken for English or History credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Rhetoric" or "Grammar."	3.00
HON-203	Historical Fiction	This course explores historical fiction as a literary genre that engages readers through imaginative representations of the past. Students will read exemplary works of historical fiction to analyze their literary qualities and their use of historical content and context.	3.00
HON-210	Brave New Words: the Rhetoric of Social	This course explores and analyzes moments of persuasion critical to the advance of a variety of social justice movements, both historical and contemporary. Through the foundational lens of Aristotle's Rhetoric, students will study and analyze documents, speeches, and protest-actions of such movements as the English Civil War, the American Revolution, American Abolition, American and British Suffrage, the Civil Rights movement, the gay rights movement, the #metoo movement, Black Lives Matter, and contemporary political debate. Students will craft their own persuasive arguments regarding the future of rhetorical strategies in social justice movements, with particular focus on the impact of social media and advances in AI technology. Students will investigate and answer the question: how can we, as a society, move towards greater social justice through rhetorical actions in ethically-sound ways?	3.00
HON-250	Infinity, Paradox, and Reason	An introduction to the concept of the infinite, paradoxes that surround it, and the attempt to make sense of it through logic and reason. The course will include historical, philosophical, and scientific perspectives on the concept of infinity, with a primary focus on how mathematics deals with it in theory, and how it is used in models of the real world. Questions that will be considered include: Is infinity a number? How can some infinities be bigger than others? Does the infinite appear in our physical universe? How can we add together infinitely many things and yet get a finite result? No mathematics beyond the high school level will be assumed. Pre-requisite: ENG101. May be taken for Math credit. Satisfies either a Math or philosophy elective in General Education, and "Mathematics" within the Honors Program.	3.00
HON-251	Korean Language and Culture	This course introduces students to Korean language and culture. It will provide basic skills in speaking, listening, reading, and writing by learning writing system, pronunciation, vocabulary and grammar. Through various interactive engagement and experiential learning, students will be exposed to Korean traditional instruments, art, food, traditions, and Korean popular culture that includes K-pop, and K-drama.	3.00
HON-299	Special Topics in Honors Program		3.00
HON-300	From Observation to Impact	It may be used to fulfill a General Education requirement or an Honors Program requirement under "Astronomy" (sometimes called "Science").	3.00

HON-301	Pandemic Epidemic & Plague: Sci, Soc Impact	This course will consist of an exploration of pandemics, epidemics, and plagues throughout history from the ancient period to modern times. The course will explore six human infectious diseases (Smallpox, Plague, Influenza, Yellow Fever, Cholera, and Coronaviruses) that have led to multiple outbreaks throughout history to determine how biology, society, culture, economics, and religious beliefs have impacted these outbreaks. The course will draw heavily on reading, case studies, discussion, and writing. NB: fulfills both Gen. Ed. Sci Elective and Bio Elective (the latter for whom this course may be a major requirement).	3.00
HON-305	Literature and Faith	The Honors course, Literature and Faith, explores texts from ancient times through the twentieth century, including European and American works that investigate the three major religions and also pantheism; we will investigate the mythical, historical and cultural contexts, using appropriate critical concepts. The course will be organized chronologically by literary period, developing and challenging the ideas and beliefs within the texts and analyzing their literary styles and strategies.	3.00
HON-310	Origins of the Human Mind	This course will delve into the origins of the human mind and introduce students to the core concepts of evolutionary psychology. Students will be introduced to the foundational principles of evolution, human evolutionary origins, and evolutionary perspectives on social behavior, cognition, psychopathology, motivations and emotions, and more. Students should not take this class if they have not previously taken PSY100 (General Psychology).	3.00
HON-350	Seminar in Tragedy	This Honors seminar will investigate the human condition by observing humanity at its most critical time: when the judgments characters must make radically alter their lives and the lives of those whom they love, or those for whom they are responsible. In many instances these judgments result in death. Additional historical, philosophical, scientific or sociological background material will be presented to contextualize and clarify various aspects of the plays. It may be taken for English credit. It may be used to fulfill a General Education requirement or an Honors Program requirement under "Music" (sometimes called "Arts").	3.00
HON-351	HON 351 World Music	A World Music course provides a survey of diverse musical traditions, genres, and styles from non-Western cultures, often including Africa, Asia, the Middle East, Latin America, and Oceania. It explores music within its social, cultural, and historical contexts, examining instruments,, and the impact of globalization, usually requiring no prior musical training.	3.00
HON-4000	Honors Colloquium	This discussion seminar functions as the capstone in the Honors Program	2.00
HS-100	Introduction to Allied Health	The core component of this course will include an overview of the health care systems, the health professional, ethical and legal considerations and basic safety and infection control techniques. 2 hours lecture/lab per week.	2.00
HS-109	Medical Terminology	In this course students learn the language of medicine with emphasis on the application of medical terminology in the medical record. The types of terms that will be taught include; the components of medical words, terms specific to all body systems, common disease processes, and common drug names and their prescribed uses. The content of the acute care record and the documentation needs of the related health care practitioners will be an integral topic of this class.	3.00
HS-208	Basic Pathophysiology & Pharmacology	Students will learn the disease processes associated with common disorders in the population of the United States. Treatments and pharmacology related to these diseases will also be discussed. Library research is also required in this course.	3.00
HS-305	Teaching in the Health Profession	Health related teaching skills; development of learning objectives; use of media and teaching strategies such as lecture, group process and tutorial methods. Additionally, emphasis will be placed on development of lesson plans for use in a formal classroom, clinical setting, and/or patient education in-service and community education environment.	3.00

HS-370	Promoting Health/Preventing Disease	This course will provide the health profession student with the opportunity to gain an appreciation and awareness of health promotion and disease prevention. It will provide a forum for the discussion of issues, concerns and intervention strategies in fostering optimal health.	3.00
HS-403	Current Topics in Health Care	This course introduces students to the historical development, structure, operation, current and future directions of the major components of the American health care delivery system. It examines the ways in which health care services are organized and delivered, the influences that impact private and public health care delivery and health policy decisions, and factors that determine the allocation of resources in the public and private systems. The course provides detailed overviews of factors that influence the establishment of priorities, and the relationship of health care costs to measurable benefits. A major course aim is to enable students to assess the role of organized efforts to influence health policy formulation, and the contributions of medical technology, research findings and societal values on the evolving health care delivery system.	3.00
HS-414	Complementary & Alternative Healing	This course will provide a comprehensive and clinical relevant coverage of complementary and alternative medicine. It will cover history, philosophy and mechanisms of alternative therapies and includes a thorough review of the clinically controlled trials, indications and contraindications of each therapy.	3.00
HS-437	Special Topics	This course provides opportunity for investigation of a selected topic or topics designed to integrate and deepen the student's comprehension and application of health science theory and practice.	3.00
HS-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with the consent of the involved faculty and permission of the dean of the school and the vice president for academic affairs.	3.00
INT-100	Internship for Integrated Studies	This is a 120 hour work experience designed for Integrated Studies students to complete practical experiences related to their vocational interests. This course is for Integrated Studies students only.	3.00
LAT-103	Interm Latin I	This course will be a one-semester continuation of the Latin I college-level introduction to Ancient Latin. The progression from Latin I will involve a more sophisticated treatment of vocabulary, grammar, pronunciation and translation. While the content of instruction will consist mostly of Classical Latin (the Golden and Silvery Ages), the pronunciation will be ecclesiastical. The rationale for this is founded upon the idea that Latin was a living, spoken language, evolving for nearly 2500 years, and the latest significant stage of that development (regarding pronunciation) was arguably the Latin of the Roman Catholic Church, which is still the official language of the Vatican.	3.00
MBA-500	Fundamentals of Financial Accounting	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.	1.00
MBA-510	Fundamentals of Economics	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.	1.00
MBA-520	Fundamentals of Marketing	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.	1.00
MBA-530	Fundamentals of Finance	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.	1.00
MBA-540	Mathematics and Statistics	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.	1.00

MBA-550	Fundamentals of Management	This course describes the general nature of management in terms of management levels, functions, roles, and skills.	1.00
MBA-600	Ethical Decision Making/Corp Social Resp	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.	3.00
MBA-610	Strategic Management	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.	3.00
MBA-620	Accounting for Decision Makers	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.	3.00
MBA-630	Marketing Planning	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.	3.00
MBA-640	Managing Business Operations	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.	3.00
MBA-650	Managerial Finance	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.	3.00
MBA-660	Capstone Business Plan	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.	3.00
MBA-670	Emergency Mgt Support Organizat Effici	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.	3.00
MBA-680	Transportation Leadership and Management	This course will provide students the opportunity to analysis select leadership styles important for success within the transportation industry. The course requires students to develop improvement oriented leadership skills for topics specific to the transportation industry, including new revenue growth and political economy- public policy.	3.00
MBA-690	Public/Private Transportation Finance	This course offers an examination of passenger and freight transportation management structures and operations for transportations systems impact on an organization's financials. Students will also explore financial challenges and practices which are integrated into unionized and non-unionized environments	3.00

MBA-700	Organizational Leadership	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.	3.00
MBA-710	Global Management	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.	3.00
MBA-711	Global Marketing and Planning	This course focuses on marketing, including planning, sales, research and support functions to assess customer needs; evaluate opportunities and threats on a global scale; and meet corporate needs within environmental constraints and corporate goals.	3.00
MBA-712	Supply Chain Management	This course focuses on the evaluation of all supply chain options which results in the best overall solutions to support the international business plan while complying all rules, regulations, and security issues from sourcing to final distribution.	3.00
MBA-713	Trade Finance & Risk	This course focuses on evaluating financial risks and method, selection and implementation of the most favorable methods of payment to support global activities and ensure that all related costs are included at the time of quotation. Evaluate quantity and source of finance necessary to implement global activities.	3.00
MBA-720	Managing Human Capital	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.	3.00
MBA-730	Healthcare Budgeting, Planning, Finance	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.	3.00
MBA-740	Managing Healthcare Delivery Systems	This course will provide students an overview of the structure and current issues in the healthcare system. It will examine the relationship between patients, physicians, hospitals, insurers, employers and the government. The course expands on three broad segments of the healthcare industry: the users, payers and providers. This course will also provide an overview of healthcare delivery systems in other countries.	3.00
MBA-750	Healthcare Information Systems	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	3.00
MBA-760	Ecopreneurship	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.	3.00
MBA-770	Sustainability Marketing	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.	3.00
MBA-780	Sustainability & Supply Chain Management	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	3.00

MKT-207	Principles of Marketing	Introduces the core concepts and practices that guide marketing decision-making in corporate, global, and digital contexts. Students explore how organizations create value through understanding consumers and markets, designing customer experiences, and developing effective offerings. Topics include consumer behavior, product and brand management, marketing research, integrated marketing communications, pricing strategies, and the application of marketing concepts to real-world business problems.	3.00
MKT-305	CRM Technology and Strategy	Focuses on how organizations use CRM systems across departments to manage customer data, support marketing and business decisions, and build relationships. Students gain hands-on experience with Salesforce and explore additional CRM platforms.	3.00
MKT-322	Professional Selling	Sales is one of many channels in the marketing mix used to reach potential consumers. In this course, students will learn how to use customer analytics, prospect for customers using email and social media, and provide value to meet individual customer needs. There will be an opportunity to sharpen negotiating, presentation, and listening skills relevant to sales roles and future job interviews across various industries.	3.00
MKT-333	Integrated Marketing Communication	Addresses how integrated marketing communications coordinate offline and online promotional tools to build brand awareness and engagement. Students analyze advertising, digital media, public relations, and sales promotion from an integrated perspective of targeting, planning, execution, and evaluation. Coursework includes developing an integrated advertising plan and the opportunity to complete HubSpot Digital Advertising Certification.	3.00
MKT-334	Consumer and Buyer Behavior	The foundation of successful marketing must begin with a consumer-first model. This course will introduce concepts developed in psychology, economics, and sociology as they relate to consumer and buyer behavior. Students will explore the consumer decision process and behavior models while evaluating the sociocultural and environmental influences that impact purchasing decisions. Students will then translate these findings into efforts marketers can employ to build relationships and engage with their target market.	3.00
MKT-4000	Marketing Research & Analytics Capstone	Emphasizes market research and analytics methods used to identify target markets, understand customer needs, and support innovation. The course focuses on primary and secondary research, data analysis, and applying insights to marketing decisions. The course culminates in a primary research project suitable for submission to the University Research Conference.	3.00
MKT-410	Digital Marketing and Applied Strategy	Analyzes how digital technologies shape consumer behavior and how organizations use digital channels to reach, engage, and convert audiences. Through case analysis, students explore outbound and inbound marketing, mobile marketing, privacy, and performance metrics used to evaluate digital campaigns. Coursework includes professional certification and the development of a digital marketing strategy.	3.00
MKT-437	Special Topics	This course provides an in-depth examination of selected topics in marketing not regularly covered in the curriculum. Course content varies by offering and may include emerging technologies, industry trends, or specialized marketing practices. Emphasis is placed on applied learning through projects, cases, or workshops.	3.00
MKT-438	Social Media Marketing	Explores how organizations use social media platforms to engage audiences and build relationships across the customer journey. Students examine social media strategy by platform and business objective, analyze audience behavior, and apply best practices for content and community management. Coursework includes social media audits, content creation, and exposure to industry-standard social listening and monitoring tools.	3.00
MKT-441	Marketing Internship	This is a 120-hour work experience designed to afford the student a practical experience in the application of business techniques and practices.	3.00

MLS-299	Selected Topic in Med Lab Scie	A study of a specialized subject area which will vary based on student/faculty interest. For major students only. This will be an internship type course. The topic and course structure will be decided on by the student and faculty member prior to pre- registration.	3.00
MLS-410	Med Immunohematology	Study of the theory of immunohematology. Emphasis is on antigen systems of red cells and antibodies produced against these as related to blood transfusions. Included will be methodologies used, the importance and hazards of transfusion of human blood and blood components, quality assurance, and the regulations governing blood banks.	2.00
MLS-415	Clinical Immunohematology	Performance of methodologies and problem-solving techniques in immunohematology, to include cross-matching, antibody identification, preparation and transfusion of blood and blood components, and transfusion reactions.	2.00
MLS-420	Basic Hematology & Coagulation	Theoretical aspects of routine hematology and coagulation procedures are covered in detail. Normal cellular elements of the blood and bone marrow and coagulation factors are covered and correlated to appropriate hematology techniques.	2.00
MLS-425	Advanced Hematology & Coagulation	Theoretical aspects of specialized hematology and coagulation techniques are reviewed in appropriate detail. Hematologic and coagulation disease states are thoroughly studied and correlated to the relevant basic and advanced techniques.	2.00
MLS-430	Clinical Hematology & Coagulation	Performance of various hematological and coagulation techniques are emphasized. Theory and comparison of techniques are discussed where pertinent. Appropriate pathologic states are thoroughly reviewed and compare	2.00
MLS-435	Immunology	Study of the body's immune process, host reactions and diseases of the immune system. The course will include laboratory immunology procedures.	2.00
MLS-440	Urinalysis & Other Body Fluids	Study of urine and other body fluids with emphasis on composition, theory of laboratory tests and related pathology; includes clinical experience.	2.00
MLS-445	Medical Chemistry	Chemistry of the human body; included will be enzymology, endocrinology, biochemistry of lipids, carbohydrates and proteins; metabolism of nitrogenous end products, physiology and metabolism of fluids and electrolytes; colorimetry and spectrophotometry; electrophoresis; chromatography; theory and principle of instrumentation; radioimmunoassay; toxicology and quality control	4.00
MLS-450	Clinical Chemistry	Performance of various clinical chemistry procedures. Emphasis will be on techniques, principles of procedures and relationship of results to normal and disease states. Also a detailed study of instrumentation as used in clinical procedures.	4.00
MLS-455	Medical Microbiology	Detailed study of pathogenic microorganisms encountered in infectious diseases. Symptomatology, identification, treatment and epidemiology of microorganisms are studied. A study of other pathogenic organisms, such as yeast, fungi, viruses, and higher forms of parasites will also be included.	5.00
MLS-460	Clinical Microbiology	Identification and sensitivity testing of pathological microorganisms from normal and infectious materials by appropriate laboratory techniques. Also included is parasitology, mycology, mycobacteriology, serology, and some virology	4.00
MLS-475	Clinical Seminar/Capstone	A culminating course for students in the clinical laboratory sciences designed to review the educational process from the sciences up to the professional laboratory studies, including continuing education and lifelong learning. Students will review issues in laboratory management, educational methodologies, and community service as it relates to health care, research, clinical correlation case studies and laboratory information systems (LIS). Students will review materials for the national registry examination.	4.00
MTH-002	Pathways in Mathematics	A course designed to elevate students from Math Level 1 to Math Level 3, in order to prepare students for further courses requiring quantitative skills. Topics include a review of numbers and operations, ratios and percents, logic, geometry, data analysis, and algebra.	3.00

MTH-003	Bridge to Mathematics	An online course designed to elevate students from Math Level 2 to Math Level 3, in order to prepare students for further courses requiring quantitative skills. Students proceed through the material at their own pace, seeking guidance from the instructor when needed. Topics include a review of numbers and operations, ratios and percents, logic, geometry, data analysis, and algebra.	3.00
MTH-103	Fundamentals of Mathematics I	A survey of introductory college mathematics. Topics include the structure of number systems, applications of decimals and percentages, proportions and unit conversions, problem solving, sets and logic, analyzing arguments, and number theory.	3.00
MTH-104	Fundamentals of Mathematics II	A continuation of MTH 103. This course covers concepts of algebra including linear equations, inequalities, quadratics with applications, relations and functions, graphing, geometry, counting techniques, probability, and statistics.	3.00
MTH-120	Contemporary Math for Business	A continuation of MTH 103. Topics covered include linear equations and inequalities, quadratics with applications, relations and functions, graphing, geometry, counting techniques, probability, and statistics. Students will learn how to apply mathematical concepts to banking, accounting, commerce, marketing and the stock market. This course will provide students with the business skillsets necessary to perform financial analyses and to make informed financial decisions.	3.00
MTH-136	Topics of Mathematics	An exploration of a selection of contemporary applications of mathematics, including topics such as scheduling, optimizing routes using graph theory, identification numbers, voting, and optimizing profit through linear programming. Emphasis is on problem solving and real-world applications.	3.00
MTH-141	Elementary Mathematical Models	An introduction to modeling real-world situations using mathematical functions. Topics include linear and exponential modeling techniques, logistic models, solving and simplifying equations using algebra, graphing, regression, and rates of change.	3.00
MTH-142	Elementary Functions	A precalculus course designed to prepare students to take MTH245. Topics include polynomial, rational, algebraic, exponential, logarithmic, and trigonometric functions and their applications.	3.00
MTH-231	Discrete Mathematics	A study of discrete structures with applications. Topics include formal logic, sets, functions, sequences, growth of functions, complexity of algorithms, applications of number theory, mathematical induction, recursion, counting techniques, relations, graph theory, and trees.	3.00
MTH-234	Probability and Statistics	An introduction to probability and the analysis of data with a focus on statistical inference. Topics include descriptive statistics, random variables and probability distributions, confidence intervals, hypothesis tests, correlation, and regression analysis	3.00
MTH-235	Linear Algebra	A course in linear algebra with applications. Topics include systems of linear equations, matrices, determinants, n-dimensional vector spaces, eigenvalue theory, general vector spaces, and linear transformations.	3.00
MTH-245	Calculus I	A study of the mathematics of continuous change. Topics include rates of change (differentiation) and accumulation (basic integration), with an emphasis on applications. Related rates, optimization, and graphical analysis are covered. Transcendental functions are included.	4.00
MTH-246	Calculus II	A continuation of MTH 245. Topics include advanced integration techniques, limits and l'Hopital's Rule, improper integration, infinite sequences and series, parametric equations, and some complex number theory.	4.00
MTH-261	Programming for Mathematics	An introduction to computer programming and algorithm development, with a specific focus on mathematical applications. Students will create programs using Python to solve computationally difficult problems and to analyze mathematical models of real-world phenomena through simulation.	3.00
MTH-299	Selected Topics in Mathematics	A study of a specialized subject area, which may vary, based on student/faculty interest. For non-major students only. The topic, course structure, and instructor will be announced prior to pre-registration.	3.00
MTH-301	Multivariable Calculus	A continuation of MTH 246. Topics include vectors in three-dimensional space, vector-valued functions, partial derivatives, multiple integrals, and vector analysis.	3.00

MTH-302	Differential Equations	An introduction to ordinary differential equations and their use in modeling continuous change in the real-world. Topics include both analytical and graphical methods of solving DEs, systems of ordinary differential equations, and important applications like exponential/logistic growth, harmonic oscillators, and predator/prey systems.	3.00
MTH-303	College Geometry and Related Topics	A study of geometry, including euclidean and non-euclidean geometries, axiomatic systems, transformations and isometries, and symmetry. There is a focus on exploration, conjecture, and basic geometric arguments (proofs).	3.00
MTH-304	Number Theory	An introduction to the theory and properties of integers. Topics include prime numbers, divisibility and factorization, modular arithmetic, the Euclidean algorithm, linear Diophantine equations, congruencies, the Chinese remainder theorem, and applications in cryptography.	3.00
MTH-305	Sets, Relations and Functions	An introduction to the basic techniques of creating mathematical arguments (proofs). Application of proof writing techniques and an in-depth study of fundamental concepts and principles that are used throughout mathematics: logic, sets, relations, functions, and infinity through topics such as Cartesian product, partitions, equivalence relations, mathematical induction, set indexing, special functions and transfinite numbers.	3.00
MTH-307	Real Analysis I	An in-depth analysis of properties of the real number line, higher-dimensional Euclidean spaces and general metric spaces. Limits, sequences and series are studied. The basic theory of functions of a real variable is considered, including continuity, derivatives and integrals.	3.00
MTH-401	Abstract Algebra	A course in abstract mathematics including the integers, groups, normal subgroups, quotient groups, finite abelian groups, rings, integral domains, ideals, quotient rings, fields, homeomorphisms, isomorphism, real and complex numbers, and polynomials.	3.00
MTH-407	Probability Theory	Probability as a basis for statistical theory and inference. Distributions of random variables, conditional probability, Bayes' rule, statistical independence, mathematical expectation, probability distributions, probability densities and distribution functions of random variables, joint distributions for two or more random variables, and moment-generating functions.	3.00
MTH-408	Mathematical Statistics	An in-depth study of the mathematical underpinnings of statistics and the analysis of data. Topics include sampling distributions, estimation theory and applications, hypothesis testing theory and applications, maximum likelihood estimators, regression and correlations, analysis of variance, and nonparametric tests.	3.00
MTH-437	Special Topics	An in-depth study of a specialized subject area. The selected topic varies based on student/faculty interest and current research advances. Topic, course structure, credit, and instructor will be announced prior to preregistration. Course may be repeated if topic is different.	3.00
MTH-439	Independent Study	Investigation of selected topics.	3.00
MUS-100	Voices of Gwynedd Glee Club	This course is designed to train and develop vocal talents by study, practice and actual choral performance. Student in this course are required to attend all course dates, rehearsals (one evening per week and some weekends) and Voices of Gwynedd performances. Uniform and materials fees apply.	1.00
MUS-104	Music Appreciation I	This course is designed to discover listening skills that will sharpen the student's perception of music, involving some study of its element: melody, harmony, rhythm and meter, tempo and dynamics, timbre and form - and a knowledge of how these are combined in the works heard; information about the great composers, their lives and careers from music of earlier times to the Baroque period is provided.	3.00
MUS-107	MUS 107 - Introduction to Music Therapy	An Introduction to Music Therapy course provides a foundational overview of the profession, covering its history, core principles, and clinical applications for diverse populations. It includes guest presentations from Certified Music Therapists.	3.00

MUS-110	MUS 100 - Class Guitar I	This course aims to give the student a solid technical foundation and basic understanding of the guitar. Students will be expected to play together in class, practice on their own time outside of class, and perform for the teacher for assignments and exams. Class time and assignments will follow the required textbook and also include extra material provided by the teacher. By the end of the semester the student will be expected to know a variety of key aspects pertaining to the guitar. These include but are not limited to: how to tune the guitar, knowing the notes on the first 3 frets across all six strings, knowledge of a dozen or more of the most commonly used chords, usage of basic basic strumming patterns, basic knowledge of how to read both standard musical notation and guitar TAB, how to hold and effectively use a pick.	3.00
MUS-200	Fundamentals of Music		3.00
MUS-203	MUS 204 - Introduction to Broadway Musicals	The course traces the origins of the musical drama back to the cantatas of J.S. Bach, the operas of Mozart and standard musicals by Rodgers & Hammerstein up to the most modern era. It includes a field trip to Broadway.	3.00
MUS-204	Music Appreciation II	This course continues Music Appreciation I from the Baroque to Modern Times.	3.00
MUS-210	Advanced Music Theory	A continuation of Fundamentals of Music, this course emphasizes music composition and analysis of major works.	3.00
MUS-211	Class Guitar II	This course is a continuation of Class Guitar 1. It is required that you take this class prior to MUS 437. We will pick up where the previous class left off. Classes will consist of working out of the text book, learning student-chosen songs, and jamming with the teaching or other students. By the end of this semester the student will have increased their note reading capabilities, chord knowledge, improvisational abilities and potentially be proficient at barre chords. Pre-req: Class Guitar I	3.00
MUS-220	Piano Lab	The course will be group instruction in fundamental piano technique designed for the beginner and/or intermediate musician. Students learn to read music, improvise chordal accompaniments, and develop technical proficiency through performance of elementary piano music.	3.00
MUS-299	Selected Topics in Music	Class Guitar I This course offers students the opportunity to pursue study of musical topics, composers and forms chosen by the instructor. Course may be repeated if the topic changes.	3.00
MUS-437	MUS 437 Special Topics	This course permits in-depth study of a composer, period, genre or topic in music selected by the instructor. It can also serve as Advanced Music lessons in Guitar, Piano or Voice	3.00
MUS-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses: study of special aspects of major works and composers. The student must have the permission of the Chair of Language, Literature and Fine Arts and the Vice President for Academic Affairs.	3.00
NUR-200	Common Testing Time	Common Testing Time	
NUR-208	Introduction to Professional Nursing	This course is designed to introduce the students to the art and science of nursing. Personal and beginning nursing professional identity formation is facilitated. The value of a baccalaureate nursing education grounded in a liberal arts education is explained. The historical evolution, values and legal parameters of the nursing profession are discussed. The heritage of the Sisters of Mercy within a liberal arts education is described. Selected concepts of caring, communication, cultural competence and the nursing process are introduced. An overview of the roles of the nurse as a member of the interprofessional health team is included. Future trends in nursing and health care are highlighted.	2.00
NUR-209	Fundamentals of Nursing Practice	This course provides an introduction to the fundamentals of nursing practice. Students will utilize the nursing process as a framework to apply nursing knowledge, diagnoses, interventions, and outcomes to individuals. Course concepts are grounded in evidence-based practice to promote, maintain, and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, urinary, movement, sensory input and the nurse patient relationship and the roles of the professional nurse are explored. Emphasis is placed on applying knowledge and practicing skills in the nursing skills lab, simulation lab, and clinical setting.	4.00

NUR-209L	Fundamentals of Nursing Practice	This three hour lab experience provides an introduction to the fundamentals of nursing practice. Students will utilize the nursing process as a framework to apply nursing knowledge, diagnoses, interventions, and outcomes to individuals. Course concepts are grounded in evidence-based practice to promote, maintain, and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, urinary, movement, sensory input and the nurse patient relationship and the roles of the professional nurse are explored. Emphasis is placed on applying knowledge and practicing skills in the nursing skills lab, simulation lab, and clinical setting.	
NUR-212	Health Assessment in Nursing	This course is designed to develop health assessment skills across the lifespan. Emphasis is placed on the development of skills essential for using health and physical examination as tools for nursing assessment. Normal and abnormal history and physical assessment findings are differentiated. Biological, psychosocial, spiritual and cultural dimensions of the individual are explored. Health promotion strategies including risk factor reduction as they relate to the adoption of healthy lifestyles are identified. Opportunities are provided to practice health assessment.	3.00
NUR-212L	Health Assessment in Nursing	This course is designed to develop health assessment skills across the lifespan. Emphasis is placed on the development of skills essential for using health and physical examination as tools for nursing assessment. Normal and abnormal history and physical assessment findings are differentiated. Biological, psychosocial, spiritual and cultural dimensions of the individual are explored. Health promotion strategies including risk factor reduction as they relate to the adoption of healthy lifestyles are identified. Opportunities are provided to practice health assessment.	
NUR-219	Nursing Medication Mathematics	This course will serve as an introduction to calculating medication dosages for the professional nurse. It will include a review of essential mathematical concepts for fractions, ratio/proportions, percentages, medication abbreviations, measurements and conversions, reading medication labels, measuring amounts in syringes, and solving basic dosage calculations.	1.00
NUR-299	Selected Topics in Nursing		1.00
NUR-300	Common Testing Time	Common Testing Time	
NUR-307	Nursing Care of Adults	This course focuses on the physical, psychological, social, spiritual and cultural forces that influence the health of the adult population. Students will utilize the nursing process as a framework to apply nursing knowledge. Course concepts are grounded in evidence-based practice to promote, maintain and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, regulatory, urinary, sensory input, movement and the nurse patient relationship. Emphasis is placed on application in the adult health clinical setting and simulation laboratory.	6.00
NUR-307C	Nursing Care of Adults	This course focuses on the physical, psychological, social, spiritual and cultural forces that influence the health of the adult population. Students will utilize the nursing process as a framework to apply nursing knowledge. Course concepts are grounded in evidence-based practice to promote, maintain and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, regulatory, urinary, sensory input, movement and the nurse patient relationship. Emphasis is placed on application in the adult health clinical setting and simulation laboratory.	
NUR-313	Contemporary Issues in Professional Nurs	This course examines selected topics critical to the practice of professional nursing. Current issues and trends that impact nursing within the health care delivery system are addressed. Professional and career development will be explored. Topics are addressed from historical, political, socioeconomic and technological perspectives.	2.00

NUR-316	Nurs Care Clients Altera Behavioral Hlth	This course addresses behavioral health problems and the nurse's role in assisting patients to achieve and maintain optimum behavioral health. Content encompasses neurobiological, psychosocial, ethical, cultural, and spiritual perspectives. Effective therapeutic communication skills, the nurse-patient relationship, and the nursing process are applied in caring for patients and families across the lifespan. Emphasis is placed on the role of the nurse in promoting and maintaining a culture of safety on the behavioral health unit.	4.00
NUR-316C	Nurs Care Clients Altera Behavioral Hlth	This course addresses behavioral health problems and the nurse's role in assisting patients to achieve and maintain optimum behavioral health. Content encompasses neurobiological, psychosocial, ethical, cultural, and spiritual perspectives. Effective therapeutic communication skills, the nurse-patient relationship, and the nursing process are applied in caring for patients and families across the lifespan. Emphasis is placed on the role of the nurse in promoting and maintaining a culture of safety on the behavioral health unit.	
NUR-317	Nursing Care Women, Children, Family	This course examines the childbearing and childrearing families in contemporary society. The nursing process is applied to provide holistic nursing person--centered care within the context of the family. Topics are related to safety and normal and altered physiologic processes as it affects the childbearing and childrearing families. Experiences in the classroom and clinical setting enable the student to integrate cultural sensitivity, clinical reasoning, communication skills, and therapeutic nursing interventions for women, children and families.	5.00
NUR-317C	Nursing Care Women, Children, Family	This course examines the childbearing and childrearing families in contemporary society. The nursing process is applied to provide holistic nursing person--centered care within the context of the family. Topics are related to safety and normal and altered physiologic processes as it affects the childbearing and childrearing families. Experiences in the classroom and clinical setting enable the student to integrate cultural sensitivity, clinical reasoning, communication skills, and therapeutic nursing interventions for women, children and families.	
NUR-319	Nurs Care of Adults Complex Hlth Problem	This advanced adult health course expands on knowledge and skills addressed in prior nursing courses. The course focuses on the application of the nursing process to the adult patient with multisystem pathophysiologic conditions and complex needs. Included are critical care concepts with related nursing interventions to promote, maintain and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, regulatory, urinary, sensory input, movement and the nurse patient relationship. Professional nursing practice is emphasized as students enhance critical thinking skills and practice clinical decision making. This course promotes integration of values into professional behaviors and accountability for personal and professional growth.	5.00
NUR-319C	Nurs Care of Adults Complex Hlth Problem	This advanced adult health course expands on knowledge and skills addressed in prior nursing courses. The course focuses on the application of the nursing process to the adult patient with multisystem pathophysiologic conditions and complex needs. Included are critical care concepts with related nursing interventions to promote, maintain and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, regulatory, urinary, sensory input, movement and the nurse patient relationship. Professional nursing practice is emphasized as students enhance critical thinking skills and practice clinical decision making. This course promotes integration of values into professional behaviors and accountability for personal and professional growth.	

NUR-324	Pathophysiology/Pharmacology Int Concept	This integrated pathophysiology/pharmacology course provides a foundation for understanding disease process in conjunction with pharmacological therapy to treat and manage disease. Students will discuss cultural sensitivity, clinical reasoning, therapeutic nursing interventions and communication skills as they apply to clinical practice. Both general pathophysiologic/pharmacological principles will be explained as they apply to the macro concepts identified by the Gwynedd Mercy University Frances M. Maguire School of Nursing and Health Professions.	4.00
NUR-330	Advanced Health Assessment and Health Promotion (3 credits)		
NUR-400	Common Testing Time	This course builds on prior nursing knowledge and experience to enhance comprehensive health assessment skills. Students refine interviewing techniques and physical examination skills while considering the needs of individuals from diverse backgrounds. Emphasis is placed on applying principles of health promotion and illness prevention in the assessment of clients across the lifespan.	3.00
NUR-4001	Lead/Mgmt Professional Nurs Capstone	Concepts, theories and roles of leadership and management in professional nursing are examined. Development of the leadership abilities of the individual nurse in influencing the nursing profession and society are discussed. Communication, ethical reasoning, critical thinking, financial issues and cultural competence are included as they relate to leadership and management.	3.00
NUR-413	The Older Adult	This course explores aging and the impact of aging on individuals, families and caregivers. Current theories of aging and the aging process are explored. The effects of health, political, social and economic issues on the lifestyles of the aging population will be discussed. The influence of heredity, environment, lifestyle and access to adequate healthcare in relation to the care of older adults will be examined. A variety of clinical settings are utilized to demonstrate nursing knowledge, skills, and interventions of best practices when caring for the older adult.	3.00
NUR-413C	Older Adult	This course explores aging and the impact of aging on individuals, families and caregivers. Current theories of aging, the aging process, and the effects of political, social and economic issues on the lifestyles of the aging population will be examined. The influence of heredity, environment, lifestyle and access to adequate healthcare in relation to the care of older adults will be discussed.	
NUR-414	Complementary & Integrative Health	This course will provide a comprehensive and clinical relevant coverage of complementary and alternative medicine. It will cover the history, philosophy, and mechanisms of alternative therapies and includes a thorough review of the clinically controlled trials, indications, and contraindications of each therapy.	3.00
NUR-415	Selected Hlth Problems of Women & Child	Selected health problems and related issues pertaining to women and children will be critically analyzed in relation to the impact on the individual, his/her family and the community. Cultural, spiritual, ethical and moral aspects will be discussed as they influence nursing care. The role of the nurse and community resources available to this population is explored. (can be taken as the nursing elective).	3.00
NUR-417	Genomics in Nursing	This course introduces the concepts and principles of genetics, genomics, and epidenomic and their relevance to health and nursing care. Genetic influences from conception and throughout the lifespan are considered from a nursing perspective. Ethical, legal, and socioeconomic issues associated with genetics are examined.	3.00
NUR-419	Synthesis of Learning for Nursing Pract	This course focuses on preparing the graduating nursing student for transition to professional nursing practice. Preparation is achieved through synthesis of acquired knowledge with emphasis on reflective practice and application of learning. An understanding of professional nursing standards, ethical problem solving, evidence-based practice and a commitment to lifelong learning will be provided. This course provides an integrative, theoretical and clinical experience.	6.00

NUR-419C	Synthesis of Learning for Nursing Pract	This course focuses on preparing the graduating nursing student for transition to professional nursing practice. Preparation is achieved through synthesis of acquired knowledge with emphasis on reflective practice and application of learning. An understanding of professional nursing standards, ethical problem solving, evidence-based practice and a commitment to lifelong learning will be provided. This course provides an integrative, theoretical and clinical experience.	
NUR-422	Health & Illness in the Community	This course emphasizes the healthcare of culturally diverse individuals, families and aggregates in a variety of community settings. The concepts of community health nursing and the roles of the professional nurse in the community are critically analyzed. The impact of the health care delivery system on the nurse in the community is presented. Principles of public health nursing and epidemiology are integrated. The focus on health promotion, health protection, health maintenance and restoration are emphasized. Critical thinking is utilized in assessing the community. Clinical settings include: home care, hospice, extended care facilities and population focused settings.	5.00
NUR-422C	Health & Illness in the Community	This course emphasizes the healthcare of culturally diverse individuals, families and aggregates in a variety of community settings. The concepts of community health nursing and the roles of the professional nurse in the community are critically analyzed. The impact of the health care delivery system on the nurse in the community is presented. Principles of public health nursing and epidemiology are integrated. The focus on health promotion, health protection, health maintenance and restoration are emphasized. Critical thinking is utilized in assessing the community. Clinical settings include: home care, hospice, extended care facilities and population focused settings.	
NUR-423	Global Health & Health Policy	This course examines globalization and its impact on the health of all populations. Emerging diseases, environmental safety and health risks are addressed. Health care policy and the socioeconomic, geopolitical, ethical and cultural variables that influence health are explored. Critical analysis of selected global and national problems is examined within the framework of professional nursing practice. The importance of cultural sensitivity and ethical judgment are emphasized.	2.00
NUR-431	Nursing Research	The focus of this course is the critical analysis of the process of research. Types of research, steps of the research process, variables, frameworks and measurements are discussed. Problems related to clinical practice are identified and emphasis is placed on the nurse's role in improving patient care outcomes by being able to read, use and participate in the research process.	3.00
NUR- 450	Nursing Informatics and Patient Care Technology (3 credits)	This course introduces students to the role of informatics in professional nursing practice. Emphasis is placed on using health information systems and patient care technologies to support decision-making, improve quality and safety, and deliver ethical, evidence-based care across diverse populations and settings.	3.00
NUR-459	Patient Education in Healthcare	This course expands future healthcare professionals' knowledge of patient education This is a hybrid course, combines both classroom setting some weeks, with alternating online assignments for other weeks. Students will learn the importance of empowering patients through education to increase patients' ability and encourage positive behavioral, health-related changes, and stages of changes. In addition, students may have the opportunity to work in interdisciplinary groups to create and evaluate patient education interventions. This course will promote integration of concepts related to education, research, and technology.	3.00
NUR-460	Research and Evidence-Based Practice	This course provides an introduction to principles of research and evidenced-based practice in professional nursing practice. Emphasis is placed on the role of evidence-based practice as the basis for clinical decision making. Learning activities provide the student with the opportunity to develop skills necessary to become a competent consumer of research and other sources of evidence, preparing them for the expectations of a new graduate in professional practice.	3.00

NUR-490	Community Health Nursing in Ireland	This course explores the healthcare of individuals, families and aggregates in a variety of community settings in Ireland. The concepts of community health nursing and the roles of the professional nurse in the community of Ireland are critically analyzed and compared to the US Public health System. The impact of the health care delivery system of Ireland is presented. Health promotion, health protection and disease prevention are examined. Critical thinking is emphasized in assessing the community of Ireland. A variety of community settings as observational experiences are utilized including home care, hospice, extended care facilities and population focused settings.	3.00
NUR-491	Global Outreach	The goal of interprofessional education is to prepare future healthcare providers and professionals to work together as a team to improve patient and population health care. This includes engaging in foundational research on interprofessional education/collaborative practice; the use of interprofessional collaborative practice models to provide better care for clients. Service learning provides an opportunity for health care providers to learn more about health vulnerabilities that communities face and gain firsthand experience of working with underserved populations. Service learning uses experiential learning, reflection and reciprocal learning to increase student awareness of community health needs. Health care providers will be more likely to utilize these skills of collaborative practice, experiential learning, reflection and reciprocal learning in their own clinical practice.	3.00
NUR-500	Adv Pharmacotherapeutics for Adv Nursing	This course will cover selected topics in pharmacology and clinical therapeutics that are important in advanced nursing roles. Lectures cover the basics of pharmacologic mechanisms, dose-response relationships, pharmacokinetics (in children, adolescents, adults, elderly and pregnant women) and factors that alter a drug's bioavailability. Pharmacological agents include: autonomic, analgesics, anti-infective drugs and agents affecting the central nervous, endocrine, cardiovascular, respiratory and GI systems. In addition, this course will discuss safe prescribing of controlled substances including opioids. The implications of age, pregnancy and lactation on drug action will be considered. Pharmacogenomics, human drug testing, drug laws, herbal medicines, OTC drugs and nutritional agents will be discussed.	3.00
NUR-501	Fundamentals of Nursing	This is the foundation fundamentals and nursing skills course. This course provides an introduction to the fundamentals of nursing practice. Students will utilize the nursing process as a framework to apply nursing knowledge, diagnoses, interventions, and outcomes to individuals. Course concepts are grounded in evidence-based practice to promote, maintain, and restore health. Topics related to safety, oxygenation, ventilation, circulation, perfusion, ingestion, digestion, absorption, elimination, urinary, movement, sensory input and the nurse patient relationship and the roles of the professional nurse are explored. Emphasis is placed on applying knowledge and practicing skills in the nursing skills laboratory, simulation laboratory, and clinical setting.	5.00
NUR-502	Health Assessment	This course is designed to develop health assessment skills across the lifespan. This is the foundation health assessment course to introduce the student to principles and techniques of nursing assessment, focusing on patient-history taking, interview and communication techniques, and techniques of inspection, palpation, percussion, and auscultation. Lectures are designed to help the students apply their knowledge of health assessment to both primary and acute care settings. Emphasis is placed on gathering reliable and relevant information; recognizing variations of normal findings; and identifying abnormal findings using common health problems as exemplars. The laboratory component is designed to promote cognitive and psychomotor skills necessary to complete a comprehensive health assessment including the physical, psychological, cultural, and spiritual aspects of health to support person-centered care. Integrated in the assessment, is the collection and analysis of data which are essential in planning safe and effective patient care. Practice of assessment techniques occurs through safe and effective experiential learning. Application of assessment findings to clinical decision-making is addressed.	3.00

NUR-507	Concepts in Gerontological Nursing	This course explores aging and the impact of aging on individuals, families and caregivers. Current theories of aging and the aging process are explored. The effects of health, political, social and economic issues on the lifestyles of the aging population will be discussed. The influence of heredity, environment, lifestyle and access to adequate healthcare in relation to the care of older adults will be examined.	2.00
NUR-510	Pathophysiology for Adv Pract Nurs Lifes	This course focuses on the physiological principles that underlie the altered states leading to pathogenesis at the molecular, histologic and systemic levels. Special emphasis is given to the pathophysiological processes in the pediatric, adolescent, adult, geriatric and pregnant patient. Included are the genetic, environmental, behavioral and organismal contributions to the dysfunctional conditions. This course contributes to the student's formation of clinical competence and diagnostic skills.	3.00
NUR-512	End Professional Nurs Ldrshp/Hlthcare Sy	This course is designed to introduce the students to the art and the science of the registered professional nurse with a graduate degree advancing to leader roles with an emphasis on the role of the Clinical Nurse Leader. Personal and beginning nursing professional identity formation is facilitated. The historical evolution of professional nursing, nursing leadership, healthcare, and health care delivery are discussed. The interdisciplinary work of the Clinical Nurse Leader is emphasized. The heritage (influence) of the Sisters of Mercy influencing nursing values is highlighted. Selected concepts essential to nursing are introduced.	3.00
NUR-513	Health Assessment and Clinical Skills	This is the foundation health assessment and nursing skills course to introduce the student to principles and techniques of nursing assessment, focusing on patient-history taking, interview and communication techniques, and techniques of inspection, palpation, percussion, and auscultation. Lectures are designed to help the students apply their knowledge of health assessment to both primary and acute care settings. Emphasis is placed on gathering reliable and relevant information; recognizing variations of normal findings; and identifying abnormal findings using common health problems as exemplars. The laboratory component is designed to promote cognitive and psychomotor skills necessary to complete a comprehensive health assessment including the physical, psychological, cultural, and spiritual aspects of health to support person-centered care. Integrated in the assessment, is the collection and analysis of data which are essential in planning safe and effective patient care. Practice of assessment techniques occurs through safe and effective experiential learning. Application of assessment findings to clinical decision-making is addressed.	4.00
NUR-514	Clinical Practice III: Nursing Care of Women and Children	This course combines maternal and pediatric health where students will develop assessment, care-planning, communication and leadership skills in the context of caring for childbearing and childrearing families in contemporary society. The focus of learning centers on inpatient labor and delivery and postpartum settings, however the course also addresses related issues such as family planning. All topics are considered in the context of the Universal Rights of Respectful Maternity Care. Students then transition into the study of unique health and developmental needs of infants, children and adolescents. The course is designed to develop perspectives on wellness and illness in children, emphasizing family-centered care that incorporates screening, teaching and health counseling. Topics are related to growth and development, health promotion, safety, normal and altered physiologic processes as they affect childbearing and childrearing families. Experiences in the classroom and clinical settings enable the student to integrate cultural sensitivity, clinical reasoning, advocacy, communication skills, and evidence-based therapeutic nursing interventions for women, children, and families.	5.00

NUR-516	Intro Path Pharm Concepts Adv Pract Role	This integrated pathophysiology and pharmacology course provides a foundation for understanding disease process in conjunction with pharmacological therapy to treat and manage disease. General pathophysiological and pharmacological principles will be presented as they apply to all of the macro concepts identified by the Gwynedd Mercy University Frances Maguire School of Nursing and Health Professions. Students will discuss cultural sensitivity, clinical reasoning, therapeutic nursing interventions and communication skills as they apply to clinical practice.	4.00
NUR-518	Cli Prac Role Dev I: Mental Health Bev	This course addresses behavioral health disorders and the nurse's role in assisting patients to achieve and maintain optimum behavioral health. Content encompasses neurobiological, psychosocial, cultural, and spiritual perspectives. Effective therapeutic communication skills, the nurse-patient relationship, and the nursing process are applied to the care of patients across the lifespan. Emphasis is placed on the role of the nurse in promoting person-centered care and maintaining a culture of safety on the behavioral health unit. The role of the clinical nurse leader in behavioral health will be explored.	4.00
NUR-520	Cli Pra Ro Dev II: Nsg Adu Com Hea Pro	This course focuses on the physical, psychological, social, spiritual and cultural forces that influence the health of the adult population. It combines clinical and theory and introduces nursing basic concepts and frameworks (communication, safety, organization, critical thinking, clinical judgement, and the nursing process). Additionally, this course will also introduce common conditions found in healthcare. Students practice competencies in communication, assessment, nursing interventions, and documentation in a variety of basic acute care clinical settings. Simulation is incorporated as an adjunct to the clinical experience.	6.00
NUR-530	Theoretical Foundations of Nursing	This course examines knowledge development in nursing. The relationships among nursing knowledge, borrowed knowledge, research education, and current practice are emphasized. Students develop a personal philosophy and theoretical foundation for their practice.	3.00
NUR-535	Leadership & Health Policy	This course focuses on the knowledge and skills necessary to provide exemplary leadership of groups and inter-professional teams with an emphasis on relationship and team building. Emphasis is to further enhance leadership skill development in order to resolve complex clinical situations, improve practice environments, and lead integrated health care delivery teams. In addition, the role of the nurse advancing nursing practice through developing health policy and advocacy systems will be examined. Approaches to health issues for shaping policy on a local, state and federal level are analyzed in accordance with policy making processes, politics in health care and government, healthcare economics, and ethical frameworks.	3.00
NUR-544	Cli Prac & Role IV: Comp Health Prob	This course focuses on key concepts in care of the adult patient with selected complex acute diagnoses across the health-illness continuum by the Clinical Nurse Leader prepared nurse. There is specific focus on the physical, psychosocial, spiritual, and cultural forces impacting the complex and acute health status of the adult population. This course is a combination of theory and clinical. There is emphasis on graduate nursing concepts and frameworks in care of adult patient experiencing selected complex acute diagnoses including communication, safety, organization, critical thinking, clinical judgement and the nursing process. Additionally, this course introduces students to common complex acute diagnoses impacting body systems of the adult patient with selected complex acute diagnoses across the health-illness continuum. Students have learning opportunities to apply knowledge, skills, and competencies in complex acute care of adult patients with selected complex acute care diagnoses requiring complex nursing care.	5.00

NUR-545	Cli Pra/Rol Dev V: Community Health Nsg	This course introduces the concepts of community health utilizing the populationfocused nursing process. This course emphasizes the care of culturally diverse individuals, families, and aggregates in a variety of community settings with an emphasis on identifying and caring for vulnerable populations. Community health nursing concepts as well as the importance of developing cultural humility to ensure sensitive and equitable health care delivery will be stressed. The impact of the health care delivery system on the nurse as well individual and community health outcomes will be explored. The role of the professional nurse, the clinical nurse leader and interdisciplinary healthcare team members in the community will be critically analyzed. Practice experience is required and students will be exposed to the culturally diverse population, health disparities that exist in Pennsylvania and the United States and some of the efforts by individuals, groups, organizations, to deal with disparities. Clinicals will be completed in a variety of community settings including home care, hospice, extended care facilities and population focused settings.	5.00
NUR-546	Hea Prom & Dis Prevent Lifespan & Globe	This course will examine ways health care delivery systems, public health agencies, community-based organizations, and other engaged stakeholders work in collaboration to develop interventions to improve the health outcomes of both individuals and populations in the local, national, and global arena. An upstream thinking approach will be utilized focusing on the social determinants of health, fundamental issues of health equity, and social justice across the lifespan. Continued attention to epidemiologic principles will enhance the knowledge needed to understand the natural history and burden of diseases, the evaluation of preventive interventions, and the globalization of health. The expanded role of the masters prepared nurse in local, national, and global population health will continue to be explored.	3.00
NUR-548	Nsg Ethics & Larger Healthcare Arena	This course will provide the opportunity to explore the ethical and legal issues facing nursing and other health care providers in a complex every changing health care arena. The student will describe foundational ethical concepts in nursing and using ethical theories and decision-making frameworks will analyze ethical dilemmas both in nursing practice and as a clinical nurse leader. Students will be challenged to examine their individual and professional values, as well as consider diverse perspectives on various ethical issues. Using a case study/topic debate approach, topics will focus on clinical care, research, health care organizational issues as well as ethical and legal issues related to health care delivery at the local, national, and global levels.	3.00
NUR-554	Lead & HC Manag: Finan HC & Lead Teams	This course introduces students to the business and financial aspects of healthcare. Basic financial concepts and misconceptions about cost behavior, pricing and revenue, and cash flow are explored. Concepts are organized around the financial management paradigm: performance planning, performance measurement and performance management. Budgeting, and how to use performance reports and dashboards to guide performance, and how to prepare a variety of formal and ad hoc financial analyses will be addressed. Principles of facilitating, building and leading teams will be explored.	3.00
NUR-570	Adv Assess/Lab for Advance Nursing Roles	This course builds upon the basic skills of physical assessment. Students will practice health assessment and physical examination skills in the classroom and laboratory settings. Emphasis is on clinical decision- making and differentiation of normal versus abnormal findings and the integration of the history and physical examination across the lifespan including pregnant women.	3.00
NUR-572	Role Transition Seminar I	This course will examine the principles, concepts and frameworks for advanced practice nursing in primary health care settings. The focus is on population health and caring for diverse populations. This course will synthesize principles of evidence-based practice quality and safety of health care practice, leadership, ethics, and role development.	3.00

NUR-573	Role Transition II	This course will examine the principles, concepts and frameworks for advanced practice nursing in primary health care settings. The focus is on population health and caring for diverse populations. This course will synthesize principles of evidence-based practice quality and safety of health care practice, leadership, ethics, and role development.	3.00
NUR-584	Clinical Practice & Role Development VI: Synthesis Learning Practicum	This is a clinical course that provides the student with multiple opportunities to develop independence in nursing practice, skill in clinical judgement, and demonstrate accountability for clinical decisions. Students will be assigned to a dedicated education unit (DEU) or one of a variety of types of care settings to complete 135 clinical practice hours under the supervision of course faculty. Emphasis is placed on the synthesis of previous coursework and knowledge as students perform the role of an entry-level professional nurse. Students will develop independence in nursing practice, skill in clinical judgement, and demonstrate accountability for autonomous professional practice. They will synthesize and apply principles of management theory to their nursing practice and demonstrate entry level skills in nursing leadership.	6.00
NUR-585	Lead Semester Microbiology/Anatomy Interdisciplinary Collaboration Clinical Nurse Leader	This course builds on the previous coursework throughout the curriculum. Students will acquire an overview of the principals involved in the planning and implementation of nursing interventions for patients in a variety of settings and will synthesize concepts presented throughout the CNL curriculum. They will use information to maximize client selfcare and decision-making; carry out nursing assessments as the basis for theory and knowledge development; realize that patient care outcomes and quality care are measures of quality practice and should be based on good fiscal stewardship. Emphasis is on conceptualization of the CNL role in preparation for practice. Focus is on current issues in the nursing profession that impact the CNL role.	3.00
NUR-606	Clinical Practicum - Teaching Role	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 addressed within the framework of higher education.	6.00
NUR-610	Nursing Research Methodology & Evidence-Based Practice	This course focuses on the systematic study of the research process and research methodologies appropriate for advanced nursing roles. Students are introduced to concepts and terminology relevant to the theoretical context of research, research design and methodology, data collection, data analysis, and reporting of results. Critical examination of published studies with emphasis on research critique, interpretation of statistical results and evidenced-based practice is addressed.	3.00
NUR-611	Clinical Nurse Leader Transition Professional Nursing Role & Clinical Practice	This course focuses on concepts central to the development of the beginning Clinical Nurse Leader (CNL) role within the interprofessional team in the health care delivery system and across the lifespan. Course content includes strategies to address the transition to the professional nursing role and the changing dynamics in health care that challenge clinical nurse leaders. Clinical Nurse Leader students will review key elements of management and leadership theory and roles and will examine strategies and processes that address professionalism; morale and governance; improvement of care delivery; facilitation of change; quality and safety; principles of patient-centered care; evidence-based practice; decision making and problem solving. Opportunities to apply knowledge to clinical case studies will be a major course focus. NCLEX Live Review will be incorporated into this course.	3.00
NUR-612	Clinical Nurse Leader Role Immersion & Capstone Practicum	This course is a combination of didactic and clinical hours for role immersion and development and will fulfill the CNL Capstone and Integrating Experience requirement. It is an intensive clinical experience in an area selected by the student. The experience allows for full implementation of the clinical nurse leader competencies and includes a strong interdisciplinary practice focus. A capstone project is required and will be presented in a poster session at the end of the course.	6.00

NUR-630	Primary Care I-Introduction	This course introduces the role of the nurse practitioner in general primary health care management of individuals and families across the lifespan. Focus is directed toward the application of advanced health assessment skills, preventive health care practices and the promotion of health. Course content includes family systems, developmental theories, cultural considerations, environmental factors, spiritual concerns, and genetic influences. Experiences are provided in clinical decision-making and in the implementation of evidence-based practice in a variety of primary care settings.	3.00
NUR-631	Primary Care II-Newborn (0-5year Old)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the newborn to 5-year-old population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in diverse newborn to 5-year-old populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of newborns to 5-year old in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-632	Primary Care III-Young Child (6-11 Yo)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the young child (age 6-11) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse young child (age 6-11) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the young child (age 6-11) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-633	Primary Care IV-Adolescent (12-18yo)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the adolescent (12-18-year-old) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse adolescent (12-18-year-old) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the adolescent (12-18-year-old) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-634	Primary Care V-Young Adult (19-29 Yo)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the young adult (age 19-29) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse young adult (age 19-29) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the young adult (age 19-29) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00

NUR-635	Primary Care VI-Middle Adult (30-55 Yo)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the middle adult (age 30-55) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse middle adult (age 30-55) populations. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the middle adult (age 30-55) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-636	Primary Care VII-Older Adult (56 Yo+)	This course provides students with the theoretical base to assess, diagnose and manage the primary care of the older adult (age 56+) population. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse older adult (age 56+). Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the older adult (age 56+) in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-637	Primary Care C VIII-Women Hlth & Pregna	This course provides students with the theoretical base to assess, diagnose and manage the primary care of women and pregnancy. Course content includes the principles of health promotion, disease prevention, and management of common primary health care problems in the diverse pregnant and female population. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the pregnant and non-pregnant female patient in the context of the primary care setting and community. Evidenced based practice is utilized as the basis for primary care management and decision-making including diagnosis, appropriate diagnostic procedures, laboratory tests, and follow up care. Clinical experiences are provided in a variety of primary care settings.	3.00
NUR-638	Primary Care Practicum I	This course is the clinical practice component that provides a transition from didactic and laboratory practice of assessment, diagnosis, differential diagnosis and management to actual pediatric, adolescent, adult, geriatric and pregnant patients to practicum. Clinical experiences are provided in a variety of primary care settings	1.00
NUR-650	Clinical Seminar	Clinical Seminar (4 credits) (1 CR LECTURE; 3 CREDITS CLINICAL) This course supports the nurse educator in developing expertise in a selected area of nursing practice. The seminar (1 credit) facilitates critical analysis of epidemiologic, technological, socioeconomic, cultural, and ethical influences on client care. The practicum component (3 credits- 135 hours) includes precepted learning experiences in diverse clinical settings such as hospitals, long-term care facilities, rehabilitation centers, nurse-managed health clinics, specialty clinics, or physician offices. Emphasis is placed on using evidenced-based approaches to address health- related concerns.	4.00
NUR-660	Nursing Education Seminar I	This course introduces students to foundational concepts in nursing education. Topics include curriculum development, program outcomes, evaluation of learning, and program improvement strategies. Accreditation and regulatory considerations, as well as ethical and legal aspects of nursing education will be discussed	3.00
NUR-661	Nursing Education Seminar II	Building on Nursing Education Seminar I, this course explores theories of learning, teaching strategies, and methods of measurement and evaluation in nursing education. Students will examine ethical, social, cultural, and legislative issues related to assessment and evaluation.	3.00

NUR-700	Healthcare Ethics for the Apn	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.	3.00
NUR-701	Statistical Analysis for Ebp	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.	3.00
NUR-720	Organizational Behavior/Social Policy	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.	3.00
NUR-721	Leadership As Apn	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.	3.00
NUR-722	Technology for Apn's	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.	3.00
NUR-730	Research Utilization	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	3.00
NUR-731	Evidence Based Practice	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.	3.00
NUR-800	Dnp Scholarly Project 1	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.	3.00
NUR-801	Dnp Scholarly Internship 1	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.	3.00
NUR-810	Dnp Scholarly Project 2	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.	3.00
NUR-811	Dnp Scholarly Internship 2	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.	3.00
NUR-820	Dnp Scholarly Project 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.	3.00

NUR-821	Dnp Scholarly Internship 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	3.00
NUR-830	Dnp Scholarly Advisement	This course provides ongoing faculty advisement until completion and defense of the capstone project.	3.00
NUT-200	Principles of Nutrition	A comprehensive course that covers the essentials of optimum nutrition in health and disease. It includes macro-nutrients and energy metabolism; vitamins and minerals; nutrition and diet for the client. The course includes an examination of clinical nutrition as it pertains to care of clients in a health care setting.	3.00
OSC-100	Intro Occupation & Occupational Science	This course introduces students to developing an understanding about the complexity of everyday daily activities that gives life meaning and purpose. Students learn about viewing themselves and future clients through an occupational lens in order to understand introduced to occupational science concepts such as meaning, identity, culture, and balance, and learn how everyday activities shape individuals, families, and communities.	3.00
OSC-102	Development of Occupational Beings	This course explores the development of humans as occupational beings across the lifespan from an occupational science perspective to understand the ways in which life stages and transitions influence occupations.	3.00
OSC-201	The Nature & Meaning of Human Occupation	Recognizing humans as occupational beings and understanding the meaning and significance of everyday occupation in day-to-day life.	3.00
OSC-301	Occupational Perspective of Health	Recognizing occupation as contributing factor to health and well-being. Considers the barriers of occupational injustice to effecting occupational participation and the health of persons and populations.	3.00
OSC-302	Neuroscience of Occupational Behavior	An examination of the intersection of neuroscience, cognition, and occupation across the lifespan.	3.00
OSC-4000	Res Meth II: Applied Research	This course is designed to equip students with the knowledge and skills needed to engage in effective research practices within the occupational therapy profession. This course emphasizes the practical application of research methodologies to address real-world challenges faced by occupational therapists.	3.00
OSC-402	Neuroscience for Occupational Therapy	This course will provide students with a deep understanding of the intricate relationship between the nervous system and occupational performance. This course explores the fundamental principles of neuroscience, including the neuroanatomical and neurophysiological bases of sensory perception, emotion, cognition, learning, and movement, and how these concepts relate to occupational therapy practice.	2.00
OSC-403L	Functional Anatomy Occupational Therapy	In-depth study of the body functions and structures of the human body with major emphasis on functional anatomy within the domain of concern for occupational therapy. Includes a practice lab.	
OSC-404	Therapeutic Use of Self	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.	2.00
OSC-405	Foundations of Occupational Therapy	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.	3.00
OSC-406	Creativity and Activity Analysis	Exploration of the historical and contemporary use of creativity in the promotion of health through client-centered activities to promote health and recovery. Emphasis on the analysis, grading, and managing of complexity of therapeutic activities. Includes a practice lab.	2.00
OSC-406L	Creativity and Activity Analysis Lab	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-407L	Kinesiology for Occupational Therapy	Focus on the understanding and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.	

OSC-410	Ethical Foundations in OT Practice	This course explores the fundamental values and standards that guide ethical decision-making in the context of occupational therapy practice.	2.00
OSC-411	Hlth/Occup Particip: Children/Youth	Examines the development, occupational behavior, and prevailing health needs of children and adolescents with or at risk for disabilities and occupational injustice. Focus on understanding children and youth as occupational beings with varied health conditions that can impact occupational performance and participation.	3.00
OSC-412	OT Process: Child/Youth	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. Includes a practice lab.	5.00
OSC-412L	OT Process: Child/Youth Lab	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. Includes a practice lab.	
OSC-413	OT Fieldwork I: Child/Youth	Immersion experience into a therapeutic service delivery context with children or youth.	1.00
OSC-414	Research Meth I: Evidence-Based Practice	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.	3.00
OSC-415	Skills for Occupation-Based Practice	Review and practice of a wide array of health care 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. Principles supporting occupationbased practice are integrated. Includes a practice lab.	3.00
OSC-415L	Skills for Occupation-Based Practice Lab	Practice lab covering a wide array of health care and occupational therapy practice skills that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Principles supporting occupation-based practice are integrated.	
OSC-416	Health Care, Policy, and Advocacy	A focus on understanding health care, 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.	2.00
OSC-417	Management and Leadership	Explores the leadership and managerial skills needed to plan, develop, market and direct the delivery of occupational therapy programs. Includes care coordination, case management, consultation, management of staffing, collaboration with other interprofessional and intraprofessional partners, and provision of fieldwork education.	3.00
OSC-419	Funct Anat & Kines for OT	Focus on the study of the body functions and structures of the human body with a major emphasis on functional anatomy within the domain of concern for occupational therapy and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.	5.00
OSC-419L	Funct Anat & Kines for OT Lab	Practice lab on the study of the body functions and structures of the human body with a major emphasis on functional anatomy within the domain of concern for occupational therapy and analyzing typical, atypical, and compensatory human movement across the life span.	
OSC-421	OT & Upper Extremity Rehabilitation	This course focuses on the evaluation and treatment of upper extremity dysfunction from an occupational therapy perspective. This lecture/lab combination covers nerve and muscular/orthopedic issues throughout the upper extremity with an emphasis on the wrist and hand. Multiple orthotics are fabricated in the lab portion of this course.	3.00
OSC-421L	OT & Upper Extremity Rehabilitation Lab	The lab portion of this course covers hands-on skills for upper extremity rehabilitation within the scope of occupational therapy practice. Multiple orthotics will be fabricated for the purpose of improving wrist, hand, and/or finger function for improved occupational performance.	

OSC-439	Independent Study	This independent study offers students the opportunity to pursue in-depth academic exploration into a specialized area of interest within occupational science/and or occupational therapy.	1.00
OSC-501	Foundations of Occupational Science	This course introduces students to foundational concepts of occupational science that underpin occupational therapy practice. Students examine how everyday activities are shaped by meaning, context, culture, and how occupation influences health, well-being and participation across the lifespan. Emphasis is placed on applying occupational science concepts to occupation-based theories, practice models, evaluation, and intervention approaches used in occupational therapy.	3.00
OSC-502	Neuroscience for Occupational Therapy	This course will provide students with a deep understanding of the intricate relationship between the nervous system and occupational performance. This course explores the fundamental principles of neuroscience, including the neuroanatomical and neurophysiological bases of sensory perception, emotion, cognition, learning, and movement, and how these concepts relate to occupational therapy practice.	2.00
OSC-503L	Functional Anatomy Occupational Therapy	In-depth study of the body functions and structures of the human body with major emphasis on functional anatomy within the domain of concern for occupational therapy. Includes a practice lab.	
OSC-504	Therapeutic Use of Self	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.	2.00
OSC-505	Foundations of Occupational Therapy	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.	3.00
OSC-506	Creativity and Activity Analysis	Exploration of the historical and contemporary use of creativity in the promotion of health through client-centered activities to promote health and recovery. Includes a practice lab.	2.00
OSC-506L	Creativity and Activity Analysis Lab	The lab portion of this course has an emphasis on the analysis, grading, and managing of complexity of therapeutic activities.	
OSC-507L	Kinesiology for Occupational Therapy	Focus on the understanding and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.	
OSC-509L	Funct Anat & Kines for OT	Practice lab with focus on the study of the body functions and structures of the human body with a major emphasis on functional anatomy within the domain of concern for occupational therapy and analyzing typical, atypical, and compensatory human movement across the life span.	
OSC-510	Ethical Foundations in OT Practice	This course explores the fundamental values and standards that guide ethical decision-making in the context of occupational therapy practice.	2.00
OSC-511	Health & Occup Particip of Child & Youth	Examines the development, occupational behavior, and prevailing health needs of children and adolescents with or at risk for disabilities and occupational injustice. Focus on understanding children and youth as occupational beings with varied health conditions that can impact occupational performance and participation.	3.00
OSC-512	OT Process: Child/Youth	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. Includes a practice lab.	5.00
OSC-512L	OT Process: Children & Youth Lab	Lab that integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents.	
OSC-513	OT Fieldwork I: Children & Youth	Immersion experience into a therapeutic service delivery context with children or youth.	1.00
OSC-514	Research Meth I: Evidence-Based Practice	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.	3.00

OSC-515	Skills for Occupation-Based Practice	Review of health care and occupational therapy practice terminology that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Principles supporting occupation-based practice are integrated.	3.00
OSC-515L	Skills for Occupation-Based Practice Lab	Practice lab covering a wide array of health care and occupational therapy practice skills that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Principles supporting occupation-based practice are integrated.	
OSC-516	Health Care, Policy, and Advocacy	A focus on understanding health care, 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.	2.00
OSC-517	Management and Leadership	Explores the leadership and managerial skills needed to plan, develop, market and direct the delivery of occupational therapy programs. Includes care coordination, case management, consultation, management of staffing, collaboration with other interprofessional and intraprofessional partners, and provision of fieldwork education.	3.00
OSC-518	Research Methods II: Applied Research	This course is designed to equip students with the knowledge and skills needed to engage in effective research practices within the occupational therapy profession. This course emphasizes the practical application of research methodologies to address real-world challenges faced by occupational therapists.	3.00
OSC-519	Funct Anat & Kines for OT	Focus on the study of the body functions and structures of the human body with a major emphasis on functional anatomy within the domain of concern for occupational therapy and analyzing typical, atypical, and compensatory human movement across the life span. Includes a practice lab.	5.00
OSC-519L	Funct Anat & Kines for OT Lab	Practice lab with focus on the study of the body functions and structures of the human body with a major emphasis on functional anatomy within the domain of concern for occupational therapy and analyzing typical, atypical, and compensatory human movement across the life span.	
OSC-521	OT & Upper Extremity Rehabilitation	This course focuses on the evaluation and treatment of upper extremity dysfunction from an occupational therapy perspective. This lecture/lab combination covers nerve and muscular/orthopedic issues throughout the upper extremity with an emphasis on the wrist and hand. Multiple orthotics are fabricated in the lab portion of this course.	3.00
OSC-521L	OT & Upper Extremity Rehabilitation Lab	The lab portion of this course covers hands-on skills for upper extremity rehabilitation within the scope of occupational therapy practice. Multiple orthotics will be fabricated for the purpose of improving wrist, hand, and/or finger function for improved occupational performance.	
OSC-601	Health & Occupational Participat Adults	Examines the development, occupational behavior, and prevailing health needs of adults with or at risk for disabilities and occupational injustice. Focus on understanding adults as occupational beings with varied health conditions that can impact occupational performance and participation.	3.00
OSC-602	OT Process: Adults	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults. Includes a practice lab.	5.00
OSC-602L	OT Process: Adults Lab	Lab that integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults.	
OSC-603	OT Fieldwork I: Adults	Immersion experience into a therapeutic service delivery context with adults.	1.00
OSC-604	Health & Occup Participat Older Adults	Examines the development and the prevailing health and welfare needs of older adults with or at risk for mental and/or physical disabilities and chronic health conditions. Focus on varying medical conditions that can impact occupational performance and participation of older adults.	3.00
OSC-605	OT Process: Older Adults	Integrate theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with older adults. Includes a practice lab.	5.00

OSC-605L	OT Process: Older Adults Lab	Lab that integrate theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with older adults.	
OSC-606	OT Fieldwork I: Older Adults	Immersion experience into a therapeutic service delivery context with older adults.	1.00
OSC-607	Emerging Areas of OT Practice	Emerging areas of occupational therapy practice and identifying opportunities to work in an emerging practice area on a fulltime or contractual basis.	2.00
OSC-608	Environmental Adapt and Assist Tech	Overview of environmental adaptation, compensatory strategies, and types of common assistive devices and technology to improve occupational performance and participation needs of persons, groups, and populations.	2.00
OSC-609	Research Methods III: Applied Research	This course is designed to equip students with the knowledge and skills needed to engage in effective research practices within the occupational therapy profession. This course emphasizes the practical application of research methodologies to address real-world challenges faced by occupational therapists.	3.00
OSC-610	Management & Leadership	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.	2.00
OSC-611	Fieldwork Level IIA	A twelve-week fieldwork experience designed to promote clinical reasoning and reflective practice to gain the skills as a generalist therapist in a selected practice area.	5.00
OSC-613	Comm & Mental Health Across the Lifespan	This course builds upon the foundation of occupational science and occupational therapy services to prepare students to engage in holistic occupational therapy practice in a wide array of intervention settings across the lifespan. Students will develop an understanding of conceptual models for community-based practice in a variety of areas. Assessment, treatment planning and use of clinical reasoning to develop intervention strategies for clients. Premeditative, compensatory, adaptive and mental health approaches to psychosocial and physical dysfunction will be explored through case studies and community experiences.	3.00
OSC-613L	Community & Mental Health Lab	This experiential and dynamic lab course is designed to provide occupational therapy students with a comprehensive understanding of the role of occupational therapy in community and mental health settings. Integrating theoretical knowledge with practical skills, students will engage in hands-on activities and case studies to develop competence in addressing the unique challenges faced by individuals in diverse community and mental health contexts.	
OSC-614	OT FW I: Community and Mental Health	Immersion experience into a therapeutic service delivery within a community context that has a psychosocial focus for persons and populations.	1.00
OSC-615	Skills for Occupation-Based Practice	This course is designed to provide occupational therapy students with a comprehensive foundation for the professional and healthcare skills necessary for occupation-based practice.	4.00
OSC-615L	Skills Occupation-Based Practice Lab	Students will integrate theoretical concepts with hands-on experiences, enabling them to develop proficiency in client-centered and occupation-focused interventions.	
OSC-616	Transitions to Adulthood	This course connects theory to practice by examining the transition to adulthood for youth with disabilities through a conceptual lens. Different perspectives on transitions to adulthood for those with a physical disability, learning disability, developmental disability, mental illness, or chronic illness/obesity will be discussed within the contexts of postsecondary education, employment, community involvement, independent living, and social participation.	2.00
OSC-616L	OTP Adults and Older Adults Lab	Lab that integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults and older adults.	
OSC-617	Health and Op of Adults and Older Adults	Examines the development, occupational behavior, and prevailing health needs of adults and older adults with or at risk for disabilities and occupational injustice. Focus on understanding adults as occupational beings with varied health conditions that can impact occupational performance and participation.	3.00

OSC-618	OT Process: Adults and Older Adults	Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults and older adults. Includes a practice lab.	5.00
OSC-618L	OT Process Adults/Older Adults Lab	Lab that integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with adults and older adults.	
OSC-619	OT FW I: Adults and Older Adults	Immersion experience into a therapeutic service delivery context with adults and older adults.	1.00
OSC-620	OT Adults and Older Adults w/ Neuro Dys	This course is designed to provide students with the therapeutic reasoning to evaluate and treat adults and older adults with occupational performance deficits resulting from neurological illnesses and impairments. Building on theories and concepts from prior coursework, students will learn to assess, remediate, habilitate, and rehabilitate, deficits impacting occupational performance and participation.	3.00
OSC-620L	OT Adult/Older Adults w/ Neuro Dys Lab	Lab that integrates assessment and treatment of neurological deficits impacting occupational performance and participation.	
OSC-621	Case-Based Learning Across the Lifespan	This course is designed to assist the student as they transition to practice, which includes concentrated work on case studies across the lifespan from a wide array of practice areas. This course aids the student in recognizing and meeting the expectations and requirements of Level II Fieldwork and focused concentration for the NBCOT examination for the occupational therapist.	2.00
OSC-701	Fieldwork Level IIB	A twelve-week fieldwork experience designed to promote clinical reasoning and reflective practice to gain the skills as a generalist therapist in a selected practice area.	5.00
OSC-702	Career Success and Meaningful Life	This course supports students' transition to professional practice through NBCOT exam planning, professional identity development, and career planning. Students develop a résumé and e-portfolio while reflecting on strategies for building a meaningful and sustainable career in occupational therapy.	2.00
PHL-100	The Human Condition	This course offers a systematic introduction to some central concerns of men and women both as individual persons and as social beings. It considers our complex nature, the many activities in which we engage and the problem of our destiny, especially in relation to God and nature.	3.00
PHL-2000	Encountering Ethics	This course analyzes moral problems and evaluates their possible solutions in light of ethical theories.	3.00
PHL-201	Ancient Philosophy	This course examines the emergence of Greco-Roman philosophy. It can cover the Pre- Socratic thinkers, the founders of Greek philosophy such as Socrates, Plato, and Aristotle, and the Roman philosophers and ancient Neo Platonists.	3.00
PHL-202	Medieval Philosophy	This course examines the philosophical contributions made by Jewish, Christian, and Muslim scholastics and their ancient predecessors. The discussion focuses on the preoccupations traditionally associated with the medieval thinkers, e.g., God, Divine revelation, the relationship between faith and reason, the problem of evil, and the respective provinces of philosophy and theology.	3.00
PHL-207	19th Century Continental Philosophy	This course covers the key thinkers associated with German Idealism and Romanticism and their reception. Philosophers covered my include Schiller, Fichte, Schelling, Schopenhauer, Hegel, Kierkegaard or Nietzsche.	3.00
PHL-211	Existence and Love	This course focuses on the internal relation between love and meaning in human existence. It explores this major philosophical theme in Platonism, existentialism, or other traditions.	3.00
PHL-225	Philosophy of Film	This course addresses issues relating to the philosophy of film and film theory. Topics include theories of film evaluation, definitions of film, and emotional responses to motion pictures, using film to illustrate philosophy, films as thought experiments, and using movies to make substantive philosophical claims.	3.00
PHL-231	Philosophy of Law	A philosophical inquiry into the nature of law and legal systems. An examination of the philosophical elements of law and the connections between these elements and criminal justice policy and practice. By reading works from classical and modern authors, students analyze notions such as legal obedience, human rights, responsibility, personal liberty, punishment, a just (or unjust) constitution, just laws, and the relation between law and morality.	3.00

PHL-234	Philosophy of Globalization	This course surveys some global problems: hunger, depletion or inequitable distribution of resources, violence. It identifies the ethical values involved and provides a philosophical consideration of some possible solutions.	3.00
PHL-240	Logic	This course introduces the study and practice of inductive and deductive reasoning with consideration given to such topics as truth, validity, and propositional logic.	3.00
PHL-250	Philosophy of Science	This course examines the nature of science and its relationship to technology and human responsibility as revealed in the works of scientists and philosophers.	3.00
PHL-299	Selected Topics in Philosophy	This course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
PHL-302	St. Augustine's Confession	This courses will focus on Augustine's Confessions in it's entirety. It will provide an extensive analysis covering a variety of philosophical branches and topics that converge on the problem the human condition and the relationship of the self to others and God. Topics include the nature of conversion, free will, the internal conflict of the soul, the nature of conscience, the problem of evil, the relationship between temporality and eternity, and love.	3.00
PHL-305	Contemporary Philosophy	This course studies the thought of contemporary philosophers such as Sartre, Heidegger, Wittgenstein, Rorty and Quine. It can take either a philosopher-based approach or a thematic approach concerning issues in epistemology, metaphysics, and related areas.	3.00
PHL-308	Political Philosophy	This course looks critically at political democracy. Readings from philosophy and the social sciences explore political institutions, individualism and attempts to renew community life. (May be taken for sociology credit).	3.00
PHL-310	Philosophy of Education	This course offers a philosophical investigation of the basic principles, aims and human values involved in the process of education. It examines major educational philosophies as well as contemporary issues in this area.	3.00
PHL-313	Modern Philosophy	This course analyses the works of authors such as Descartes, Spinoza, Leibniz, Locke, Hume, Kant and Hegel. It examines notions such as certainty, freedom, substance, concepts, and sensations in the modern period. The latter is discussed as a response to medieval and Renaissance philosophy.	3.00
PHL-325	Varieties of Religious Experience	The course studies the shared philosophical themes that emerge in different religious traditions. Readings include works by philosophers and from Eastern, Western, and Native American religions.	3.00
PHL-330	The Healing Journey	Healing involves social forces, personal attitudes and patterns of meaning which allow us to re- establish an authentic wholeness in the context of illness and suffering. Readings in the social sciences and philosophy are used to investigate these issues. (May be taken for sociology credit.)	3.00
PHL-4000	Capstone:seminar	The capstone allows students to demonstrate their mastery of philosophy by defending a thesis that examines key philosophical texts and draws upon secondary literature on the topic. The seminar's purpose is to give philosophy majors experience in presenting research in a symposium setting.	3.00
PHL-420	Philosophy in Italy	This course focuses on philosophy that developed in the Italian territory. It covers ancient, medieval, and modern philosophy in Italy, including ancient Rome. It discusses philosophers such as Epictetus, Seneca, Boethius, Aquinas, and Machiavelli.	3.00
PHL-430	Asian Philosophy	The goal of this course is to understand the major principles and practices of Taoism and Zen and to see the value and viability of these principles and practices. Topics include: approaches to creativity, aesthetics and spiritual mastery.	3.00
PHL-437	Special Topics	Investigation of a selected topic designed to integrate and deepen the student's comprehension and application of philosophy.	3.00

PHL-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of involved faculty and the permission of the Dean of Arts and Sciences, the Chairperson and the Vice President for Academic Affairs.	3.00
PHY-111	Physics for Allied Health Sciences	Students will learn basic physical principles with applications to the measurement, analysis and treatment of human beings. The structure and function of biomedical instrument systems specific to the field of radiation therapy, radiologic technology and respiratory care will be explored. 3 lecture hours per week in the spring semester. Not accepted as credit towards the biology major.	3.00
PHY-111L	Physics for the Allied Health Sciences Laboratory	This course is designed to provide the student with an understanding of basic physics principles, methods and terminology, with application to the measurement, analysis and treatment of human beings. Physics principles and terminology will focus on the fields of radiation therapy and radiologic technology. 3 laboratory hours. Offered in the spring semester. Not accepted as credit towards the biology major.	1.00
PHY-241	General Physics I	Principles of classical mechanics for science and mathematics majors. Topics include description of motion (kinematics), force and momentum, work and energy, energy and momentum conservation, rotational motion of rigid bodies, and simple harmonic motion. Mathematical level requires a working knowledge of differential and integral calculus. 3 lecture hours and 1 recitation hour. Offered in the fall semester.	3.00
PHY-241L	General Physics I Laboratory	Laboratory investigations of classical mechanics, including motion and force. Collection of raw data and its analysis via graphs are stressed. Subject matter is drawn from the concurrent lecture course. 3 laboratory hours. Offered in the fall semester.	1.00
PHY-241R	General Physics I Recitation		
PHY-242	General Physics II	Continuation of PHY 241. Topics include thermodynamics, mechanical waves, sound, electrostatics, electrical circuits, electromagnetism, geometrical optics, atomic and nuclear structure, radioactivity and topics in modern physics. 3 lecture hours and 1 recitation hour. Offered in the spring semester.	3.00
PHY-242L	General Physics II Laboratory	Continuation of PHY 241L. Laboratory investigations focused upon topics covered in the concurrent lecture course, including thermodynamics, mechanical waves, sound, electrical circuits, electromagnetism, atomic structure, and radioactivity. 3 laboratory hours. Offered in the spring semester.	1.00
PHY-242R	General Physics II Recitation		
PHY-299	Selected Topics in Physics	A study of a specialized subject area which may vary based on student/faculty interest. For non- major students only. The topic, course structure and instructor will be announced prior to pre- registration.	3.00
POL-101	American Government	This course analyzes the American form of government, its functions and current problems along with reflections upon comparative governments around the world	3.00
POL-211	Constitution of the United States	This course provides a basic understanding of the philosophical, historical, and political roots of the United States Constitution, its structure, provisions and interpretations and includes a study of notable Supreme Court controversies.	3.00
POL-212	State and Local Government	This course offers an understanding of the structure and functioning of the Pennsylvania state legislature, courts, municipal governments and school boards within the context of federalism and discusses their impact upon the state's history and the daily lives of its citizens.	3.00
POL-255	Law and Social Justice	(For description see SOC 255.)	3.00
POL-299	Selected Topics in Political Science	The course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
POL-437	Special Topics	This course allows for a special investigation of a topic in political science that is not adequately covered in any of the courses listed above. It may be repeated if the topic is different.	3.00

PSY-100	General Psychology	This course provides a comprehensive introduction to the scientific study of behavior and mental processes, including fundamental concepts in human development, biopsychology, memory, learning, cognition, emotion, personality, social psychology, and psychopathology.	3.00
PSY-111	Statistics	Introduction to descriptive and inferential statistics with applications to educational and psychological research: frequency distributions, probability, binomial and normal distributions, graphic comparisons, correlation, chi square, analysis of variance, and distribution.	3.00
PSY-150	Social Psychology	Study of human behavior as influenced by group situations, interpersonal relations, attitudes, and opinions; groups and group conflicts, language and communication as social products. (May be taken for sociology credit.)	3.00
PSY-200	Developmental Psychology	Theories, issues and research concerning changes in physical, intellectual, emotional and social development across the life-span are examined and applied to specific social issues.	3.00
PSY-202	Human Development for Nursing	This course provides an introduction to the theoretical perspectives of human development and fundamental concepts concerning the brain and behavior, memory, motivation and emotion, personality development and social behavior. In addition, it examines changes in cognitive, emotional and social development across the life span and how they are impacted by the social environment. Enrollment in this course is restricted to nursing majors.	3.00
PSY-205	Forensic Psychology	This course focuses on the application of psychological theory, concepts and principles to civil and criminal justice systems, with a focus on the practice of forensic psychology.	3.00
PSY-206	Introduction to Trauma Informed Care	This course is designed to introduce students to the meaning of trauma, the incidence and prevalence of trauma and the effects of trauma on human development. Students will learn what it means to provide client centered care in a trauma informed manner, and will be provided an introduction to evidence based trauma treatments. Active participation of students in this class will include open discussion of material presented as well as practical application of the course material. Self-assessment, awareness and growth are central to the student experience in this course.	3.00
PSY-207	Sports Psychology	This course is designed to provide students with an understanding of the theories and concepts involved in the psychology of sport, a field of study in which the principles of psychology are applied in a sport setting. These principles (which include but are not limited to goal setting, focus, motivation, and imagery) are often applied to enhance the performance of teams and individuals. Additionally, the role of personality and social settings that influence thinking, performance, and the development of sportsmanship will be explored.	3.00
PSY-209	Dementia: Awareness Understanding Bp Cr	This course defines dementia and identifies characteristics of Alzheimer's disease and related dementias. In addition, it examines the many different aspects of dementia: assessment and diagnosis, communication and behavior management, and end-of-life care. It also, focuses on best practices for care and provides practical resources for working with individuals with dementia that can be applied to professional careers in the field of geriatrics.	3.00
PSY-210	Psychopathology	This course examines atypical personality development and psychopathology; includes etiology, diagnosis, prognosis and treatment of disorders.	3.00
PSY-211	Fundamentals of Biopsychology	An introduction to biological bases of behavior in humans and animals. Topics include basic neuroanatomy, neurophysiology, information transmission, neuropathology, sensory-motor functions, biochemical processes, and psychopharmacology, with applications to human behavior and intervention.	3.00
PSY-212	Counseling & Communication Skills	The course is an integrated theory and practice approach to the study of communication styles, communication skills, basic counseling skills and elements of helping relationships. Students will explore the nature and dynamics of the helping encounter, develop interpersonal communication skills, and engage in opportunities for skill development through peer helping practice sessions.	3.00

PSY-213	Human Sexuality	This course focuses on a comprehensive and research-based exploration of the study of human sexuality. The course examines theoretical approaches, sex research, anatomy, sexual development, sex and gender, relationships, and behavior. Students will learn about different identities and perspectives, and evaluate related social issues with a critical lens.	3.00
PSY-221	Child Psychology	Study of the successive stages of growth and development from conception through adolescence: social, emotional, intellectual, moral, perceptual, behavioral, and physical development.	3.00
PSY-222	Adolescent Psychology	Learning and personality theory of adolescent period; emphasis on problems arising out of physical development, sensory changes, mental growth and emotional maturity.	3.00
PSY-246	Issues in Gerontology	Survey of current social issues regarding the aging population. Topics such as social needs, delivery of services, legislation, advocacy, and ethics and legal issues will be covered.	3.00
PSY-260	Death and Dying	Survey of dying as a social act; examination of selected topics; social concepts and attitudes on death and dying; social methods of dealing with death, effects of death on social groups, demographic concepts, euthanasia, legal aspects.	3.00
PSY-285	Therapeutic Activities for the Elderly	This course is designed to acquaint students with various forms of activities structured to meet the physical, social, and intellectual needs of the aging population.	3.00
PSY-299	Selected Topics in Psychology		3.00
PSY-300	Addictions, Dynamics and Interventions	An introduction to the psychological, sociological and physiological dynamics of abuse, dependency, and addictions and an overview of counseling intervention models designed to help the student identify and become familiar with current counseling approaches in the treatment of addictions. May be taken for sociology credit.	3.00
PSY-304	Mindfulness and Positive	This course will provide students with an introduction to the art and science of mindfulness and the emerging field of Positive Psychology. Mindfulness helps foster improvement in quality of life, awareness, satisfying relationships, well-being and increased positivity which are intimately connected to the foundations of Positive Psychology. Students will learn about these fields focused on building upon one's strengths, virtues as well as cultivating resilience. This course will cover research, traits, techniques and real-world applications with various tools and approaches. Through scholarly journal articles, text readings, discussions, reflective writing exercises and digital learning tools, students will gain a better understanding of how mindfulness, Positive Psychology, and happiness play a role in one's personal and professional contexts.	3.00
PSY-305	Health Psychology	Students will study the application of psychological principles to health and wellness. Topics will include illness perception and prevention, health enhancing and health compromising behaviors, the effects of stress on health, patient provider interactions, factors influencing utilization of health services and the management of chronic illness.	3.00
PSY-312	Research Methods	Examination of aims and methods of behavioral and social scientists; theory and practice in the techniques of scientific research and scientific writing.	3.00
PSY-314	Ethical Issues in Beh & Social Sciences	Study of major current ethical and controversial issues in the behavioral and social sciences with emphasis on providing a framework for the development of an appreciation of the issues and the ability to evaluate the issues analytically and critically. (Fall course)	3.00
PSY-320	Experimental Psychology	Introduction to fundamental techniques of psychological experimentation; theoretical and laboratory examination of processes underlying behavior.	3.00
PSY-321	Group Processes	Introduction to group dynamics with focus on the theory and practice of group models in education, community health, and mental health settings; includes a review of best practices and ethics in group work, and opportunities for the student to examine personal behaviors in group interaction and to participate in group leadership (required course components).	3.00

PSY-322	Psychology of Personality	A study of the normal personality including structure, dynamics and theoretical approaches, exploration of patterns of adjustment, and the methods of personality assessment.	3.00
PSY-323	Psychology of Gender	An analysis of the male and female personality; special consideration given to biological, intellectual, motivational, and achievement characteristics.	3.00
PSY-341	Social Psychology of Aging	(For description see SOC 341).	3.00
PSY-350	Counseling Theory & Practice	An integrated approach to the study of basic helping relationships utilizing theory, practice, and case applications; exploration of the nature and dynamics of the helping encounter in addition to strategies and interviewing techniques.	3.00
PSY-370	History of Psychology	Comprehensive investigation of historical antecedents of contemporary psychology. Philosophical roots and major theorists and paradigms are examined. Enrollment limited to juniors and seniors psychology majors.	3.00
PSY-4000	Psychology-Capstone	Regular class meetings will involve reading and discussing seminal works in the field. Under the direction of the faculty member, students will select a topic relevant to their discipline for in- depth research and report the results of their work orally and in writing. In addition, students will be required to engage in a service project congruent with their research.	3.00
PSY-420	Promoting Global Health Thru Comm Engage	Promoting Global Health through Community Engagement is an interdisciplinary global servicelearning course. Students will research Jamaican society and culture, education, health, and mental health systems and develop health/mental health education trainings and activities for adolescent residents of Mustard Seed Communities in Kingston, Jamaica. This experiential learning course prepares students to apply public health education and psychoeducation skills in a global setting, therefore participation in the 8-day international travel is a mandatory requirement of the course (students will complete the course in spring and travel in summer). Eligible students must have a major or minor in public health, a major in psychology, or a minor in counseling and interpersonal relations. 3 credits. PUB Pre- or Co-Requisites: PUB-240 or PUB-310, and PUB-200 PSY Pre-Requisites: PSY 100 and PSY 200.	3.00
PSY-435	Psychology Practicum	This course is designed to afford senior psychology majors a practical experience in the application of psychological theory and research. With the recommendation of the psychology faculty and the approval of the program coordinator, students may work in a 40-hour-per-credit practicum opportunity. The practicum setting must provide a learning opportunity consistent with the learning outcomes of the program. Students must consult and meet with the program coordinator during the semester prior to the semester when the practicum will be completed to have the practicum site approved.	3.00
PSY-437	Special Topics	Investigation of a selected topic or topics designed to integrate and deepen the students' comprehension and application of psychology.	3.00
PSY-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of involved faculty and permission of the Chairperson, the Dean of the School of Arts and Sciences and the Vice President for Academic Affairs.	1.00
PSY-450	Research Seminar	Research under the direction of a faculty mentor on a topic chosen by faculty and/or students. Work is reported orally and in writing.	3.00
PUB-100	Introduction to Public Health	This course will provide students with a broad overview of the field of public health in the United States and around the globe. Students will understand the purpose and breadth of public health and explore the impact it has on their own and others' lives. In addition, students will be introduced to the people and organizations who do the work of public health and the challenges they face.	3.00

PUB-200	Health Behavior and Health Education	This course will examine the relationship between behavior and health and explore the many factors that affect health behaviors including social determinants. Health behavior theories will be explored to understand underlying causes of individual and community behavior. Students will explore strategies for affecting and changing behavior as an approach for protecting or promoting health.	3.00
PUB-210	Public Health Policy and Advocacy	In this course, students will examine the role of policy in health and healthcare, comparing systems of healthcare in the US and other countries. Students will learn strategies to influence health policy and act as advocates for public health.	3.00
PUB-220	Community Needs and Capacity Assessment	Students will learn how to identify assets and needs in a community to facilitate the development of health education interventions appropriate for specific communities. Strategies for engaging community stakeholders and developing partnerships will be addressed.	3.00
PUB-230	Environmental Health	Students will learn about the relationship between the physical environment and human health, and how environmental exposures impact communities. Strategies for affecting environmental health will be explored.	3.00
PUB-240	Human Disease and Disease Prevention	In this course, students will examine common diseases affecting human populations around the globe and the biological processes that contribute to those diseases. Students will explore strategies to prevent common diseases. This course introduces concepts that will be explored in more depth in PUB 310 Introduction to Epidemiology.	3.00
PUB-250	Health Communication Strategies	This course will provide students with an introduction to health communications. Students will learn how to develop and implement effective, accessible, ethical, and culturally appropriate health communications.	3.00
PUB-299	Selected Topic in Public Health	This course focuses on exploration of a topic selected by the instructor. It is designed to expand students' understanding of the field of public health. This course may be repeated for credit if the topic changes.	3.00
PUB-300	Managing Public Health Organizations	In this course, students will review key public health organizations and compare systems of healthcare in the US and other countries. Public health management and leadership skills will be introduced, including those needed for implementing health interventions.	3.00
PUB-305	Health Psychology	The students will study the application of psychological principles to health and wellness. Topics will include illness perception and prevention, health enhancing and health compromising behaviors, the effects of stress on health, patient provider interactions, factors influencing utilization of health services and the management of chronic illness.	
PUB-310	Introduction to Epidemiology	In this course, students will develop an understanding of the field and methods of epidemiology. Students will examine disease surveillance systems around the world and explore strategies used to understand disease cause and spread and to improve population health.	3.00
PUB-320	Research Methods for Public Health	Students in this course will examine quantitative and qualitative research methods commonly used in public health. Students will learn to critique and design public health research. An emphasis will be placed on ethics in research design and implementation.	3.00
PUB-330	Planning/Eval Pub Hlth Interventions	In this course, students will integrate their understanding of human health, determinants of health, health data, research, and strategies to affect health into the development of health education and promotion interventions designed to meet the needs of communities. Students will learn how to develop an effective intervention to address the identified need, and how to design and implement an evaluation and use evaluation results to improve health.	3.00

PUB-340	Public Health Across the Life Course	Life course epidemiology explores how socioeconomic and behavioral determinants of health experienced at different stages of the life course or across generations can influence health and wellbeing, both in the individual and the community. The course will investigate how life experiences, exposures, and genetics at any point in the life course but especially in the prenatal period and in childhood/adolescence can result in disease risk and poor health outcomes as adults. These factors can also lead to disparities in the determinants that create social and health inequities. The first part of the course will explore the developmental stages and needs ranging from prenatal to the older adult that influence health outcomes. The second part of the course will examine the effects of the life course on selected public health challenges emerging from health inequities. Using a systems thinking approach, students will be asked to analyze the evidence to understand the mechanisms and social determinants which lead to poor health outcomes. The interdisciplinary approach to the course welcomes students from all majors.	3.00
PUB-420	Promoting Global Health Thru Comm Engage	Promoting Global Health through Community Engagement is an interdisciplinary global service learning course. Students will research Jamaican society and culture, education, health, and mental health systems and develop health/mental health education trainings and activities for adolescent residents of Mustard Seed Communities in Kingston, Jamaica. This experiential learning course prepares students to apply public health education and psychoeducation skills in a global setting, therefore participation in the 8-day international travel is a mandatory requirement of the course (students will complete the course in spring and travel in summer). Eligible students must have a major or minor in public health, a major in psychology, or a minor in counseling and interpersonal relations. 3 credits. PUB Pre- or Co-Requisites: PUB-240 or PUB-310, and PUB-200 PSY Pre-Requisites: PSY 100 and PSY 200.	3.00
PUB-437	Special Topics	Investigation of a selected topic related to public health identified by faculty as useful to the student's developing knowledge and competence in the field. This course may be repeated for credit if the topic changes.	3.00
PUB-480	Public Health Professional Seminar	This course provides students with an opportunity to examine the dimensions of professionalism in public health. Students will learn keys to professional success, including networking, navigating organizational culture, contributing to an effective team, responding to varied leadership styles, setting professional goals, seeking professional development, and preparing for the Certified Health Education Specialist Exam (CHES). During this course, students will identify their internship site for PUB 490, meet with their future internship site supervisor, plan their major internship project(s), prepare their internship learning agreement, and submit their internship proposal, specifying the scope and major projects of the internship. Limited to public health majors.	3.00
PUB-490	Public Health Internship	The public health internship is an opportunity for public health majors to apply the skills and knowledge they have learned in their courses, form relationships with public health professionals in the community and polish their professionalism. Each student will spend approximately of 120 hours working in a public health organization in the community (10 hours/week for 12 weeks). Students' time at the internship site should be primarily spent doing the work of a public health professional. Students will be required to submit timesheets and reflection papers throughout the internship, and present their work at the end of the semester. Students must have a signed learning agreement with the internship site that has been approved by their advisor prior to beginning the internship.	3.00
PUB-495	Public Health Grant-Writing Capstone	Students will work in teams to apply their communication, planning, and evaluation skills to the development and presentation of a grant proposal seeking funding for a health education or promotion intervention. Students will also review the content of the CHES exam and develop preparation strategies. Limited to public health majors.	3.00
RC-200	Introduction to Allied Health	This foundational course introduces students to concepts essential to professional practice in respiratory and allied health disciplines. The course explores topics such as professionalism, customer service in health care, patient safety, infection control, HIPAA compliance, and ethical decision-making. Students will examine end-of-life care, healthcare disparities, and the ethical responsibilities of providers while developing effective communication and documentation skills. Emphasis is placed on professional behavior, accountability, and resilience, including strategies to recognize and manage healthcare provider burnout.	2.00

RC-210	Medical Terminology	This course will provide an in-depth study of the terminology associated with the human body with specific emphasis on the respiratory system. Emphasis will be placed on the prefixes, suffixes and roots associated with terminology necessary to function in today's health care environment. The student will apply their knowledge with a presentation on a pulmonary disease.	1.00
RC-230	Respiratory Theory I	In this course, the student will study the principles and theory of the administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy, and basic physical assessment. An overview of basic sciences applicable to respiratory care will also be provided.	4.00
RC-231	Respiratory Theory II	This course builds on the foundational respiratory care knowledge gained in the RC230, RC233, RC234 and RC240 courses. Students will explore pulmonary diagnostics, with a focus on arterial blood gas analysis, pulmonary function testing, and basic bronchoscopy. The course also introduces electrocardiogram interpretation and related cardiac assessment techniques. Through applied learning and professional practice standards, students develop the skills necessary for competent and evidence-based respiratory care in diverse healthcare settings.	3.00
RC-232	Respiratory Theory III	This course will serve as an introduction to the care and management of the patient's airway. Additionally, it will provide an introduction to the design, development, initiation, management and discontinuation of continuous mechanical ventilation.	3.00
RC-233	Respiratory and Cardiac Physiology	This course will provide in-depth coverage of the anatomy and physiology of the cardiopulmonary system. Particular emphasis will be placed on pulmonary mechanics, control of breathing and gas exchange. General characteristics of obstructive and restrictive lung disease will be addressed.	3.00
RC-234	Respiratory Pharmacology	This course will address the principles of cardiopulmonary pharmacology. It will address pharmacological agents used in the care and treatment of common cardiac and respiratory disease and conditions. It will specifically cover the mechanism of action, dosages, indications, and hazards of common cardio-respiratory medications. Routes of administration and calculation of drug dosages will be addressed.	3.00
RC-240	Respiratory Laboratory Procedures I	The application of principles and theory covered in RC 230 will be provided in a campus laboratory setting. Laboratory exercises will include: administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy, and basic physical assessment.	1.00
RC-241	Respiratory Laboratory Procedures II	The application of principles and theory covered in RC 231 will be provided in a campus laboratory setting. Laboratory exercises will include: simulated arterial blood gas sampling, performing pulmonary function testing, simulated bronchoscopy including sampling, cardiac assessment and EKG testing.	1.00
RC-242	Respiratory Laboratory Procedures III	The application of principles and theory covered in RC 232 will be provided in a campus laboratory setting. Laboratory exercises will include: care and management of the patient's airway and extensive hands-on experiences with a variety of mechanical ventilators. Emphasis will be placed on set up, maintenance and adapting/modifying the ventilator to specific circumstances.	1.00
RC-250	Respiratory Clinical Practice I	The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 230, RC 231, RC 240 and RC 241 courses. The specific competencies will entail: the administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy, and basic physical assessment.	3.00
RC-251	Respiratory Clinical Practice II	The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 230, RC 231, RC 240 and RC 241. The student will continue observation, practice and competency development of administration of medical gases, humidity and aerosol therapy, lung expansion therapy, chest physiotherapy and basic physical assessment. Additionally, the student will observe, practice and develop competency in the care and management of the patient's airway as well as the set- up, maintenance and adapting/modifying of the ventilator to specific patient conditions and circumstances. Clinical competency of all designated procedures, skills, modalities is a requirement for graduation from this portion of the program.	3.00

RC-330	Advanced Respiratory Theory I	This course will address advanced topics in physical assessment of the adult, child and newborn. It will provide more detailed coverage of the care and management of pediatric and neonatal patient. Additionally, it will address the issues of pulmonary rehabilitation, and the role of the respiratory therapist in alternative sites such as skilled nursing facilities and home care.	3.00
RC-331	Advanced Respiratory Theory II	This course will address advanced topics in critical care medicine. It will specifically cover advanced topics in airway care and management, hemodynamic monitoring and all phases of mechanical ventilation, to include: pneumatic, electric, microprocessor, fluidic, high frequency, and noninvasive ventilators.	3.00
RC-332	Advanced Respiratory Theory III	This course explores advanced concepts in pulmonary diagnostics and cardiology, with emphasis on emergency and advanced interventions including thoracentesis, chest tube management, and advanced cardiac support. Topics include noninvasive cardiology, advanced cardiac electrophysiology and ECG interpretation, disaster medicine, home care, lung transplantation, hyperbaric medicine, and an in-depth review of pulmonary function testing. The course also provides comprehensive instruction in Advanced Cardiac Life Support (ACLS).	3.00
RC-334	Respiratory Research	This course introduces the principles and practice of conducting respiratory and cardiopulmonary research. Students examine the purpose, foundations, and design of research, including literature review, evidence synthesis, simulation-based inquiry, quality improvement design, and secondary data analysis. Emphasis is placed on the critical evaluation of cardiopulmonary research literature and the ethical, professional, and regulatory considerations of research conduct. All student projects will utilize IRB-exempt methodologies and will not involve interaction with human subjects. The course culminates in the completion of a comprehensive scholarly project consistent with professional respiratory care standards and Mercy core values.	3.00
RC-336	Respiratory Pathophysiology	This course will build on the work of the Cardio-Respiratory Physiology (RC 233) course and provide a detailed account of selected cardio-respiratory diseases and conditions. The intent and purpose of the course is to specifically address the cardio-pulmonary diseases commonly encountered by the respiratory therapist on a daily basis. Specific attention will be paid to those disease states that are most likely to be encountered on the National Board for Respiratory Care's (NBRC) credentialing exam. Course format will follow specific disease etiology, clinical manifestations, pathology, diagnostic testing, prognosis, prevention and treatment (commensurate with current AARC Clinical Practice guidelines) and patient education, with emphasis on care plans and respiratory care protocols.	4.00
RC-337	Respiratory Seminar-Capstone	Discussion and presentation of professional issues and topics related to the field of respiratory care. Emphasis will be placed on preparing students for employment as well as preparation for the credentialing process. Students will engage in the job selection process, inclusive of a personal needs assessments, resume writing, and interviewing skills. Additionally, extensive coverage of computerized clinical simulations and case studies will be addressed and critical thinking and independent decision making skills will be highlighted.	4.00
RC-340	Advanced Respiratory Lab Procedures I	This lab course provides hands-on application of the principles and theory presented in RC 330. Students will practice pediatric and neonatal respiratory care procedures, including high-flow gas delivery, airway management, manual ventilation, and mechanical ventilation. Advanced pulmonary physical assessment skills for adults and children will be reviewed, along with chest imaging techniques and interpretation. The lab also includes invasive hemodynamic monitoring exercises focusing on equipment identification, insertion and troubleshooting, calculation of associated formulas, and interpretation of hemodynamic profiles.	1.00
RC-341	Advanced Respiratory Lab Procedures II	The application of principles and theory covered in RC 331 will be provided in a campus laboratory setting. Laboratory exercises will include: airway care, all phases of mechanical ventilation, hemodynamic monitoring and advanced cardiology. Additionally, it will address assisting in emergency interventions; such as, thoracentesis, chest tubes and advanced cardiac life support.	1.00

RC-342	Advanced Respiratory Lab Procedures III	This laboratory course provides hands-on application of advanced cardiopulmonary concepts through structured labs and high-fidelity simulation. Students practice advanced electrocardiography, defibrillation and cardioversion, arterial blood gas and electrolyte analysis, pulmonary diagnostic testing, and Advanced Cardiac Life Support (ACLS) team skills. The course integrates disaster medicine, emergency preparedness, and simulation-based exercises to develop clinical reasoning, teamwork, and decision-making in high-acuity and mass-casualty scenarios, including completion of FEMA IS-100 certification.	1.00
RC-350	Advanced Respiratory Clin Practice I	The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 330, RC 331, and RC 340 and RC 341. While skill development and refinement will continue for all previously covered topics, the focus of this course will be advanced topics in physical assessment of the adult, child and newborn, care and management of the pediatric and neonatal patient, equipment and procedures employed in pulmonary rehabilitation, skilled nursing facilities and home care, and advanced topics in the area of pulmonary diagnostics, bronchoscopy and sleep studies.	2.00
RC-351	Advanced Respiratory Clin Practice II	The student will be placed in selected clinical sites to observe, practice and become proficient in the performance of skills, procedures and/or modalities addressed in the RC 330, RC 331, RC 340 and RC 341. While skill development and refinement will continue for all previously covered topics, the focus of this course will be: airway care, all phases of mechanical ventilation, hemodynamic monitoring, advanced cardiology, and assisting in emergency interventions; such as, thoracentesis, chest tubes and advanced cardiac life support.	3.00
RDS-100	Radiologic Technologist License		30.00
RDS-300	Orientation/Introduction Radiologic Tech	This course is designed to provide an overview of the foundations in radiography and the practitioner's role in the health care delivery system. Principles, practices and policies of the health care organization(s) are examined and discussed in addition to the professional responsibilities of the radiographer. An overview of program policies, functional components of healthcare delivery systems and radiology administration are also introduced.	2.00
RDS-301	Patient Care	This course is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified.	3.00
RDS-302	Radiographic Proc I & Related Anatomy	This course will prepare the student to perform routine radiographic procedures of the chest, abdomen, upper extremities and shoulder girdle in the clinical setting. This will be accomplished by presentation of the required anatomy and discussion and demonstration of the radiographic positioning. The student will be assessed on competency on performance of the procedure in the laboratory setting.	3.00
RDS-303	Principles of Exposure I	This course is designed to provide a knowledge base of factors that govern and influence the production and quality of radiologic images. Density, contrast, resolution (detail) and distortion are examined and factors influencing them are discussed. Accessory devices such as grids, filters and collimators will also be discussed. Critical thinking and problem solving skills will be utilized in the diagnosis and correction of technical errors. Lecture, demonstration and labs will be utilized so that students master imaging techniques based on sound principles and practices.	3.00
RDS-305	Radiographic Procedures II	The student learns to perform routine radiographic procedures of the bony thorax, pelvis, and hip. This will be accomplished by presentation of the required anatomy and discussion and demonstration of the radiographic positioning. The student will be assessed on competency on performances of the procedures.	3.00

RDS-306	Digital Image Acquisitions & Display	This course is designed to impart an understanding of the components, principles and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving and retrieval are discussed. Guidelines for selecting exposure factors and evaluating images within a digital system are explored. Principles of digital system quality assurance and maintenance are presented.	3.00
RDS-307	Radiation Physics	This course provides the student with a comprehensive study of radiation physics covering atomic structure, electricity, magnetism, electromagnetic radiation, electric motors, operators, transformers, generators, rectification and the x-ray tube. Also includes an in depth study of the production of x-radiation and it's interaction with matter.	3.00
RDS-308	Radiation Protection	This course presents the potential for biological damage caused by radiation and how to eliminate or reduce it. Radiation units and quantities are discussed as well as methods of measurement. Dose limits for operators and patients are discussed with emphasis on the ALARA concept. Genetic and somatic effects are described as well as policies and practices to insure safe radiation limits are maintained. Agencies responsible for standards are also discussed.	2.00
RDS-309	Clinical Education II	Continuation of clinical education rotations in general radiography and fluoroscopy occur in this course. Observation and application of the principles and procedures introduced in general radiography and fluoroscopy are on-going throughout the course with opportunities for the student to perform initial competencies in the areas of the body that they have learned in the classroom and laboratory settings.	2.00
RDS-310	Clinical Education III	Continuation of clinical experience rotations give the student the opportunity to gain knowledge and practice in performing the radiographic procedures learned in the classroom and laboratory settings. The student will continue to gain confidence in their skills. The student is required to demonstrate competency in the areas of the body that they have learned in the classroom and laboratory setting.	3.00
RDS-311	Clinical Education I	Students participate in clinical education in an affiliate hospital performing procedures in accordance with the clinical competency evaluation system under direct supervision of a staff radiographer. Beginning rotations may occur at the front desk and transportation, as well as general radiography and fluoroscopy areas of the department.	2.00
RDS-321	Ethics: Medical Law; Human Diversity	This basis of ethics and ethical behavior will be introduced, as well as, solving ethical dilemmas found in the clinical setting. An introduction to legal terminology and concepts will also be presented. Informed consent and proper documentation is presented. Human diversity is addressed with the idea of promoting better understanding of patients and their families in order to provide better patient care.	3.00
RDS-4000	Registry Review Capstone	A culminating course for students in the Radiologic Technologic Program designed to prepare students for the American Registry of Radiologic Technologists (ARRT) examination in Radiography. Preparation for this examination is a crucial part of the Radiologic Technology program. Review of all sections of the examination will be reviewed utilizing learning aids from all previously taught courses in the professional curriculum as well as Radiography Prep workbooks and other preparatory learning tools. Students enrolled in this capstone course will discuss professional development and lifelong learning as it relates to healthcare. Research, image analysis and review of case studies will also be discussed.	3.00
RDS-402	Radiographic Procedures III	This course will provide the student with the ability to perform spine, skull and facial bones studies in the clinical setting. Anatomy and positioning of the spine, skull and facial bones will be presented. In addition, instruction will be given about pediatrics, trauma and mobile exams. The student will be assessed as to competency on performance of the procedures in the laboratory setting..	3.00

RDS-403	Radiation Biology & Protection	Principles of radiation biology, including the interaction of radiation with living tissue and the methods used to protect the patient, radiographer and others are the major topics covered within this course. Radiation effects on molecules, cells, tissues and the body as a whole are presented. Factors affecting biological response are discussed, including acute and chronic effects of radiation. An overview of protection is presented. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations are incorporated.	2.00
RDS-404	Advanced Imaging Techniques	This course is designed to provide radiography students with principles related to Computed Tomography (CT) imaging and sectional anatomy.	2.00
RDS-406	Image Evaluation I	This course is designed so that the student may begin critical analysis of image quality based upon theories learned and practice under direct supervision.	1.00
RDS-407	Clinical Education IV	Continuation of clinical education rotations gives the student the opportunity to gain knowledge and practice in performing radiographic procedures learned in the classroom and laboratory setting. The student will continue to advance in their skills and confidence. Competency exams are still in progress. The student slowly shifts to indirect supervision per JRCERT and program guidelines.	3.00
RDS-408	Radiographic Pathology	This course is designed to provide the student with an introduction to pathology related to medical- surgical diseases and injury. Diseases that are demonstrated using radiographic procedures are the primary focus. The various modalities used to demonstrate pathologies are also discussed.	3.00
RDS-409	Advanced Imaging Techniques II	This course is designed to enhance the knowledge base of general radiographic equipment requirements and design. Included topics include: Image intensification, viewing and recording systems, digital fluoroscopy, linear tomography, mobile units and AEC devices.	3.00
RDS-410	Radiographic Procedures IV	Various forms of contrast media and its delivery are reviewed in this course. The procedures involving the digestive, urinary and biliary systems are studied in detail.	2.00
RDS-411	Image Evaluation II	This course is designed so that the student may continue critical analysis of image quality based upon theories learned and practiced under direct supervision.	2.00
RDS-413	Clinical Education V	Continuation of clinical education rotations gives the student the opportunity to gain skill in the procedures learned in the classroom and laboratory setting. At this point in time, the student should be confident in performing all basic radiographic procedures. Competency exams are still on progress. The student should be able to work under indirect supervision per JRCERT and program guidelines. Opportunities to rotate through advanced modality areas are often offered.	3.00
RDS-415	Clinical Education VI	Continuation of clinical education rotations gives the student the opportunity to ensure that a broad knowledge and comfort level in performing all radiographic procedures under indirect supervision has been attained before graduation. The terminal competencies are completed at the conclusion of the semester if required.	3.00
RDS-420	Pharmacology & Drug Administration	This course is designed to provide basic concepts of pharmacology. The theory and practice of basic techniques of venipuncture and administration of contrast agents and/or intravenous medications is included. The appropriate delivery of patient care during these procedures is emphasized.	2.00
RS-000	Encountering Sacred Writings		3.00
RS-101	Introduction to the Old Testament	Various religious themes are examined, such as covenant, messianism, eschatology, redemption and prayer. Students are encouraged to appreciate the various writing genres of Old Testament literature, such as its creation stories, prophetic literature, apocalyptic and wisdom motifs expressed in Hebrew poetry.	3.00
RS-102	Introduction to the New Testament	Situating New Testament books within covenantal expectations is established as a foundation. The various genres of New Testament literature are explored, such as gospel writing, letters, and apocalyptic and theological history. Religious motifs from the various genres are selected for deeper analysis, such as justification in the Pauline letters.	3.00

RS-105	Life and Meaning of Jesus	A portrait of the historical Jesus provides the foundation for the course. From this basis, various theological doctrines are studied, such as the nature of resurrection, explanations of redemption and salvation and the ecumenical implications of Christological statements.	3.00
RS-111	History of Christianity	The course examines the development of Christianity from after the New Testament period until the present century. It will focus upon the major events, persons, and doctrines that have shaped this development and which also explain the current situation of separated churches within Christianity.	3.00
RS-112	Sacraments and Spirituality	The relationship between the Christian spiritual life and the sacramental and liturgical life of the Church is examined. The differences between Protestant and Roman Catholic understandings of sacraments are explored for ecumenical implications. The course concludes with the implications of sacramental life for moral decision-making.	3.00
RS-115	World Religions	The six major religions of the world, Hinduism, Buddhism, Judaism, Christianity, Islam and the Chinese religions are examined in a comparative manner. The course focuses on the historical developments of each religion and their respective treatments of common themes, such as sacred literature, moral behavior, salvation motifs and the role of prophetic figures.	3.00
RS-120	Contemporary Moral Problems	The basic principles of Christian moral decision-making and their application to current issues are examined. Some contemporary moral issues discussed include sexual behavior, racism, sexism, just war theories, capital punishment, among others.	3.00
RS-147	Christian Faith	This course examines the features of religious faith that are common to Protestant and Catholic Christianity. Basic Christian beliefs, characteristics of adult faith development, commitment to one's Christian faith in a contemporary world are treated in an ecumenically sensitive manner.	3.00
RS-160	Religions in America	This course treats the major religions found in the United States today. Their historical developments and the large diversity of beliefs and practices are examined both in a critical manner and with their ecumenical implications.	3.00
RS-165	Foundations of Christian Spirituality	Through an examination of the basic tenets of Christian faith, this course proceeds to explore the foundational elements of spirituality within a Christian context. Various themes, movements and figures from the Christian spiritual tradition across the centuries are examined and brought into dialogue with contemporary Christian living	3.00
RS-200	Paul and His Theology	The life and missionary activities of Paul the Apostle are reconstructed from both biblical and non-biblical sources. While Pauline theology is examined mainly from the authentic Pauline letters, Pauline thought from the entire corpus of letters traditionally attributed to Paul is studied.	3.00
RS-2000	Encountering Sacred Writings	This course introduces students to the issues involved in reading and understanding sacred texts, whether one reads texts as a believer or not. Given the nature of Gwynedd Mercy University, the biblical texts of the Old and New Testament form the core of the course. To provide comparisons and contrasts with the Judeo-Christian biblical tradition, some selective writings from other major religions will be examined in a limited manner.	3.00
RS-201	Writings of John	The literature of Johannine Christianity, which includes a gospel, three letters and an apocalyptic work, is the primary subject matter of this course. Comparisons and contracts with the Synoptic tradition are also examined.	3.00
RS-203	The Synoptic Gospels	The gospels of Matthew and Mark and the two-part work consisting of the gospel of Luke and Acts of the Apostles, provide the primary subject matter of the course. The Synoptic Problem of interdependence and the primary emphases of the Synoptic tradition are examined.	3.00
RS-218	Meaning and Practice of Prayer	The three monotheistic religions, Judaism, Christianity and Islam, offer rich and varied approaches to prayer. The basic beliefs of these three major religions are examined in light of their unique approaches to prayer practices.	3.00

RS-220	The Prophets	Because the prophetic literature of the Old Testament is so vast, this more specialized course treats biblical prophecy in detail. A survey of the books of the major and Minor Prophets forms the foundation of the course. Biblical prophecy and its relationship to messianic expectations are explored, as is the recurring issues of false vs. true prophets.	3.00
RS-226	Social Spirituality	This course provides students with a scriptural, theological and spiritual base from which to examine contemporary social issues. Particular emphasis is given to the place of compassion in one's everyday life, such as organ donation. Contemporary topics of euthanasia and genetic engineering are also examined.	3.00
RS-231	Bioethics	This course grounds its ethical foundation on the Judeo-Christian understanding of sanctity of life. Ethical principles and practices of decision-making, as influenced by the Roman Catholic moral tradition, are applied to specific medical-moral questions.	3.00
RS-241	Theology of Suffering	As an exploration of the theological issues that arise in the face of human suffering, this course addresses questions about God and the human condition. Particular attention is given to various kinds of suffering, to how people find meaning in the face of suffering and to sources of hope within the Judeo-Christian tradition.	3.00
RS-252	Contemporary Catholicism	After placing into a fuller context the Second Vatican Council of the Roman Catholic Church, this course examines the significant topics that have characterized more contemporary Roman Catholic discussions and aspirations since the Council ended in 1965.	3.00
RS-256	Christian Feminism	The course examines the emergent Christian feminist movement in the churches and it examines the implications of feminist theology for all persons in the churches today, both in a critical and an appreciative manner.	3.00
RS-264	Theology of Marriage and the Family	In Roman Catholic understanding, the family is the basic unit of secular society and is also essential to a proper self-understanding of the nature of the church. From biblical, ecclesial and pastoral perspectives, the course reflects upon the gift and challenges of committed love, parenting, widowhood, marriage breakdown and various roles of lay ministry. The church annulment process is examined, as are various pre-marriage preparation programs.	3.00
RS-299	Selected Topics in Religion	This course offers a detailed study of a specialized subject area that will vary based on student/faculty interest. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
RS-437	Special Topics	Specialized topics, not covered in the range of topics above are chosen by a professor for presentation on an ad hoc basis.	3.00
RS-439	Independent Study	Qualified students may request an independent study in areas not covered by existing courses. Initial permission from the faculty member and from the chairperson of the humanities division and Vice President for Academic Affairs is required.	3.00
RS-531	Bioethics	This course grounds its ethical foundation on the Judeo-Christian understanding of sanctity of life. Ethical principles and practices of decision-making, as influenced by the Roman Catholic moral tradition, are applied to specific medical-moral questions.	3.00
RTS-100	Introduction to Radiation Therapy	This course will acquaint the student with the history of radiation therapy and the terminology associated with diagnosis, evaluation and treatment of the cancer patient as well as those terms that relate to radiation dosage and radiation protection. 3 hours' lecture/lab per week.	3.00
RTS-101	Orientation to Clinical Education I	This course is designed to provide the aspiring radiation therapist with a general overview of the day-to-day activities in a modern radiation oncology department as well as observation of diagnostic imaging procedures pertinent to the practice of radiation therapy. 7.5 hours per day, 2 days per week. One-hour recitation is scheduled per week.	2.00

RTS-101R	Orientation to Clinical Education I	This recitation course is designed to compare and contrast clinical experiences observed by each aspiring radiation therapist during their clinical rotation, and is a component of RTS 101. The class meets one hour per week.	
RTS-107	Principles of Medical Imaging	This course will introduce the student to the fundamentals of medical imaging. Topics covered include: various imaging modalities pertinent to radiation therapy, accessory equipment, body planes/sections, and digital imaging as it is related to radiation therapy procedures and related terminology.	3.00
RTS-110	Orientation to the Clinical Education II	Continuation of RTS 101 with emphasis on patient care, simulation and treatment procedures performed daily in the Radiation Oncology department. 8 hours per day, 5 days per week.	3.00
RTS-200	Radiation Biology	This course covers cell biology and the biological effects of ionizing radiation on cells in culture, small animal models, and humans, including the factors that influence and determine cellular radio sensitivity. 3 lecture hours per week.	3.00
RTS-202	Prin of Radiation Oncology Patient Care	This course will provide the student with concepts and principles of patient care to include: assessment and evaluation of patient vital signs; types of treatment reactions; care of treatment reactions; pharmacology; psychological needs of the patient; venipuncture; emergency care. 2 hours lecture/lab per week.	2.00
RTS-203	Technical Radiation Therapy Principles	This course introduces the student to factors governing the choice of modality for treatment as well as principles of simulation. Also, includes factors affecting dosage delivery from both the physical and mechanical standpoint. 2 hours lecture.	2.00
RTS-204	Clinical Education I	Orientation to the clinical area with particular emphasis on patient care, simulation techniques, treatment positioning, charting, and setting of treatment parameters on console. 8 hours daily, 3 days per week. One hour of recitation is scheduled per week.	3.00
RTS-204R	Clinical Education I	This recitation course compares and contrasts the clinical experience the students observes and participates during their clinical experience, emphasis is on treatment procedures, simulation techniques and patient care. The class meets one hour per week as part of RTS 204.	
RTS-208	Technical Radiation Therapy I	This course covers the technical aspects of radiation therapy treatment techniques, as well as a review of relevant clinical oncology. Includes: site specific simulation and treatment set-up parameters; treatment reactions; procedure specific treatment aids. 3 hours' lecture/lab per week.	3.00
RTS-209	Clinical Oncology I	This course covers the clinical aspects of radiation oncology and the multidisciplinary approach in the treatment of the cancer patient. Topics covered are: site specific epidemiology, etiology, clinical work-up and diagnosis, anatomy & physiology, histopathology, staging and grading, rationale for treatment selection and prognosis. 1.5 lecture hours per week.	1.00
RTS-303	Clinical Education II	The student therapist engages in the daily activities of the radiation oncology department while participating in the medical dosimetry, brachytherapy, treatment unit and simulation rotations. 8 hours per day, 3 days per week. One hour of recitation per week.	3.00
RTS-303R	Clinical Education II Recitation	This recitation course compares and contrasts the clinical experience the students observes and participates during their clinical experience, emphasis is on treatment procedures, simulation techniques and patient care. The class meets one hour per week as part of RTS 303.	
RTS-304	Technical Radiation II	Continuation of Technical Radiation I. The technical aspects of radiation therapy treatment technique as well as a review of relevant clinical oncology are discussed. 3 lecture/lab hours per week.	3.00
RTS-305	Clinical Oncology II	Continuation of Clinical Oncology I. Clinical aspects of radiation oncology and the multidisciplinary approach in the treatment of the cancer patient are discussed. 1.5 lecture hours per week.	1.00
RTS-306	Applied Radiation Physics I	This course covers the basic principles of classical and modern physics including atomic structure, electrostatics, electrodynamism, magnetism and electromagnetism. Concepts of matter and energy interactions and radionuclide decay, principles of radiation protection and radiation oncology treatment modalities are discussed. 3 lecture hours per week.	3.00

RTS-307	Principles of Medical Dosimetry	This course covers basic calculations in detail, methods of contouring, beam modifying devices and immobilization aids. The student is instructed in all aspects of treatment planning to include contouring, hand-drawn isodose summations and calculations of dose. This is augmented by computerized treatment planning in the clinical area. 3 lecture hours per week.	3.00
RTS-308	Cross-Sectional Anatomy	This course will introduce the students to the cross-sectional and topographic anatomy of the specific body systems and will discuss the relevance to the practice of radiation therapy. 2 lecture hours per week.	2.00
RTS-320	Clinical Education III	The student therapist engages in the daily activities of the radiation oncology department while participating in treatment unit, simulation, mold room and patient care rotations. 8 hours per day, 4 days per week	3.00
RTS-400	Technical Radiation Therapy III	Continuation of Technical Radiation Therapy II. The technical aspects of emerging radiation therapy techniques and adjuvant therapies are discussed. 1.5 lecture/lab hours per week.	1.00
RTS-4000	Capstone Res Project	A research course for students designed to demonstrate understanding of the malignant process and its control. Students will be required to research a randomly selected malignancy, write a paper and give an oral presentation on the subject to their classmates and the radiation therapy program faculty. Additionally, they will write a reflection paper of the experience and how it will impact the practice of their profession and their patients. 3 hours per week.	3.00
RTS-402	Applied Radiation Physics II	Sequential continuation of Radiation Physics I, dealing with quantity and quality of ionizing radiation. Physical concepts of radiation dosimetry are covered in detail as well as methods of calibration of treatment equipment. 3 lecture hours per week.	3.00
RTS-403	Clinical Education IV	The student therapist engages in the daily activities of the radiation oncology department while participating in treatment unit, simulation, dosimetry and brachytherapy rotations. 8 hours per day, 3 days per week.	3.00
RTS-404	Advanced Medical Dosimetry	This course covers dosimetry of complex treatment planning and brachytherapy. Topics include: 3- D treatment planning, TBI, electron beam IMRT and irregular field calculations. 2 lecture hours per week.	2.00
RTS-406	TQM in Radiation Oncology	This course will discuss the development and implementation of quality control programs in providing quality patient care. 15 lecture hours.	1.00
RTS-407	Clinical Education V	The student therapist engages in the daily activities of the radiation oncology department while participating in quality assurance, quality management, advanced treatment techniques, simulation and brachytherapy rotations. 7.5 hours per day, 4 days per week	4.00
RTS-408	Applied Physics of Adv Treatment Tech	This course will cover the physics of advanced radiation oncology procedures. Topics include: HDR brachytherapy, stereotactic radiosurgery, TBI, CT simulation, conformal radiation therapy and advanced treatment techniques. 2 lecture hours per week.	2.00
RTS-410	Capstone Seminar in Radiation Therapy	A review of radiation therapy concepts included in the American Registry of Radiologic Technologists certifying examination. Concepts covered include: radiation protection, quality assurance, treatment planning and delivery, and patient care, management and education. Students are required to successfully complete a comprehensive examination in radiation therapy to complete their program of study as well as submit a portfolio of their work. 3 lecture hours per week, 8 weeks.	2.00
SCI-100	The Environment	This course is designed to make the student aware of the environment in which we live and its impact on the quality of life. Human influence on the environment will also be examined. 3 lecture hours per week. Not accepted as credit towards the biology major.	3.00
SCI-105	The Science of Forensics	An introduction to the principles of physics, chemistry and biology, illustrated with laboratory experiences and examples from the field of forensics. Emphasis is on the scientific foundations of forensic investigation. 2 lecture hours and 2 laboratory hours per week. Not accepted as credit towards the biology major.	3.00

SCI-2000	From Telescope to Microscope	This course is a scientific look at the natural world through the lens of social responsibility, considering the interrelationship of science, mathematics and technology in light of our stewardship of the universe and of each other. This course is research and writing intensive. Not accepted as credit towards the biology major.	3.00
SCI-299	Selected Topics in Science	A study of a specialized subject area which may vary based on student/faculty interest. For non- major students only. The topic, course structure and instructor will be announced prior to pre- registration. There are no prerequisites.	3.00
SCI-4000	Planet Earth	This course examines the relationship between Planet Earth and its inhabitants. Drawing from the fields of astronomy, geology, meteorology and environmental science, the course looks at Planet Earth through the lens of social responsibility; it considers the interrelationship between the physical characteristics of the planet and the characteristics and welfare of its inhabitants in light of our stewardship of the universe and of each other. The course is research- and writing-intensive. Three credits - three lecture hours per week.	3.00
SEM-110	Women Writing Women	This course examines the particular historical and social context of women at pivotal moments in history through published writings (fiction and non-fiction), performed speeches, and correspondence, all of which depict the positionality of women. In addition to developing their historical and social understanding of women, students will conduct research into a current issue or problem facing women, and propose real and practical solutions. Students complete the course by creating a document that advocates for specific solutions and that is intended for an audience who can act on those recommendations. This course meets the university's definition of writing intensive. Pre-Requisite: ENG101	3.00
SEM-111	Women and the Many Faces of Imprisonment	This course focuses on women which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism and immigration. Students will learn about the many ways in which women are imprisoned by the social conditions of our time: poverty, food insecurity, domestic violence, human trafficking and incarceration. The course will examine the experience of women and those whom the love, particularly their children. This course meets the University's definition of writing intensive.	3.00
SEM-112	Sustainability	Sustainability is the ability of a system to continue to function as it is. In terms of human society on planet Earth, sustainability is the ability of humans to survive in their surrounding environment. This course provides an overview of the considerations and problems of sustainability in our modern society. Sustainability and resilience will be studied in terms of science, society, economics, morality, and culture. Students will be required to use critical thinking in a dynamic systems context to discuss the diverse aspects of sustainability. In-depth discussions will be held on the topics of globalization, finite resource depletion, ecosystem degradation, social justice, education, climate change, energy, and diversity. Readings and lectures will be used to lay the foundations of knowledge, while discussions will allow students to explore their own opinions of sustainability problems and their potential solutions. During the last few weeks of class, students will work together to form step-by-step solutions to several modern issues. This course focuses on Earth, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00

SEM-113	Non-Violent Change in the Digital Age	Our current Digital World has brought extraordinary technological advances to our world and life. It offers the opportunity for change through nonviolent action both in personal and global terms. This course will provide an overview of how one navigates toward a global sense of identity that embraces compassion and respect for others through nonviolence. Students will read and discuss how digital means can be used to initiate change on both personal and macro levels. This course focuses on non-violence, one of the five critical concerns of the Sisters of Mercy: Earth, non-violence, racism, immigration, and women. This course meets the University's definition of writing intensive.	3.00
SEM-114	Childhood Obesity	This seminar course will lead participants through an in-depth examination of the issue of childhood obesity in the United States. It will take a multidisciplinary approach, examining the issue's history, contributing factors, layers of implications (physical, psychological, educational, and economic) for both individuals and communities, and the effectiveness of current intervention programs. The work will culminate in a final project in which students design a comprehensive and innovative intervention plan. The class will highlight the unique impact of childhood obesity on the Latino community in the United States. In doing so, the course will focus on immigration, one of the five critical concerns of the Sisters of Mercy: Earth, non-violence, racism, immigration, and women. This course meets the University's definition of writing intensive.	3.00
SEM-115	Examining 'Post-Racial' America	This interactive, multi-media course will examine the idea and feasibility of the post-racial America concept through a cultural and political lens, and will challenge students to develop and write about their own related theory/belief system based on readings, videos, in-class or online discussions covered in the course. The following topics will be covered: 2016 Presidential Election, Tea Party Movement, Black Lives Matter, #OscarsSoWhite Campaign, White Privilege, race blindness. This course focuses on racism, one of the five critical concerns of the Sisters of Mercy: Earth, Immigration, Non-violence, Racism, and Women. This course meets the University's definition of writing intensive.	3.00
SEM-116	Immigration & Criminal Justice System	Students take a historical journey through the evolution of immigration laws and how the criminal justice system has often been used to enforce these policies. Starting with early laws like the "Alien and Sedition Act" to more contemporary policies such as the Sanctuary movement, 287 g contracts, and DACA students will examine the reasons for these policies, as well as the intentional and unintentional consequences to undocumented, and documented immigrants their families, the criminal justice system and the community as a whole. This course addresses immigration and racism, which are two of the five critical concerns of the Sisters of Mercy. This course meets the University's definition of writing intensive. Pre-requisite: ENG101	3.00
SEM-118	Psychology of Non-Violence	This SERVICE-LEARNING course presents the issues of interpersonal (domestic/sexual) and intrapersonal (self-injury/suicide) violence through a psychological lens with a special focus on mental health, social justice, advocacy for affected populations, and strategies for the promotion of NONVIOLENCE, a Critical Concern of the Sisters of Mercy. Students will engage in discussion, research related topics, participate in mandatory violence prevention training, and work with community partners (on and off campus) to create and implement community action/advocacy plans to promote nonviolence. NOTE: To fulfill the requirements of the course, students will engage in a minimum of 12 meaningful direct or indirect service hours in support of populations affected. Due to the sensitive nature of the material presented, this course is recommended for students in their second year and above. This course meets the University's definition of writing intensive. Pre-Requisite: Successful completion of ENG 101.	3.00

SEM-120	The Power of Story	This course focuses on stories as the lens through which we understand ourselves and others. Through exploring a wide range of stories as well as examining our personal narratives, students will learn the power of story in shaping the human experience. Emphasis will be placed on identifying and challenging our narrative lens and exploring how story can be used to provide a voice for historically oppressed, marginalized, or disenfranchised people. This course focuses on racism, one of the five critical concerns of the Sisters of Mercy: earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-140	The Sociology of Jazz	This course will explore how jazz was birthed New Orleans through the confluence of the end of slavery and the increase in immigration in this most cosmopolitan American city. From early traditional jazz, to the end of World War I and swing era positivity, to the end of World War II and the development of bebop and hard bop created by radical musicians, mostly black, who were looking for a voice, jazz has always evolved with the times. Jazz music reflects the time in which it was written and our everchanging American culture. This course will address the topic through the lens of immigration and racism, both Critical Concerns of the Sisters of Mercy, by exploring how the large influx of immigrants into New Orleans, as well as how slavery and its eventual end contributed to the development of a new art form called Jazz. This is a writing intensive course. English 100 is a pre-requisite for this course.	3.00
SEM-150	Confronting Racism: Health Equity&Mercy	Racism is a public health issue embedded in historical and structural inequities that continue to shape health outcomes today. This course engages students to answer questions such as: how can mercy shape our understanding of social justice in public health? How can we center mercy in anti-racist work? Through a public health lens, students will critically examine how structural inequities impact health outcomes and explore pathways toward health equity by engaging with both scholarly research and community initiatives. Through research, reflective writing, and discussions, students will explore strategies for promoting equity and advancing justice. Students will conduct research incorporating interviews and critical analysis to examine the effects of systemic racism on marginalized communities. Through this project, students will consider solutions to promote equity. This course focuses on antiracism and non-violence, two of the critical concerns of the Sisters of Mercy: earth, non-violence, racism, immigration, and women. This course meets the University's definition of writing intensive.	3.00
SEM-162	Rise of Atlantic World	Through a careful analysis of primary sources and interpretive essays, this course examines developments in the Atlantic World across four continents (Europe, Africa, North America, and South America) throughout the period from about 1450 to about 1830. It takes a comparative cross-cultural and transnational approach that emphasizes ideas and institutions. Some of the topics covered are: the origins of the Atlantic world; European colonial expansion; the Columbian exchange; migrations of peoples; Atlantic economies; religion, culture, and society; imperial conflicts; and independence movements. A colloquium approach is used rather than a lecture format. Students will actively read, reflect upon, and respond to course material. This course focuses on Racism, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00

SEM-163	Immigration & Ethnicity in Amer. History	Through a careful analysis of primary sources and interpretive essays, this course examines the history of the United States as an experience of immigration and ethnicity from the colonial period to modern times. It takes a comparative cross-cultural approach that emphasizes identity, ideas, and institutions. Some of the topics covered include: settlers, servants, and slaves; citizenship and migration; European migration and national expansion; national citizenship and federal of immigration; colonialism and migration; immigrant incorporation, identity, and nativism; and patterns of inclusion and exclusion. A colloquium approach is used rather than a lecture format. Students will actively read, reflect upon, and respond to course material, rather than merely receive information that is presented to them. This course focuses on immigration, which is one of the five Critical Concerns of the Sisters of Mercy: earth; nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-164	Capitalism & Socialism in Modern Britain	This course examines the tension in the search for economic freedom and for economic justice in the modern era through the complex rivalry between capitalism and socialism. It focuses on Great Britain, where capitalism became formalized in Adam Smith's Wealth of Nations and where various efforts to create socialist societies have been made. As a signature seminar course, it addresses the broader value of social justice, engaging the specific critical concern of immigration (opportunity v. exploitation). This course requires travel to Great Britain during the first week of January 2019, with scheduled visits to sites related to Adam Smith in Edinburgh; Robert Owen's utopian community at New Lanark, near Glasgow; the Mercy Heritage Centre in Bermondsey, London; and Karl Marx's grave in London.	3.00
SEM-165	Peacemaking Past & Present	This course examines ideas and efforts from the ancient past to the present day aimed at promoting and maintaining peace within and among societies. It emphasizes the diversity of approaches to peacemaking and how those approaches intersect with political, cultural, economic, scientific, and other contexts. This course focuses on nonviolence, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-191	Psychology of Spirituality	This course draws on an interdisciplinary approach to explore various spiritualities with a particular focus on women in the context of psychological and developmental theory and research. It examines the relationship between psychology, religion, and spirituality as well as various spiritual practices. This course focuses on Women, one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-192	Middle East Conflict: Exile & Belonging	This course focuses on the Middle East conflict in exploring issues and dynamics of exile and belonging in Israel and Palestine through the lens of religion. In exploring these issues and dynamics, we will examine alternative ideas and perceptions, particularly, contemplation of non-violence in this conflict. This will open up different ways to consider the religious problems of exile and belonging in regard to co-existence in Israel and Palestine. The course focuses on non-violence, one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. This course meets the University's definition of writing intensive.	3.00

SEM-213	Literature & Environment	This course explores the human connection to the natural environment, in mostly British and American literature from the eighteenth through twentieth centuries. This exploration will combine readings in fiction, poetry, and non-fiction sources to understand better our connection to the world around us and our function within it. In addition to exploring this in literature, students will be asked to develop and express an understanding of their own connection to the environment and the choices they make about it, based on the value systems studied. This course focuses on the earth, one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-214	SEM 214 Divas of Music: From Bingen to Beyonce	This course is an interdisciplinary survey of the history of women in music, illuminating the contribution of women composers, conductors, patrons, and performers and the ways in which they have influenced Western and American musical traditions (including classical and popular music). Some key figures to be covered will include Hildegard von Bingen, Fanny Mendelssohn Hensel, Clara Schumann, Nadia Boulanger, Marian Anderson, Madonna and Beyonce. The course will investigate depictions of women in music as well as culture, reinforcing one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. The course meets the University's definition of writing intensive.	3.00
SEM-215	The Bible as Literature	This course explores the Bible as a work of literature, including its mythical, historical and cultural contexts, using appropriate critical concepts. Readings will be in the major books of the Old and New Testaments (New Revised Standard Version). This course focuses on women, one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-216	Role of Women in the Graphic Novel	This course examines the roles and representations of women in graphic novels from the comic book archetypes to complex female characters and contemporary authorial voices. This course focuses on women, one of the five critical concerns of the Sisters of Mercy: women, non-violence, earth, anti-racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-217	Conflict & Peace in Science Fiction	This course introduces students to the genre of science fiction literature and its unique ability to examine social, ethical, and cultural issues by placing them outside reality. Students will explore a variety of science fiction works, both literary and film, focusing on issues of non-violence. The speculative nature of the genre allows writers to depict how alternate or future histories deal with issues of violence, conflict, and peace. Can these works offer audiences a new vision of how we might approach these same issues on our home planet? This is one of the questions we will explore in this course. This course focuses on non-violence, which is one of the five critical concerns of the Sisters of Mercy: Earth, non-violence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-218	Women in the Christian Scriptures	This seminar explores the Bible's New Testament as a literary and spiritual text, including its mythical, historical, theological, and cultural contexts, using appropriate critical concepts. Readings are in the major books of the New Testament (New Revised Standard Version). We will have a particular focus on women of the New Testament and the parts they play in the text, exploring also scholarly research on several related topics.	3.00
SEM-220	The Ethics and Politics of Capitalism	This is a course that explores the religious and philosophical underpinnings and moral implications of contemporary capitalism and its relationship to human flourishing and human suffering.	3.00

SEM-315	Personal Finance	This course introduces the student to the subject of personal finance and the importance of financial planning. The course intends to raise student awareness of the many financial challenges that will affect their lives. Proper preparation will be the focus. Key areas of credit management, insurance and retirement planning will be included the topics covered. The course will emphasize the value of short and long-term financial planning. This course focuses on sustainability/earth which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-316	Wonder Women: Guardians for Galaxy & You	This course will explore the seven themes of Catholic Social Teaching: Life and Dignity of the Human Person, Call to Family, Community, and Participation, Rights and Responsibilities, Option for the Poor and Vulnerable, the Dignity of Work and the Rights of Workers, Solidarity And Care for God's Creation along with the Critical Concern of the Sisters of Mercy. It will focus on non- violence, which is one of five critical concerns of the Sisters of Mercy: Earth, Immigration, Non- Violence, Racism, and Women. This focus will be achieved through the study of prophets and stories of nonviolence and how "you" can make a difference through purposeful actions and choices in your chosen career. This course meets the University's definition of writing intensive.	3.00
SEM-317	Happy and Healthy! For Whom?	This course will explore the health disparities that exist in healthcare delivery systems and community-based organizations throughout the country. Through the study and understanding of at-risk populations, public health policy, and geographic location, this course will show "The Corner of Happy and Healthy" is far out of reach for those communities embedded in poverty and violence. This course focuses on racism, one of the five critical concerns of the Sisters of Mercy: Earth, immigration, Non-Violence, Racism, and Women. This course meets the University's definition of writing intensive.	3.00
SEM-318	Leadership: a Question of Chromosomes?	This course will introduce students to theories of leadership with a special emphasis on women. In a world traditionally dominated by male leadership, this course will explore the challenges and prejudices that women face when seeking and attaining leadership roles that often call for nonconventional and radical approaches. This course will introduce both historical and contemporary women who have adapted theories of leadership, through determination and grit, which has paved the way for the mantra "the future is female." The course addresses the Sisters of Mercy critical concern of women and meets the University's definition of writing intensive.	3.00
SEM-361	Embracing Indiv W Sp Needs Prof Practice	Current trends require the development of strategies and services to meet the needs of the growing adult populations of special needs individuals who live in the mainstream community. Meeting these needs presents unique challenges. This course focuses on the understanding, inclusion, and appreciation of people with special needs and their families in order to support the integration of people with disabilities into community life. The objectives provide for evidence- based practices that allow professionals to best meet the needs of these individuals and their families in a variety of disciplines. Since this course focuses on increasing the quality of life for an often oppressed segment of our society, it addresses the critical concern of non-violence of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-362	Personal/Profess Ethics Mercy Perspectiv	This course will focus on both personal ethics, how one lives one's life, and professional ethics, how one functions in his/her professional career. This will all be discussed through a Mercy perspective. Students will explore how a personal code of ethics is developed and how one lives out that personal code. This course will also explore codes of ethics for multiple disciplines/professions and their impact on how one functions in his/her profession. This course focuses on Nonviolence, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00

SEM-363	Critical Consciousness-Understand Oursel	Living with a critical consciousness requires that we are able to examine our personal lives as well as the political, social, religious, and psychological contexts in which we find ourselves. Through an interdisciplinary course of study participants will view the disciplines of science, literature, history, education as means by which both we and the world have been constructed. Students will play an active part in the class through reading, reflecting, and responding to course material. This course focuses on Racism, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-364	Spirituality of the Child	This course explores spirituality from the developmental, creative, and present-moment perspective of the young child, with particular focus on the works of Robert Coles, Aline Wolf, and various peace educators. Concentrating on the child as spirit-in-action, we explore creativity, acceptance of difference, and non-violence as elements of childhood development that are in need of nurturing. Through our own spiritual awareness and the use of practical activities, we adults can foster this natural development of spirit in children. This course focuses on non-violence, one of the five critical concerns of the Sisters of Mercy: Earth, Immigration, Non-violence, Racism, and Women. This course meets the University's definition of writing intensive.	3.00
SEM-407	Human Trafficking	This course draws on the work of Viktor Frankl and uses a philosophical lens to explore human trafficking in its assault on human dignity, human rights and human flourishing. We will do this through the historical, social, political and economic contexts of human trafficking. This course focuses on Women, which is one of the five concerns of the Sisters of Mercy: Women, earth, nonviolence, racism and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-453	Caring & Human Experience in Society	This course explores the experience of human caring through the contributions and perspectives of multiple scholars, utilizing a multicultural lens. Nonviolence, one of the Critical Concerns of the sisters of Mercy, is a central focus. Students will engage in complex examination of the meaning of human caring and human responses. Human Caring Science, humanities-based learning activities and an interdisciplinary approach will be incorporated. Critical thinking, creativity, empathy and personal development will be emphasized. This course focuses on Nonviolence, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00
SEM-454	Global Learning: Why Does It Matter?	This course explores global learning through a multifaceted lens incorporating a variety of social, cultural, historical, economic, ethical and political perspectives. The implications of these perspectives as well as the interconnectivity of all humanity are addressed. Selected local and global challenges are discussed. The requisite knowledge, attitudes and skills for living in a global, humane world are emphasized. This course focuses on Earth, which is one of the five critical concerns of the Sisters of Mercy: Earth, nonviolence, women, racism, and immigration. This course meets the University's definition of writing intensive.	3.00

SEM-455	Women in Science	This course focuses on the critically important contributions made by women scientists of past and present. Special emphasis will be placed on those women awarded the Nobel Prize for scientific accomplishments in their disciplines. Students will acquire an appreciation of the professional obstacles circumvented by these courageous innovators who have significantly impacted the realm of the scientific world. Science and technology are often considered to be the forte of men. However, the numerous gifted women scientists highlighted in this course are credited with crucial contemporary discoveries and inventions and are recognized by their communities of interest within the world of science. This course will also explore the influence exerted by women scientists in their ongoing contributing roles in shaping future generations of women in science. This course focuses on one of the five critical concerns of the Sisters of Mercy of the Americas, women, earth, non-violence, racism, immigration, namely earth and being merciful stewards of mother earth through responsible scientific practices. This course meets the University's definition of writing intensive.	3.00
SEM-460	Environmental Feminisms	This course explores the nexus between women and nature. The connection between gendered oppression and environmental destruction has been demonstrated for decades. This course goes beyond ecofeminist theorizing to explore the current problems and practical applications related to universal equality and environmental justice. Students will be encouraged to explore intersectional, decolonizing, and non-dualistic ways of thinking about environmental feminist concerns. Academic and creative writing skills will be utilized to express students' ideas and hopes for a sustainable and socially just future. This course focuses on Women, which is one of the five critical concerns of the Sisters of Mercy: Earth, Nonviolence, Women, Racism, and Immigration. This course meets the University's definition of writing intensive.	3.00
SEM-501	Technology for Good	Technology for Good focuses on nonprofit use of digital media such as social media and websites that address issues the Sisters of Mercy Critical Concerns with a special focus women. Specifically we will review and critique nonprofit digital media for good that address women's issues, earth, and nonviolence. Some organizational social and digital media we will review include: Susan G. Komen, Girls Who Code, and more.	3.00
SEM-520	Green Marketing	This signature seminar will explore the dynamic relationship between ethical marketing, mindful consumption, and protecting our planet, rooted in the Sisters of Mercy's critical concern for the Earth. This course will seek to understand and outline ways businesses can thrive economically while positively impacting the Earth's well-being. We will explore mindfulness in an over-consumption culture while critically examining current marketing practices and consumer behaviors. A deep dive into conscious marketing, consumer empowerment, and corporate social responsibility will help shape a more sustainable future where businesses prosper alongside a vital Earth.	3.00
SLP-400	Phonetics	Focuses on the typical production of speech sounds, transcribing speech using the International Phonetic Alphabet, analyzing the acoustic properties of speech sounds, provides a foundation for understanding of typical and atypical speech development and patterns and regional and foreign accents. The course also includes an introduction to speech sound disorders in pediatric populations.	3.00
SLP-410	Language Development	Focuses on the development of spoken and written language in humans from birth through early adulthood. The course emphasizes the role of environment and human biological factors utilized in learning to communicate with words, sentences, and narratives. It also covers the development of reading and writing.	3.00
SLP-420	Anatomy/Physiology Speech-Lang/Swallowin	Provides foundational information of the structures(anatomy), function (physiology), and neural controls of the structures used for speech, language, swallowing, respiration, and related behaviors in humans. Particular emphasis will be placed on neurological structures & functions associated with speech, language, and swallowing.	3.00

SLP-430	Intro to Audiology & Aural Reh	Presents basic principles and techniques of hearing evaluation, including pure-tone, speech, immittance, and advanced audiometry; hearing conservation in hospital, school, and industrial settings; and identification, evaluation, and rehabilitation of auditory pathologies. Covers aural rehabilitation techniques and services. Includes in screening and pure-tone audiometry.	3.00
SLP 440	Introduction to Communication Disorders	Provides students with an introductory understanding of the causes, characteristics, assessment, and treatment of speech, language, swallowing, and hearing disorders in children and adults. Examines the professional roles and responsibilities of speech-language pathologists and audiologists and introduces evidence-based practice principles as applied to communication disorders professions.	3.00
SLP-450	Speech & Hearing Science	Focuses on the primary aspects of the speech and hearing processes including sounds in the environment (physical acoustics), sounds encoded within the auditory system (physiological acoustics), and perception of sound (psychological acoustics).	3.00
SLP-460	Clinical Observations & Techniques	Provides students with the knowledge and skills to conduct, record, interpret, and analyze clinical observations of assessment and intervention of clients with communication disorders. Students will complete 25 hours of clinical observation in the field and through Master Clinician Network, an online platform for guided observation and development of clinical skills in speech-language pathology.	3.00
SLP-600	Early Child Lang Dev't & Disorders	This course provides an advanced review of typical language development and focuses on language disorders in young children ages 0-5. Topics include receptive/expressive phonology, morphology, semantics, syntax, and pragmatics. The course provides evidence-based practices for assessing and treating language disorders of a diverse early childhood population in variety of clinical settings.	3.00
SLP-605	Speech Sound Dev't & Disorders in Childr	This course focuses on speech sound production disorders in children. Topics include: typical speech sound acquisition, articulation, phonology, the relationships between speech sound disorders and literacy, cultural-linguistic variations in speech production, and characteristics of speech sound disorders across different clinical populations. Evidence-based approaches to assessment and treatment are emphasized.	3.00
SLP-610	Aphasia & Related Disorders	This course focuses on the clinical management of aphasia in adult populations. It focuses on the nature and classification of aphasia, evidence-based assessment and intervention, and topics such as pathophysiology, epidemiology, prevention, treatment efficacy, prognosis, and quality of life for patients and their families.	3.00
SLP-615	Evidence-Based Practice in SLP	This course will focus on teaching students to become critical consumers of the research literature in order to guide effective clinical practice in speech-language pathology. Students will learn to source clinically-relevant research literature, utilize evidence-based clinical practice resources such as the ASHA practice portal, understand basic research methodology, and identify applications and limitations of research literature for clinical decision making. The course focuses on critical thinking, synthesis of information, and application of empirical evidence to clinical practice.	1.00
SLP-620	Sem I: Clinical Methods & Practice SLP	This course will cover concepts of clinical practice, including models of service delivery, clinical decision making, diagnostic methods and instruments/tools, goal and objective writing, fundamentals of clinical data collection and measurement, treatment planning, providing feedback and cuing, and professional clinical writing including treatment plans, SOAP Notes and diagnostic reports.	1.00
SLP-625	Clinical Practicum I	This is an introductory graduate clinical practicum experience. Emphasis is placed on students displaying appropriate professional skills while developing and implementing assessment and/or intervention plans, creating a dynamic therapeutic environment, collaborating with clinical team members, and completing thorough documentation. Practica may take place on or off campus. Supervision is provided in accordance with ASHA requirements.	3.00

SLP-630	School Age & Adol Lang & Lit Dev't & Dis	This course focuses on spoken and written language development, disorders, and differences in schoolage children and adolescents. It emphasizes evidence-based language and literacy assessment and intervention for students struggling with spoken and written language. It includes topics related to clinical practice in school settings such as service delivery models; classroom management; IEPs; and interprofessional collaboration.	3.00
SLP-635	Dysphagia	This course provides a comprehensive review of normal swallow physiology and its related disorders across the lifespan. It reviews anatomy and physiology of normal and abnormal swallowing in adults and children and focuses on interdisciplinary approaches to the assessment and treatment of dysphagia including instrumental diagnostic techniques. It emphasizes clinical management of dysphagia with diverse patient populations and care settings.	3.00
SLP-640	Neurogenic Disorders of Speech	This course focuses on the clinical management of motor speech disorders in children and adults due to congenital or acquired etiologies, including degenerative diseases. The course emphasizes diagnosis and treatment of the dysarthrias and apraxia of speech.	3.00
SLP-645	Complex Communication Needs	This course provides a comprehensive review of evidence-based augmentative and alternative communication (AAC) systems, assessment, and intervention. The course will focus on enhancing the communication and participation of children and adults who have complex communication needs (CCN) with an emphasis on individuals with Autism Spectrum Disorder.	3.00
SLP-650	Seminar II: Counseling in SLP	This course focuses on counseling skills appropriate for practicing speech-language pathologists. The course emphasizes interpersonal communication and counseling skills as a means to improve trust, rapport, and clinical outcomes of clients and their family members in a wide range of clinical and educational environments.	1.00
SLP-655	Clinical Practicum II	This is the second graduate clinical practicum experience. Emphasis is placed on students displaying appropriate professional skills while developing and implementing assessment and/or intervention plans, creating a dynamic therapeutic environment, collaborating with clinical team members, and completing thorough documentation. Practica may take place on or off campus. Supervision is provided in accordance with ASHA requirements.	3.00
SLP-700	Fluency Disorders	This course presents theoretical and empirical perspectives on fluency including the nature of stuttering; differentiation of normal vs. stuttered disfluencies; evidence-based approaches to assessment and intervention across age range, settings, and severity levels; familial considerations, counseling, and environmental modifications.	2.00
SLP-705	Cult & Ling Diverse Populations	This course focuses on cultural variations of speech, language, and communication. It examines cultural and linguistic biases, cultural humility, cultural responsiveness, and cultural competence in SLP service delivery. It emphasizes assessment and treatment of communication disorders & differences in individuals from culturally and linguistically diverse groups including those who are bilingual, use English as a second language, or are d/Deaf or hard of hearing.	1.00
SLP-710	Seminar III: Contemp Prof Issues & Inte	This course provides an overview of professional practice in speech-language pathology for preprofessional speech-language pathology students. Contemporary topics include but are not limited to: ASHA practice policies and guidelines, professional accountability and ethics, fiduciary responsibility, inter-professional practice, trends in professional practice, and advanced topics in certification and licensure. Externship/student teaching & Clinical Fellowship standards, requirements, and expectations are also discussed.	1.00

SLP-715	Clinical Practicum III	This is the third graduate clinical practicum experience which may take place on or off campus. Emphasis is placed on students displaying appropriate professional skills while developing and implementing assessment and/or intervention plans, creating a dynamic therapeutic environment, collaborating with clinical team members, and completing thorough documentation. Supervision is provided in accordance with ASHA requirements.	3.00
SLP-720	Cognitive Communication Disorders in Adu	This course focuses on evidence-based diagnosis and treatment of acquired cognitive communication disorders, including right hemisphere disorder, traumatic brain injury, normal aging, mild cognitive impairment, and dementia. It will emphasize an interdisciplinary focus on the characteristics, assessment, and treatment of a variety of populations in a range of clinical settings.	3.00
SLP-725	Voice & Resonance Disorders	The course will cover the characteristics, etiology, assessment, and clinical management of voice and resonance disorders across the lifespan. The course will present techniques applicable to children and adults with disorders of voice, both functional and organic in origin including individuals who use alaryngeal speech.	3.00
SLP-730	Medical Speech Language Pathology	An interdisciplinary focus on professional SLP practice in medical settings. Topics include SLPs as members of interprofessional medical care teams, assessment and treatment of respiratory disorders/diseases that require the use of tracheostomy tubes and mechanical ventilation for adults and children, and clinical management of dysphagia.	3.00
SLP-735	Language, Literacy, & LDs	This course addresses the nature, diagnosis, and treatment of developmental language-based spoken and written language disabilities and differences across the lifespan. It covers assessment and treatment for language and literacy disorders for elementary and middle school students and adolescents and adults. Strategies for managing executive function and attention challenges that frequently co-occur with language disabilities are also discussed.	3.00
SLP-740	Advanced Clinical Practicum I	Supervised off-campus practicum in a health care facility, school setting, or other clinical setting such as a private practice or early intervention setting. Supervision is provided within accordance of ASHA guidelines.	3.00
SLP-745	Advanced Clinical Practicum II	Supervised off-campus practicum in a health care facility, school setting, or other clinical setting such as a private practice or early intervention setting. All students must successfully complete a capstone/summative project as part of the practicum requirements. Supervision is provided within accordance of ASHA guidelines.	6.00
SOC-100	Principles of Sociology	Analysis of basic structures of human societies in order to understand human social behavior in the modern world and in one's own society with emphasis on social institutions and social change.	3.00
SOC-101	Social Problems	Analysis of social factors in the persistent problems of disorganization, conflict, and culture lag. Attention to problem resolution and social policies.	3.00
SOC-102	Introduction to Criminal Justice	(Cross-referenced - for description see CRJ 102.)	3.00
SOC-120	Cultural Anthropology	Investigation of nature and function of human culture with stress on interrelationship of social institutions within cultural systems and emphasis on operation of them in non-Western societies.	3.00
SOC-150	Social Psychology	(Cross-referenced - for description see PSY 150.	3.00
SOC-2000	Society and Global Diversity	This course is designed to expand students' understanding of the social and psychological dimensions of global communities, while learning to relate and interact with those of different viewpoints and experiences. Topics of diversity and community will be explored in light of Mercy values, such as "dignity of each person" and "social responsibility".	3.00
SOC-201	Introduction to Human Services	This course will present an overview of the elements which define human services. The history of human services, values, and ethics will be discussed. Basic counseling techniques and an overview of the various agencies of human services will be covered providing a strong overview of generalist human services practice. This course requires a short social service volunteer experience. (Fall semester only)	3.00

SOC-203	History & Culture of New Orleans	New Orleans is an American city unlike any other in the United States. Because of its location at the mouth of the Mississippi River, New Orleans became the most cosmopolitan city in the country in the late 1800s. As a result, the city became a culture unto itself through its Creole food, its language, and through its blend of cultural music that became Jazz. This course will explore the culture of New Orleans and what makes it unique through a study of food, music, architecture, Mardi Gras, and geography, as well as its dark side of the slave trade and red light district known as Storyville. This course consists of 12 hours of classroom instruction on campus and six days in New Orleans with tours, museums, a cooking demonstration, and many jazz venues. Additional fees for travel and accommodations apply to this course.	3.00
SOC-241	Marriage and Family Systems	This course will explore socio-cultural aspects of families and how they are shaped by ethnicity, sexual orientation, income, and education. Family types will be viewed through the life cycle model and will explore a variety of family forms including two-parent, single-parent, adoptive, divorced, same-sex, remarried, and step-families. Several models of family intervention will be discussed and practiced in role-play sessions.	3.00
SOC-246	Issues in Gerontology	Survey of current social issues regarding the aging population. Topics such as social needs, delivery of services, legislation, advocacy, and ethics and legal issues will be covered.	3.00
SOC-260	Death and Dying	Survey of dying as a social act; examination of selected topics; social concepts and attitudes on death and dying; social methods of dealing with death, effects of death on social groups, demographic concepts, euthanasia, legal aspects. (May be taken for psychology credit.)	3.00
SOC-280	Ethical Issues in the Beh & Soc Sciences	(For description see PSY 280.)	3.00
SOC-299	Selected Topics in Sociology	This course provides students the opportunity to explore topics selected by the instructor. Course may be repeated if the topic changes.	3.00
SOC-300	Addictions, Dynamics and Interventions		3.00
SOC-303	Policy & Social Change		3.00
SOC-308	The Good Society		3.00
SOC-311	Sociology of Medicine	Examination of the social organization of modern science-based medicine. Emphasis on health and disease as social processes influenced by social roles, community factors and cultural values.	3.00
SOC-321	Group Processes	(For description see PSY 321.)	3.00
SOC-330	The Healing Journey	(For description see PHL 330.)	3.00
SOC-331	The Middle Adult Years	(For description see PSY 331.)	3.00
SOC-335	Human Service Administration	Students will learn management and administration skills to prepare them for work in human service agencies. Course will examine the various agencies composing the human service delivery system and their administrative needs, such as hiring, state and federal regulations, and team building. Areas of study will include planning, goal setting, decision making, leadership, conflict resolution, budgeting, and fiscal management.	3.00
SOC-338	Global Perspectives on Women	This course explores women's issues in international law and policy, in third world development, and in cross-cultural and multi-cultural contexts.	3.00
SOC-341	Social Psychology of Aging	Study of the social definitions of and responses to aging as they relate to personal adaptation, changing family patterns, quality of life issues, retirement, and reactions to loss and death. (May be taken for psychology credit.)	3.00
SOC-400	Social Work Research Methods	A critical examination of research methods found in both quantitative and qualitative sociology. Foundations of research, including research design, ethics, conceptualization, measurement and the logic of sampling, leading to the creation of a proposal for original research by the student. Outside exercises also familiarize students with different research methods, techniques of observation and the reading and evaluation of published research. (Offered Fall semester only.)	3.00

SOC-437	Special Topics	Investigation of a selected topic designed to integrate and deepen the students' comprehension and application of sociology.	3.00
SOC-439	Independent Study	Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of the involved faculty and permission of the Division Chairperson, the Dean of Arts and Sciences, and the Vice President for Academic Affairs.	3.00
SOC-442	Gerontology Field Placement I	With the permission of the chairperson, senior students will participate, under supervision, in a direct experience in selected facilities/programs/agencies serving older adults. The field experience aims at increasing the student's knowledge of facilities, programs and agencies serving older persons, developing the student's interpersonal relations with co-workers and supervisors and enhancing the student's personal and professional growth.	3.00
SOC-443	Gerontology Field Placement II	With the permission of the chairperson, senior students will participate, under supervision, in a direct experience in selected facilities/programs/agencies serving older adults. The field experience aims at increasing the student's knowledge of facilities, programs and agencies serving older persons, developing the student's interpersonal relations with co-workers and supervisors and enhancing the student's personal and professional growth.	3.00
SPA-101	Basic Spanish I	This beginning course introduces the Spanish language. The four basic skills of listening, speaking, reading, and writing are taught. No prerequisites	3.00
SPA-102	Basic Spanish II	This continues to build upon the basic foundations established in SPA 101. A more in-depth study of the grammatical structures and how they function in the language is emphasized.	3.00
SPA-205	Intermediate Spanish I	This is an intermediate Spanish course designed for students with basic knowledge of the Spanish language; for those that have completed SPA101 and SPA102 (or its equivalent). It focuses on the development of the four basic language skills: listening, speaking, reading and writing.	3.00
SPA-206	Intermediate Spanish II	This is the second half of an intermediate Spanish course designed for students with beginning intermediate knowledge of the Spanish language and who have completed SPA101, SPA102, and SPA205 (or their equivalents). It focuses on the development of the four basic language skills: listening, speaking, reading and writing with a focus on expressing one's views and opinions. The purpose of this course is to continue to develop the ability to communicate in Spanish with ease and proficiency, and to learn about and appreciate Hispanic cultures. Spanish will be the primary language of instruction though English may also be used on limited occasion as deemed appropriate by the instructor. The major course objective is to prepare students for increased proficiency in Spanish communication.	3.00
SPA-210	Spanish for Health Personnel I	This course emphasizes basic communication necessary for medical personnel. Listening, speaking and pronunciation skills will be the primary concern. Topics to be covered include: the human body, foods, illnesses, patient's medical and personal background, and useful expressions. Students must have a command of basic Spanish to take this course.	3.00
SPA-299	Selected Topics in Spanish	This course emphasizes basic communication necessary for medical personnel. Listening, speaking and pronunciation skills will be the primary concern. Topics to be covered include: the human body, foods, illnesses, patient's medical and personal background, and useful expressions. Students must have a command of basic Spanish to take this course.	3.00

SPA-400	Advanced Spanish	This is an advanced Spanish course designed for students with intermediate knowledge of the Spanish language and who have completed SPA101, SPA102, SPA205, and SPA206 (or their equivalents). It focuses on the development of the four basic language skills: listening, speaking, reading and writing through a focus of expressing one's views and opinions. The purpose of this course is to continue to develop the ability to communicate in Spanish with ease and proficiency using advanced grammar and exploring complex topics. Spanish will be the primary language of instruction though English may also be used on limited occasion as deemed appropriate by the instructor. The major course objective is to prepare students for "real-life" communication in Spanish with an advanced level of proficiency.	3.00
SPA-439	Independent Study	Qualified students may arrange independent study in areas not covered by existing courses. Topics are to be determined by consultation with instructor.	3.00
SPE-205	Exceptional Person	The course will require students to demonstrate knowledge of the fundamental concepts of teaching students with cognitive, behavioral and/or physical health disabilities ages 0-21. This will include: philosophical, historical and legal foundations of education, current identification criteria, legal and educational definitions, etiology, incidence and prevalence figures, as well as cognitive, behavioral and physical characteristics for students with disabilities. The course will present models and theories of typical/atypical growth and behavior across age groups, as well as disabilities. Field experience is required.	3.00
SPE-215	Exceptional Person for Secondary Educ	This course requires students to demonstrate knowledge of the fundamental concepts of teaching students with cognitive, behavioral and/or physical health disabilities in the seventh through twelfth grades inclusive setting. This includes: philosophical, historical and legal functions of special education; current identification criteria; legal and educational definitions; etiology; incidence and prevalence figures; cognitive, behavioral and physical characteristics for high school students with disabilities. Field experience is required.	3.00
SPE-216	Mental Retardation		3.00
SPE-231	Mild/Moderate Disabilities	Educational and medical definitions, etiology, identification criteria and current incidence and prevalence rates for students with learning disabilities, emotional/behavioral disorders and/or mild mental neurological disorders are presented. This course will review major theoretical models associated with the study of these conditions. Field experience is required.	3.00
SPE-232	Students W/ Complex Needs in Edu Setting	This course presents the causative factors, atypical cognitive, physical, psychological, medical, psychological and psychosocial conditions of students with complex needs. Collaborative relationships within the educational, rehabilitative, social welfare and medical systems; as well as with professional organizations and advocacy groups are stressed.	3.00
SPE-240	Foundations of Autism Spectrum Disorder	This course examines the characteristics of individuals diagnosed on the Autism Spectrum according to the Diagnostic Statistical Manual (DSM5). An introduction of the current trends of assessment and interventions will be presented.	3.00
SPE-300	Pre-Student Teaching		3.00
SPE-331	Implem Inklus Pract Mild/Moderate Pop	Applications of fundamental concepts for teaching students with mild to moderate disabilities are presented. Students will examine norm-referenced, criterion-referenced and curriculum-based instruments and procedures for assessing and diagnosing students who are experiencing learning and behavior problems in school. Students will conduct curriculum-based assessments to identify students' academic strengths and weaknesses. Students will also learn to create an environment conducive to learning through an applied behavior analysis perspective.	3.00

SPE-332	Assess/Instruc Severe/Profound Pop	Authentic and alternative assessment techniques used with students with complex needs are presented. The assessments are the basis for the development of best practices in curriculum development and instructional delivery, including IEP and SDI construction. Emphasis is on identifying strengths and needs and monitoring the progress of students with complex needs. Students will develop a systematic approach to the modification/adaptation planning for instruction within a curriculum. Practical, ethical, legal and philosophical approaches to inclusion are included.	3.00
SPE-340	Assessments and Programming		3.00
SPE-341	Com, Behavior, Social Competence		3.00
SPE-4000	Capstone Seminar		12.00
SPE-405	Research & Field Experience	By pre-arrangement with the Coordinator of Special Education, a student may be awarded up to three academic credits for participation in activities and completing related research. This experience allows students who have demonstrated competencies in other required courses to enhance their professional knowledge and skills on an advanced level.	1.00
SPE-506	Foundations of Behavior Analysis	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	3.00
SPE-507	Applied Behavior Analysis	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.	3.00
SPE-508	Applied Behavior Analysis Extended Princ	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.	3.00
SPE-511	Autism & Applied Behavior Analysis	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.	3.00
SPE-512	Ethics/Professionalism Behavior Analysts	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.	3.00
SPE-520	Methods, Materials and Curriculum	Students engage the study of methods, materials and curriculum issues for the instruction of PK-12 Special Education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards in the area of Special Education for diverse learners. Field experience is required.	3.00
SPE-560	Dgn Asmnt Prscrptv & Intrvntn Tch Spc Ed	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.	3.00

SPE-561	Research Meth/Materials Special Learner	This course focuses on applying fundamental concepts of teaching students with mildly or moderately disabling conditions. Students focus on applied behavioral analysis, problem-solving strategies, and preventive methods for challenging classroom behaviors. Developing and implementing appropriate Individual Education Plans (IEP) and Individual Transition Plans (ITP) with behavioral plans are emphasized. Students also examine how to create safe, supportive psychological and physical environments conducive to student learning. Planning for transitions across the lifespan is explored. Field experience is required.	3.00
SPE-562	Special Education Law & Ethics	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.	3.00
SPE-563	Current Issues in Special Education	With constantly changing state and federal regulations regarding students with special needs, educators must understand guidelines that apply to the individualized programming of students with and without disabilities. This course expands on foundational topics, including the implementation of IDEA 2004 and the ADA, and transition to adult life. This graduate-level course incorporates theory and hands-on methods, techniques, and strategies for working with students with special needs.	3.00
SPE-564	Behavior Mgmt Skills for Special Learner	This course is designed to provide students with a technical and functional understanding of all facets of behavior, including: behavioral analysis and behavior management in classrooms and other educational settings. Students will explore the basic concepts of behavior, strategies for behavior management, and legal considerations for schools. They will also determine how to conduct functional behavioral assessments and develop individual and schoolwide positive behavior support plans and progress monitoring plans.	3.00
SPE-565	Professional Seminar Std Teaching Grad	This is a student teaching experience for those seeking their initial certification in Special Education. This full-time program experience lasts 15-weeks, Monday through Friday and includes intensive supervision by University personnel as well as participation in an online seminar class.	3.00
SPE-566	Professional Seminar Std Teaching Grad	This is a student teaching experience for those seeking an add-on certification in Special Education. This modified student teaching experience includes supervision by University personnel as well as participation in an online seminar class.	1.00
SPE-580	Foundations of Autism Spectrum Disorder	This course examines the characteristics of individuals diagnosed with Autism Spectrum Disorder (ASD). Students will explore the assessment and evaluation process for identifying ASD, current trends in teaching approaches and interventions, and strategies for supporting the families of students with AS	3.00
SPE-581	Assessment & Program Development	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.	3.00
SPE-582	Comm, Beh, Social Comp Students Autism	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.	3.00
SPE-583	Scientifically Res Based Best Instr Pr	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.	3.00

SPMT-200	Foundations of Sports Management	This introductory level course provides a detailed overview of the structure of the sport industry. A description of career opportunities in sport will be presented with a special interest in helping the student explore careers that are of interest. The value of professional management to sports organizations will also be highlighted. The development of effective communication skills will be emphasized through class presentations and written assignments.	3.00
SPMT-300	Role of Sport in Society	This course is an analysis of the social relations within the institution of sport and designed to acquaint students with the relationship between sport and the society in which it is embedded. Students will examine the social forces that shape the sport industry in the United States and internationally and the influence the sport industry has on society. Students will critically examine common understandings of sport from economic, historical, political, and sociological perspectives. Topics include international cultures in sport, violence and deviant behavior in sport, social stratification in sport, sport education, and societal beliefs, traditions, customs, and the sport subculture. The demonstration of interpersonal and intrapersonal skills will be emphasized throughout the course.	3.00
SPMT-305	Sport Sales, Sponsorship, Revenue Strat	The ability to generate sources of revenue continues to be the most important skill for individuals working in the sport industry. Students will learn how to develop the skills essential to effectively build sales and revenue within a sport business and leverage the various revenue producing opportunities within a sports organization. The course will explore critical factors in successfully negotiating, growing, and renewing sales with both consumers and corporate partners through exploration of techniques used to sell and generate revenue in the sports business cycle. Topics include sales proposal development, sponsor solicitation, licensing rights, new business development, endorsements and merchandising, commercialization of technology, and corporate partnerships. Students will complete role play scenarios, compete in a sales competition, and utilize oral and written communications for evaluation.	3.00
SPMT-350	Cases in Sport Management	This course will analyze effective management strategies and the body of knowledge associated with pursuing a career as a manager in the sport industry. Functional management, strategic planning, decision making, leadership style, managing conflict and change, motivation of a workforce, and management techniques in different sport environments will be explored during the course of the semester. Students will study organizational theory, decision making, policy development, planning, governance and the management functions necessary to provide them with the appropriate skills and knowledge to be effective sport managers of sport organizations. Attention will be given to the issues facing sport organizations and the use of management techniques to solve business-related problems.	3.00
SPMT-351	Strategic Sport Marketing	This course provides an overview of the various techniques and strategies of marketing in the sport environment. Areas to be covered include the processes of the strategic sport marketing, market research and analytics, the segmentation process, the identification of target markets, database and relationship marketing, sponsorship, corporate partnerships, and the development of the sport marketing mix and sponsorship packages. Students will build an integrated marketing plan for a sport organization and event by first describing how the five P's of sport marketing are applied in sport.	3.00
SPMT-352	Financing Sport Operations	This course is designed to prepare the prospective sport manager with an overview of the major financial issues facing the sport industry. An analysis of the following areas will be undertaken: sources of revenue for sports organizations, a comparison of public and private sector funding in sports, and investment of public resources into private sporting facilities. Students will analyze financial concepts and theories and their application in the professional, intercollegiate, recreational, and commercial sport industries. Topics include revenue and expenses of professional, intercollegiate, and private sport industries, issues affecting these revenues and expenses, fundraising at the intercollegiate level, ownership in sport, and public and private funding for non-profit sport programs.	3.00

SPMT-353	Introduction to Sport Law	This course is designed to address an increasing need for sport managers to be aware of the legal implications of their managerial performance. This course will introduce the legal issues facing those in the sports industry. The application of legal principles is considered in relation to professional and amateur sports. Student will analyze the legal and regularity aspects, elements, and relationships for all constituents participating in sports; administrators, coaches, athletes, agents, vendors, sponsors, faculty managers and owners, and spectators. Seminal court cases are discussed. Students will examine relevant issues in sport law through case studies and in class court sessions.	3.00
SPMT-354	Administration & Organization of Sport O	This course examines the organization and administration of operations in professional sports, intercollegiate and interscholastic athletics, recreation and fitness, and sport broadcasting and promotion. The focus of each industry studied is on how organizations in the industry plan and structure their organizations in an effort to meet their goals and competitively position themselves within the industry. Each organization is studied in terms of its mission, planning and decision-making process, budgeting and allocation of resources, and policies governing the implementation of plans for human resources, production, marketing, and product development. These industries were chosen because they represent the diversity of sport management applications and offer the opportunity for comparative study. Teams of students will carry out case studies and work with various sport events.	3.00
SPMT-355	Sport Facility & Venue Management	This course will examine the principles and practices of sport facility and venue management. Emphasis will be placed on topics including facility supervision, planning, construction, operations, security, programming, scheduling, box office operations and concessions, maintenance, marketing, and financing. With new arenas, stadiums, fitness and recreation centers, convention centers and other facilities opening, there is a significant need for properly trained sport facility managers. The principles and applications of facility design, maintenance, and event management as they apply to indoor and outdoor sport facilities will be analyzed. Students will critique existing sport facilities and complete related assignments.	3.00
SPMT-4000	Sport Management Capstone	This capstone course will enable students to demonstrate skills developed through the sport management curriculum. Students will put their skills into practice through various experiential learning experiences to gain deeper understanding of working in the sport industry. The practical application of knowledge and skills acquired in this course will help students extend their expertise by working in a sport management related organization.	3.00
SPMT-445	Sport Management Internship	The internship requirement is considered to be one of the most critical components of the Sport Management program. Student will undertake a 120-240 hour supervised internship. This opportunity is expected to enhance the student's academic experiences, provide additional work experience, and networking opportunities. Internship experiences may take place in any of the varied sport industry settings.	3.00
STA-999	Study Abroad Temp		3.00
SWK-100	Principles of Sociology	Analysis of basic structures of human societies in order to understand human social behavior in the modern world and in one's own society with emphasis on social institutions and social change.	3.00
SWK-106	Introduction to Trauma	This foundational course examines the impact of trauma on individuals, families, and communities across the lifespan. Student explore Adverse Childhood Experiences (ACEs), the neurobiology of trauma, and developmental perspectives to understand how traumatic stress influences brain development, behavior, health, and learning from childhood through older adulthood. The course also addresses intergenerational and systemic trauma, emphasizing how historical, structural, cultural, racial, and social factors help shape trauma exposure and response.	3.00

SWK-201	Introduction to Social Work	This course will present an overview of the elements which define social work. Social work history, values, and ethics will be discussed. Basic counseling techniques and an overview of the various agencies of social work will be covered providing a strong overview of generalist social work practice. This course requires a short social service volunteer experience. This course is open to all students interested in exploring social work as a major or career.	3.00
SWK-202	Human Behavior & Social Environment I	Human Behavior and the Social Environment is a professional foundation course for social work majors. This course explores how social context affects human behavior. Optimal human development will be discussed as well as the consequences of the development being interrupted by individual and societal issues. Students will explore biological, psychological, sociological, cultural and spiritual developmental tasks across the life span. A variety of developmental theories will be examined along with their variabilities by race, class, ethnicity, sexual orientation, and spiritual beliefs. Utilizing the social work strengths model, the course will discuss resiliency and self-determination within the context of poverty, education, racism, sexism, ageism, and other contextual areas that contribute to unjust social problems.	3.00
SWK-203	Difference and Diversity	This course is a socio-historical look at diversity and difference and the corresponding disadvantages and/or privileges assigned to various groups-race, class, education, sexual orientation, gender, and age. Students will explore systems that maintain unequal access to power and privilege while marginalizing large sections of the population. By understanding one's own place within the system, this course intends to support the knowledge and skills necessary to support culturally competent social work practice.	3.00
SWK-205	Human Behavior & Social Environment II	A continuation of HBSE I, this course will emphasize the influence of groups, communities, and organizations on human behavior. Students in HBSE II will explore the framework, values, and skills to attend to individual and family needs through work groups, communities, and organizational resources. A service-learning assignment studying a local non-profit is a major part of this course.	3.00
SWK-206	Introduction to Trauma Informed Care	This course is designed to introduce students to the meaning of trauma, the incidence and prevalence of trauma and the effects of trauma on human development. Students will learn what it means to provide client centered care in a trauma informed manner, and will be provided an introduction to evidence based trauma treatments. Active participation of students in this class will include open discussion of material presented as well as practical application of the course material. Self-assessment, awareness and growth are central to the student experience in this course.	3.00
SWK-212	Counseling and Communication Skills	The course is an integrated theory and practice approach to the study of communication styles, communication skills, basic counseling skills and elements of helping relationships. Students will explore the nature and dynamics of the helping encounter, develop interpersonal communication skills, and engage in opportunities for skill development through peer helping practice sessions. Students will develop beginning competencies in working with individuals, families, and groups.	3.00
SWK-241	Marriage and Family Systems	This course will explore socio-cultural aspects of families and how they are shaped by ethnicity, sexual orientation, income, and education. Family types will be viewed through the life cycle model and will explore a variety of family forms including two-parent, single-parent, adoptive, divorced, same-sex, remarried, and step-families. Several models of family intervention will be discussed and practiced in role-play sessions.	3.00
SWK-299	Special Topics in Social Work		3.00
SWK-301	Generalist Social Work Practice	Principles and methods of social work will be explored including technique in casework, group work, community organization, planning, and administration. Clinical labs will involve simulated practice sessions. Once weekly lecture, and 4 clinical skills labs per semester.	3.00

SWK-304	Social Work Policy and Administration	This course provides an awareness of societal response to social problems. It will explore how political, economic, and institutional thought contribute to public response by the social welfare system. Students will explore societal response on the micro-level by designing an agency to meet various societal needs, exploring management skills and administration in human service agencies. Students will learn about various agencies and their administrative needs including hiring, state and government regulations, and team building. Areas of study will include planning, goal setting, decision-making, leadership, conflict resolution, budgeting and fiscal management.	3.00
SWK-305	Mental Health Practice	Utilizing the strengths model of social work practice, this class will address common mental health diagnosis and their evidence based treatment models. Utilizing the Diagnostic and Statistical Manual of Mental Disorders IV (DSM V), students will learn diagnostic categories and how to accurately diagnose various mental health issues. Students will understand the long-term ramifications of having a diagnosis and will learn that the diagnosis is only the starting point for developing a positive and measurable treatment plan. Various modes and settings of psychotherapy will be discussed as well as the use of psychotropic medications and the importance of working in multi-disciplinary teams.	3.00
SWK-400	Social Work Research Methods	A critical examination of research methods found in both quantitative and qualitative methods of research in social work. Foundations of research, including research design, ethics, conceptualization, measurement and the logic of sampling, leading to the creation of a proposal for original research by the student. Outside exercises also familiarize students with different research methods, techniques of observation and the reading and evaluation of published research. This course will emphasize the use of research in social work practice and understanding the use of evidence-based methods in social work practice. SWK-400	3.00
SWK-4000	Social Work Capstone	The mission of the Bachelor of Social Work degree program is to develop professionals who are competent in the skills and knowledge necessary for work in the various fields of social work. This capstone class is designed as a way for students to demonstrate social work skills, develop an e-portfolio of their work, and contribute to the community through a service project. Through writings, role plays, lectures, e-portfolio development, and a service project, students will demonstrate their mastery of the program goals of the social work degree program. (Senior standing)	3.00
SWK-435	Social Work Field Placement I	After consultation with Director of Field Placements advanced students will be provided direct experience in selected supervised settings in social work agencies and programs. The field placement aims to provide a service to the community and enable the student to acquire the skills, experience, and knowledge necessary for the choice of a career.	5.00
SWK-436	Social Work Field Placement II	A continuation of SWK 435. After consultation with Director of Field Placements advanced students will be provided direct experience in selected supervised settings in social work agencies and programs. The field placement aims to provide a service to the community and enable the student to acquire the skills, experience, and knowledge necessary for the choice of a career.	5.00
SWK-445	Field Placement Seminar I	Students in social work field placements will meet weekly with the Field Director to discuss their experiences in the field. Students will discuss their journal entries, their experiences, and work on areas of growth.	1.00
SWK-446	Field Placement Seminar II	Students in social work field placements will meet weekly with the Field Director to discuss their experiences in the field. Students will discuss their journal entries, their experiences, and work on areas of growth.	1.00

SWK-491	Interprofessional Global Outreach	The goal of interprofessional education is to prepare future healthcare providers and professionals to work together as a team to improve patient and population health care. This includes engaging in foundational research on interprofessional education/collaborative practice; the use of interprofessional collaborative practice models to provide better care for clients. Service learning provides an opportunity for health care providers to learn more about health vulnerabilities that communities face and gain firsthand experience of working with underserved populations. Service learning uses experiential learning, reflection and reciprocal learning to increase student awareness of community health needs. Health care providers will be more likely to utilize these skills of collaborative practice, experiential learning, reflection and reciprocal learning in their own clinical practice.	
UNV-002	Major Exploration	UNV-002 is designed to help students explore majors in a holistic, interactive, and intentional manner. Students will discover, examine, and refine academic and career interests as well as learn about the major/career decision making process through self-assessments, evaluation activities of majors and careers, faculty guest speakers, and implementing an action plan. All first-year University Studies and Health Studies students are required to take UNV-002 during their first semester; however, it is open to all students if space is available. Please note this course will not count towards a student's total credits for graduation.	1.00
UNV-100	GMercyU Success	This is the first course in the core curriculum and will transition students into the Gwynedd Mercy University community. It has three main goals: fostering the development of academic skills, educating students in the Mercy tradition and the mission of the University, and supporting the positive growth of interpersonal and social skills, all of which are necessary for success in the collegiate environment. In addition, this course introduces students to the concept of service to society reflective of the Mercy charism. Finally, UNV-100 seeks to develop student engagement with academic and co-curricular programming throughout the University; therefore, students will be required to attend approved events on campus.	2.00
UNV-101	GMercyU Service	As part of the UNV program, this course nurtures student development for service to society within the Mercy tradition through participation in a service activity and a guided written reflection. In addition, the course emphasizes leadership, research, collaboration, and oral communication skills, as well as fosters social and personal responsibility.	1.00