Gwynedd Mercy University

# UNDERGRADUATE CATALOG 2022-2023

**GWYNEDD MERCY UNIVERSITY**
1325 Sumneytown Pike, P.O. Box 901
Gwynedd Valley, PA 19437-0901
(215) 646-7300
https://www.gmercyu.edu

Admissions Office: (800) 342-5462
https://www.gmercyu.edu/admissions-aid

**Sponsored by**
The Sisters of Mercy of the Americas

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

**Nationally Accredited by**
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1007 North Orange Street
4th Floor. MB#166
Wilmington, DE 19801
267-284-5000
https://www.msche.org/

**Approved for Operation and Degree Granting by**
Commonwealth of Pennsylvania Department of Education
(PDE) 333 Market Street, Harrisburg, PA 17126-0333

**President's Message**

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

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

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

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

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

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

Gwynedd Mercy University

**CERTIFICATION STATEMENT**

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

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

Mary H. Van Brunt

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

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

## COVID 19 Statement

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

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

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

We sincerely appreciate the cooperation of our entire GMercyU community.

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# 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*

# ACADEMIC CALENDAR

**Academic Year 2022-2023**

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

**Fall 2022**

| | |
|---|---|
| Accelerated X1 Begins (8/22-10/17) | August 22 |
| University Assembly | August 24 |
| Saturday Classes Begin | August 27 |
| Regular Classes Begin | August 29 |
| Labor Day (University Closed) | September 5 |
| Last Day to Drop/Add Regular Classes | September 6 |
| Deadline for December 20212 Graduation Application | September 6 |
| Fall Break (No Classes) | October 10, 11 |
| Accelerated X2 Begins (10/19 – 12/13) | October 19 |
| Spring 2023 Registration | November 7 |
| Last Day to Withdraw from Regular Classes | November 11 |
| Thanksgiving Holiday (University Closed) | November 23,24,25 |
| Last Day of Regular Classes | December 12 |
| Final Exams | December 13-17 |
| Graduation (No Ceremony) | December 31 |
| Deadline for May 2023 Graduation Applications | January 23 |

**Spring 2023**

| | |
|---|---|
| Accelerated X3 Begins (1/4 -2/23) | January 4 |
| University Assembly | January 10 |

| | |
|---|---|
| Regular Classes Begin | January 12 |
| Last Day to Drop/Add Regular Classes | January 19 |
| Spring Break (No regular classes) | March 6-10 |
| Accelerated X4 Begins (3/13-5/4) | March 13 |
| Summer and Fall 2023 Registrations | March 27 |
| Last Day to Withdraw from Regular Courses | March 31 |
| Easter Holiday (University Closed) | April 6-10 |
| Last Day of Regular Classes | May 1 |
| Final Examinations | May 2-6 |
| Commencement | May 13 |

**Summer 2023**

| | |
|---|---|
| *SUMMER SESSION* | May 8- August 15 |
| Memorial Day (University Closed) | May 29 |
| Independence Day (University Closed) | July 4 |
| *SUMMER SESSION I* | May 15- June 26 |
| Memorial Day (University Closed) | May 29 |
| *SUMMER SESSION II* | June 27- August 8 |
| Independence Day (University Closed) | July 4 |
| Graduation- No Ceremony | August 15 |

# ACCREDITATION

| Accreditor | Year Last Accredited | # of Years | Degree/Program Name |
|---|---|---|---|
| MSCHE<br>Middle States Commission on Higher Education<br>*https://www.msche.org/* | 2019 | 8 | All |
| ACOTE<br>Accreditation Council for Occupational Therapy Education<br>*https://acoteonline.org/* | 2019 | 7 | MSOT |
| CCNE<br>Commission on Collegiate Nursing Education<br>https://www.ccneaccreditation.org | 2022 | 10 | BSN/ABSN, MSN, DNP, Post-Graduate APRN Certificate |
| CSWE<br>Commission on Social Work Education<br>*https://www.cswe.org/* | 2020 | 4 | BS Social Work |
| CoARC<br>Commission on Accreditation for Respiratory Care<br>*https://coarc.com/* | 2018 | 10 | AS Respiratory Care; BHS Respiratory Care |
| IACBE<br>International Accreditation Council for Business Education<br>*https://iacbe.org/* | 2021 | 6 | BS Accounting; Business Administration (Finance, Management, Marketing, Sports Mgmt); MBA |
| JRCERT<br>Joint Review Committee on Education in Radiologic Technology<br>*https://www.jrcert.org/* | Jan 2019 | 8 | BS, BHS, Radiation Therapy<br><br>**Affiliate sites hold accreditation for BS in Radiologic Technology* |
| NAACLS<br>The National Accreditation Agency for Clinical Laboratory Sciences<br>5600 North River Rd/ Suite 720; Rosemont, IL 60018-5119<br>https://www.naacls.org/about.aspx | * | * | **Affiliate sites hold accreditation for the BS in Medical Laboratory Science* |
| PDE Pennsylvania Department of Education – Approved Teacher Preparation Programs<br>*ttps://www.education.pa.gov/Educators/Certification/BecomeAnEducator/Pages/ACPAll.aspx* | * | * | Programs leading to Degrees with Certification; Programs leading to Certification Only |

# DEFINITIONS of TERMS

## Program Type

**Term Program** --Typical characteristics of these programs include: Courses begin and end according to a semester-based, academic schedule (e.g. August-December for FALL; January-May for SPRING; May-August for SUMMER)
**Non-Term Program**--Typical characteristics of these programs include: Courses begin and end independently of any term structure. **Non-Term Programs**--Typical characteristics of these programs include: Courses begin and end independently of any term structure. Courses may overlap, extend, or accelerate, involve multiple start dates, and courses and/or modules may be of unequal lengths

## Program Modality

**Online Program--**50 percent or more of the program is offered via courses using online technologies in order to deliver instruction to students who are separated from the instructors. Regular and substantive interaction between the students and the instructor occurs either synchronously and/or asynchronously. (Note: 50 percent applies to all of the requirements of the program including general education and core curriculum courses.)
**On-ground Program--**The majority of the instruction is to students through on-ground, face-to-face meetings with the flexibility for instruction in other modalities.
**Hybrid Program--**The program is offered via a blended combination of online and on ground classroom instruction, with no more than 50% of the coursework being offered online.

## Course Modality

**Online Course --**In an online course, all course activity occurs through online technologies in order to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, synchronously and asynchronously. Typically, there are no required face-to-face instructional sessions in an online course, with the exception of on-site hours as required by select courses, clinicals or practicums. All online courses meet for the required number of instructional hours through the documentation of 14 hours of *Alternative Instructional Equivalencies* per credit hour (i.e., 42 hours for a three-credit course, 56 hours for a four-credit course, etc.).
**Hybrid Course--**In a hybrid course, course activities include a blend of online and face-to-face instruction methods. Hybrid courses deliver instruction to students through on-ground meetings, for a minimum of 50% of the required number of instructional hours, with the remaining percentage of the instructional hours documented through the assessment of online course activities. The total instructional hours for hybrid courses consist of the combination of face-to-face, on-ground instruction hours and online course activities (documented as *Alternative Instructional Equivalencies).* All hybrid courses meet requirements of 14 instructional hours per credit hour (42 hours for a three-credit course, 56 hours for a four-credit course, etc.). *NOTE: Courses offered in this blended format—in which some instruction is face-to-face, and some is delivered in a distance education format—are not considered distance education courses under the HEOA.*
**On-ground Course--**In an on-ground course, instruction is delivered to students through on-ground, face-to-face meetings for 100% of the required number of instructional hours.

## Student Type

**Full Time Student**–Term programs: Undergraduate students taking 12 or more credits, Graduate students taking 6 or more credits. Non-Term programs: all students taking courses which are part of their degree requirements.
**Part Time Student**–Term programs: Undergraduate students taking less than 12 credits, Graduate students taking less than 9 credits. Non-Term programs: students taking courses outside of their degree requirements.

## Other Common Terms

**Remote Learning**-- More than 50% of the class or program is synchronous, although there may be some asynchronous components as well.
**Synchronous**--Face to face instruction is achieved through real-time, two-way audiovisual technology.
**Asynchronous**-- Instruction and coursework takes place at a time that best suits your schedule, as long as you meet assignment deadlines and requirements.
**Drop and Withdrawal** – Dropping a course removes the course from the student's transcript. Withdrawing from a course keeps the course on the student's transcript with a "W" grade.
**Title IV / Financial Aid**–The Title IV section of the Higher Education Act of 1965 is a legislative document signed into law on November 8, 1965, to provide educational resources to colleges and universities and financial assistance to students attending these institutions.
**FAFSA**--The Free Application for Federal Student Aid is an application is free of charge and used to establish a financial aid record for a particular aid year. Students who would like to receive Title IV funding must complete the application at studentaid.gov.
**Financial Aid Verification**—This federal regulatory process requires the Financial Aid Office to validate the income and housing information noted on the FAFSA. During this process, the student must submit various documents to confirm the data noted on the FAFSA. The Financial Aid Office will follow up directly with the student to complete this process.
**R2T4 (Return to Title IV)--**This federal regulatory process examines federal aid eligibility, federal aid received at time of withdrawal, withdrawal date, and period of enrollment/payment period to determine what aid a student who withdraws from the University can retain on their student account. During this process, a student's aid may be reduced and returned to the federal government in spite of any refunds 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 Gwynedd Mercy University. The University highly values academic integrity and expects that each student will conduct his or her academic life in accordance with this expectation. Violations of this core value are considered serious offenses. Violations may include, but are not limited to, the following: cheating on an assignment, quiz, test or examination; falsifying data; grade alteration; deception to avoid meeting course requirements; plagiarism in any form; or assisting another student in cheating or plagiarizing, or receiving such aid.

**Violations of the Academic Integrity Policy**

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

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

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

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

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

Denying Others Access to Information: is any behavior that denies access to scholarly resources or to deliberately impede the process of other students' success. This may include, but is not limited to: stealing, hiding or defacing books, journals or media; misrepresentation of identity; falsification of

official University records or communications; alteration or destruction of course material, including web-based.

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

**Sanctions**

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

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

Sanction Scale:

1. Written warning;
2. Sanction other than those listed (additional assignments, additional tests, etc.);
3. Zero credit for the test or assignment;
4. Failure of Course (receives an F);
5. Written warning from the Dean of Student Success
6. Suspension from the University (minimum 1 semester, maximum 2 semesters);
7. Dismissal from the University.

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

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

will be sent from the Provost with a copy to the Dean of the student's school and the student's Academic Advisor.

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

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

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

**Appeal Process**

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

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

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

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

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

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

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

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

## Attendance

**Absence Due to Athletic Contests**

Every student at Gwynedd Mercy University has a responsibility to attend classes regularly. However, as representatives of Gwynedd Mercy University, 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 Gwynedd Mercy University website at the beginning of each semester, so faculty may access the roster and current game schedule of each sports team associated with theUniversity.
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.

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

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

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

If a student communicates in writing from their Gwynedd Mercy e-mail to their Advisor, prior to the second week absence posting, 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, just from the course in which the student has been marked absent and will receive a grade of WA. The student will remain enrolled in future courses. The e-mail communication will be attached to the administrative course withdrawal form.

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

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

## 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 School. The University strongly suggests that University Studies students declare a major no later than the completion of 60 earned credits. 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 only as a non-matriculated, part-time student.

## Course Changes

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

**Course Add and Course Drop—Accelerated or Non-Term Programs**
The pace of an accelerated degree program requires students to maximize opportunities to learn. Any breaks in attendance or schedule changes may change the student's expected completion and graduation date and may impact financial processing of the student's account. These policies are intended to encourage students to make choices that support their educational goals and to remain compliant with Title IV Federal Regulations.
Students must discuss all potential schedule changes with their Academic Advisor, the Financial Aid Office (if applicable), and the Bursar to ensure appropriate schedule and fund adjustments.

Adding an Accelerated or Non-Term Course
Students must submit their requested course(s) to be added using Self-Service or the student can submit a completed Course Add form to their Academic Advisor. Students submitting their course add request(s) online through Self-Service are responsible for registering for the course(s) upon Advisor approval. Submitting a course for Advisor Review does not equate to registration. The registration deadline for adding a course will be enforced. To make sure the student is prepared for the course, the student must register in Self-Service or submit a completed Course Add form or signed Individual Plan one week before the course begins. All email requests must come from the student's GMERCYU email. Students will not be permitted to take more than 1 course at a time unless they meet stated criteria *(see Concurrent Enrollment Policy* for details). If a student has a HOLD on their account, they will be prevented from completing registration in Self-Service until the hold is resolved. Course add requests submitted by Course Add form or signed Individual Plan will be denied until the hold is resolved, and student will be informed via GMERCYU email.

Dropping an Accelerated or Non-Term Online Course
Students must complete 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; 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)*.
1 week drop grace period for *new* students: A new student must communicate to their Academic Advisor via GMERCYU email during the 1st week of their 1st course (prior to the 2nd Sunday at 11:59pm EST) if they no longer wish to be enrolled in their program.

Course Load- Term Programs

A full-time student carries a minimum of 12 semester credit hours. Students with a minimum 3.0 cumulative average may carry a maximum of 18 credit hours. A student who wishes to attempt more than 18 credit hours must obtain the written permission of the Dean of their school. (See expenses)

**Concurrent Enrollment Policy for Non-Term Programs**

Because of the intensive nature of the University's accelerated courses, concurrent enrollment in courses at the University or another institution while enrolled in accelerated courses at GMercyU is highly discouraged. However, under certain circumstances and on a case-by-case basis, students may request approval to concurrently enroll in a second course. Written permission from the Program Director and the Dean is required in order to enroll concurrently in more than two courses. Concurrent or overlapping enrollment in two courses in prohibited for new students or students on Academic Probation.

In order to request taking two concurrent courses ("doubling-up") an undergraduate student must meet the following criteria:

- Must successfully complete, with a 3.0 or above, six credits in an accelerated program
- Must earn a C or better in all major courses
- Students must earn a C or better in both enrolled courses or they will not be permitted to double up again any time during that academic year
- Undergraduate students enrolled in Non-Term Programs are not allowed to enroll in a Gwynedd Mercy University signature course or capstone course and another course at the same time

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

## Change of Major

Students who would like to change their major must complete a Change of Major/Minor form and submit it to the Registrar's Office, with all required signatures, by the deadline published on the form. Forms can be obtained through the student's advisor and are also found on the Registrar's Office website. Change of Major forms 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 School of Nursing and Health Professions and students switching between term and non-term 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. University 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. Students switching between term and non-term programs must contact the Office of Financial Aid to discuss the financial impact on this decision prior to submitting a Change of Major/Minor form.

## Academic Progress (All Programs)

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

- Students whose total credits (transferred and earned) are 30 or fewer must maintain a minimum cumulative grade point average of 1.80.
- Students whose total credits (transferred and earned) are greater than 30 must maintain a minimum cumulative grade point average of 2.00.
- Students should refer to individual School academic progress policies for any additional academic requirements.
- The computation of the cumulative grade point average does not include challenge examinations, CLEP, Prior Learning Experience (PLA), developmental courses, or transfer credits. Only credits earned at Gwynedd Mercy University are included in the computation of the cumulative grade point average.

## Academic Probation and Dismissal

**Term Programs**
A full-time or part-time student enrolled in a term program whose cumulative grade point average falls below the required minimum (see description under "Academic Progress") during either the Fall or Spring semester will be placed on University academic probation for the next full-time semester (either Fall or Spring).

Students will be notified in writing if they are on University academic probation by the Office of Academic Affairs after a review by the Dean's Council. 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 Vice President for Academic Affairs. An exception for one additional semester of academic probation may be granted to students who demonstrate significant academic progress, as determined.

If, at any time, a full- time or part-time student's cumulative GPA falls below 1.0, they are subject to immediate dismissal. Students who receive notification of dismissal from Gwynedd Mercy University may be given the option to appeal on the basis of extenuating circumstances. The appeal must be in writing, should outline the reasons for the student's poor academic performance and the strategies the student will use to improve their academic standing, and must be submitted by the date stipulated in the dismissal letter. The appeal is directed to the Vice President for Academic Affairs who will present it to the Appeals Committee consisting of the Dean's Council, the Dean of Students, and appropriate faculty and staff. The Appeals Committee will review the appeal and determine, based on the likelihood a student can achieve good academic standing the next semester, 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 may 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 for appeal during their tenure at Gwynedd Mercy University.

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 School Dean will evaluate the readmission application for approval. Readmission is not guaranteed.

**Accelerated and Non-Term Programs**
Students who fall below 1.8 or 2.0 respectively of their total credits (transferred and earned) will be placed on Academic Probation for the following term (terms are defined as Fall, Spring and Summer). Students who do not bring their GPA above the minimum threshold by the completion of the following term may be academically dismissed. Students on academic probation may not concurrently enroll in more than a single course.

Undergraduate students enrolled in a non-term 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 earn 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 School Dean will evaluate the readmission application for approval. Readmission is not guaranteed.

**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 full- or part-time student fail to meet these program-specific grade requirements, the Dean of the School or Coordinator of the Program 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 grade point average based on the University's policy of Academic Progress, may continue their studies (full or part time) 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

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

Procedure

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

## Grade Reports

Grade reports are available using the University's Self-Service online features at the end of each semester/session. If a student believes that an incorrect grade has been reported for a particular course the student must follow the Grade Appeal process in the Catalog.

This average is determined by dividing the total number of quality points by the number of credit hours attempted. Credit hours for all grades earned at Gwynedd Mercy University are included in the calculation.

### 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 |

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; he or she 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; his or her 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 School 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 School 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 School requirements.)

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

**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 submit a grade of "I". Instructors must complete the "Incomplete Grade Contract" and submit it to the appropriate Dean. Forms must be signed by both the instructor and the student. The work must be completed within 30 calendar days from the last day of the final

examination period. Otherwise, a grade of "F" will be recorded. No extension will be granted beyond 30 days unless approved by the instructor and the Vice President for Academic Affairs prior to the end of the 30-day extension. If an extension is granted, the instructor must complete the "Incomplete Grade Extension" form, along with the student and submit it to the Vice President for Academic Affairs. This form can also 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 Office of Academic Affairs.

**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 Dean or advisor of their school. If a student ceases to attend class but does not officially withdraw, a grade of F will be recorded for that class. Please refer to the course withdrawal policies in this catalog for additional information.

**P: Pass/Fail Courses** Junior and senior 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 pass/fail is limited to junior and senior level students.
- The student may exercise his or her option in a course that would fill an open elective.
- The student declares his or her intent of the pass/fall option at registration or no later than the end of the semester/session drop/add period.
- The professor will be informed by the student that he or she has 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.

**AU: Audit** Courses may be audited with an advisor's consent. Such courses must be indicated with an AU in the credit hour column on the registration card. The student who has been granted audit status will not be responsible for the assignments or examinations required for the course. Although no credit or grade is received, 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. Students are not permitted to change a status of a course from "audit" to "credit" or "credit" to "audit" after the end of the drop/add period.

## Instructional Hour

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 of student time each week (homework: 2 hours or more; reading and studying 6 ½ hours per week).

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

credit hours as specified in the Higher Education Opportunity Act as: "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time."

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

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

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

## Policy for Students Called to Military Service Obligation

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

**Policy**

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

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

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

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

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 and attestation that the student performed service in the uniformed services that necessitated the student's absence from the institution.

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

1. Students will be promptly reenrolled with the same academic status when last in attendance or last admitted, subject to paragraphs 2 and 3 below. The University will make reasonable efforts at no extra cost to the students to help them become prepared or to enable the student to complete their program. However, if it is determined after reasonable efforts that any such student is unable to complete their program or resume their program at the point where they left off, Gwynedd Mercy University is not required to readmit the student upon their return.
2. Students will be promptly reenrolled if the cumulative length of the absence and of all previous absences by reason of service in the uniformed services does not exceed five years. Students whose previous absences cumulatively exceed five years are subject to the established reenrollment policy and procedures.
3. Students who seek reenrollment will provide the University Registrar with documentation to establish that the student has not exceeded the service limitation of total cumulative absence of five years.

**III. Additional Services**

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

## Religious Holidays

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

## Withdrawal Policies

**Withdrawal from a Course –in a Term Program**

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

Any student who seeks to withdraw from courses within the course withdraw period must submit a Course Withdrawal form to the Registrar's Office. The Course Withdrawal form can be found on the Registrar's Office website. The deadline for course withdrawal is published each semester/session in the Academic Calendar (see "Academic Year") and may be obtained through the Registrar's Office, on the Registrar's website or in the Office of Academic Affairs.

Students who request a course withdrawal after the end of the withdrawal period must submit the Course Withdrawal form in addition to the appropriate documentation that supports their request to the School Dean for approval. Students are financially responsible for all courses from which they withdraw.

**Withdrawal from an Accelerated *or Non-Term course***

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

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

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

Course Withdrawal Refund Policy—***Accelerated or Non-Term Courses***

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

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

**SEE ACADEMIC PROGRAM for additional Course Withdrawal Policies**

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

**Withdrawal from the University**
All students who wish to withdraw from the University must complete a University Withdrawal form (there are separate forms for Term and Non-Term programs) and submit to the Dean of their School for approval. Students must understand that a withdrawal is a permanent decision. Students who withdraw from the University will need to re-apply to the University should they wish to return after one calendar year. Once the course begins, students are financially responsible for all courses from which they withdraw. If applicable, the official date when a student withdraws from the university (designated by the date the student notifies the university of the decision to withdraw) is the basis to determine refunds or tuition adjustment.
Students who request a complete withdrawal from the University after the end of the withdrawal period must submit the University Withdrawal form/Program Withdrawal form with appropriate documentation that supports their request to their School Dean. The final decision will be made by the Provost and Vice President for Academic Affairs in consultation with the School Dean.

## Placement Assessment for Writing and Mathematics

**NOTE: Does not apply to students enrolled in 2nd Degree ABSN and Non -Term Programs*
To ensure that every student admitted to Gwynedd Mercy University 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 Gwynedd Mercy University placement assessments for English and mathematics before registering for their first semester.

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, as well as a written essay, questionnaire, and reading comprehension questions. The assessments are untimed, and retests are not permitted.

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 Princeton Advanced Placement Test in English (Language and Composition) and/or mathematics (Calculus or Statistics)
- If you took the SAT and received a score of at least 35 or 680 in the reading test and a 680 in the mathematics test
- Transfer credits for college-level English composition or college-level mathematics courses (earned grade of C or better) through the official acceptance of transfer credits by the

Registrar's Office at Gwynedd Mercy University
- A score of 29 or higher on the English or mathematics ACT test

Students with documented disabilities who need accommodations, other than extended time, should make their needs known to the Director of Tutoring Services and Placement Assessments at least a week prior to taking the assessments. Email placementtesting@gmercyu.edu for further information.

Placement Assessment Results

Students will discuss their results with their advisors at the time of course registration. Students whose test results indicate that they can proceed with college-level writing courses may register for ENG 101 College English Workshop or ENG101 College English Seminar, depending on exact placement score. Students whose test results indicate that they need to develop their writing skills must register for and successfully complete ENG 002 Developmental Writing before enrolling in ENG 101 College English.

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, Developmental 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.

If the placement assessment results indicate a need for a developmental course(s), the course(s) must be taken at Gwynedd Mercy University and may not be transferred in from another institution.

Students earn three credits for successful completion of ENG 002 Developmental Writing, and three credits for successful completion of MTH 002 Developmental Mathematics or MTH 003 Bridge to Mathematics. Those credits count toward financial aid requirements; however, the course grade of "P" is not computed into a student's grade point average. These credits do not count toward graduation.

Fall and Spring Semester Tuition for ENG002 Developmental Writing and MTH 002 Developmental Mathematics

Full-time students who must take ENG 002, Developmental Writing, and/or MTH 002, Developmental Mathematics or MTH003, Bridge to Mathematics, may enroll with no additional fees or tuition charges provided that their course load does not exceed 16 credits.

Inquiries

All questions concerning the English and mathematics placement assessments should be directed to the placementtesting@gmercyu.edu.

**Academic Amnesty Policy**

Undergraduate students who seek re-admission into one of the programs within a school following a two-year consecutive absence from Gwynedd Mercy University 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. Gwynedd Mercy University 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 Gwynedd Mercy University 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 foradmission.

# ACADEMIC SUPPORT

*NOTE: For information on STUDENT SERVICES and CAMPUS LIFE refer to the GMercyU Student Handbook*

**Keiss Library**

The Keiss Library provides students with the resources and assistance they need to be successful in their academic career. Resources include book and audiovisual collections, access to over 32,000 full-text electronic journals through subscription databases, as well as access to over 200,000 eBooks. Librarians and staff are available during all library hours 7 days a week to help students navigate its resources. Librarians engage in both one-on-one and classroom instructions to enhance research skills.

The library webpage (GMercyU.edu/library) provides access to the library's catalog, full-text online resources, selected websites, and information about library hours and policies. All resources are accessed from any available internet connection. Off-campus users are required to log-in with their GMercyU network username and password.

The librarians at Keiss Library offer reference services in-person during the library's hours of operations, assisting users in developing research strategies, using online resources, and providing general references. The assistance is also available via text message, chat, email, and telephone. When the library is closed, reference assistance is available 24/7 via a link to AskHerePA.

Students may print from computers in the library or their own laptops. Each student is allotted 300 free prints per semester; if needed, additional prints can be added to accounts. The library has a book scanner and photocopier for students to use. There is not charge for using the book scanner; and photocopies are deducted from the 300 prints allocated per semester.

A current GMercyU ID is required to borrow materials. Books and audiobooks circulate for three weeks to students. Videos of feature films circulate for seven days. Reserve materials must be used in the library.

The library is fully wireless. Students who bring their own laptops can connect to the campus network. In addition, laptops are available for borrow to use in the library and on-campus with a current GMercyU ID. Lost or damaged laptops (or any laptop peripherals) will be billed at replacement cost.

If needed research materials are not available, Keiss Library can borrow books, theses, and journal articles from other libraries for students through the library's InterLibrary Loan service. Requested articles may be available within three business days to a week, and books and theses may be available within two weeks.

For assistance or more information, call 215-646-7300 ext. 21474 (Circulation Desk) or 215-646-7300 ext. 21484 (Reference Desk), Text/SMS 215-642-0918 or check the library webpage at GMercyU.edu/library.

**Student Success Center**

The Student Success Center (formerly the Academic Resource 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 Academic Advising, the Career Development Center, the Office of Tutoring Services and Placement Assessments, the Office of Accessibility Services, and the Office of First-Year Experience.

Professional academic advisors for term programs work with first and second-year nursing students, University Studies students, as well as students considering a change of major. Students enrolled in non-term 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.*

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

The Office of Tutoring Services offers undergraduate peer tutorials for individuals and small groups, as well as academic workshops and mathematics modules. In-person and online tutoring are available through current peer and professional tutors, as well as through a third-party vendor. The online tutoring service provides tutoring in a variety of subjects, as well as a Writing Center. Tutoring is available in most academic subjects. Tutoring availability varies by subject, but all subjects have some evening and weekend availability. The online Writing Center offers review and feedback on papers. Email studentsuccess@gmercyu.edu for details.

*See Placement Assessments for Writing and Mathematics for details.* For information regarding the University's English and mathematics placement assessments, email placementtesting@gmercyu.edu for new students.

The First-Year Experience (FYE) program includes courses designed to introduce students to the University's founding and mission, skills for academic success, and University resources and engagement opportunities. *See First-Year Experience Program for more information.*

**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.

**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 here. No accommodation can be made by Gwynedd Mercy University without completing this process.

All information provided to the Director of Accessibility Services is, in accordance with FERPA, confidential. It is important to allow sufficient time for administrative processing of the application. 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: www.gmercyu.edu/students/disabilitysupport or email accessibilityservices@gmercyu.edu.

Accessibility Services Grievance Procedure

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

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

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

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

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

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

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

discontent, for review.

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

# ADMISSIONS

*NOTE: SEE ACADEMIC PROGRAMS for Program-Specific Admissions Requirements and Procedures.*

## *Admissions Requirements for Term Programs*

**First-time Students, Term Programs**

All applicants must submit the following:

Online application found at https://www.gmercyu.edu/undergraduate-application. Students may opt to add Gwynedd Mercy University to their Common Application instead. Please submit only one application.

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 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 preparatory electives | 3 units |

Gwynedd Mercy University is test-optional, which means students may apply with or without submitting scores from the ACT or SAT.

Students applying to the programs listed below who choose not to submit SAT or ACT test scores also must:

- Submit one letter of recommendation from a teacher in a subject related to their desired major (e.g., a biology teacher if the student is seeking admission to GMercyU's Biology program)*
- Schedule an in-person or virtual interview with a member of the GMercyU Admissions team

*Biology*
*Education* (if cumulative GPA is lower than 3.0)
Nursing
*Occupational Science*
*Radiation Therapy*
*Respiratory Care*

Other applicants may be asked to submit an essay or personal statement and/or be asked to participate in an interview during the application review process.

*Letters of Recommendation are not required for other programs 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.

See Academic Information for placement assessments in English and Math.

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.

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 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, certain programs require background checks that require a U.S. social security number; students without a U.S. social security number will not be able to complete these requirements.

## SAT and ACT Test Scores

Students seeking admission for the 2022-2023 academic year are not required to submit SAT or ACT test scores, but they are welcome to do so. Over the past few years, our admitted students' average SAT score range has been between 970 and 1160. The ACT range has been between 18-23.

### Advanced Placement Students

Applicants who have completed work in Advanced Placement Programs in high school may submit the results of the Advanced Placement Examination of the University Entrance Examination 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).

### Transfer Students, Term Programs

Applicants who have 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 with advanced standing. Some programs require a higher GPA.*

If accepted to the University, transfer students must maintain a cumulative grade point average of 2.0 (or higher for some programs) prior to matriculation to Gwynedd Mercy University.

Courses in which an applicant has earned a grade of C or better will be evaluated as possible transfer credit toward a Gwynedd Mercy University degree. Lower division courses will not be accepted for transfer credit in substitution for similar courses given at upper division levels at Gwynedd Mercy University. A limited number of exceptions may be granted at the discretion of the Dean of the School. Depending on the program, at least 45-50 credits required for a bachelor's degree and 30 of those

required for an associate degree must be earned at Gwynedd Mercy University.

NOTE:
Term Programs: Please contact the Undergraduate Admissions Office at 215-641-5510 or admissions@gmercyu.edu if you have any questions about the transfer admissions requirements for your program of interest.
Non-Term Programs: Please contact the Online/Accelerated Enrollment team at 866-660-0113 or accelerate@gmercyu.edu.

Applicants for advanced standing must present the following:

- A complete online application
  - Term Programs: gmercyu.edu/undergraduate-application
  - Non-Term Programs: https://www.gmercyu.edu/gwynedd-mercy-universitys- online-application
- Evidence of high school graduation, which can be satisfied with an official high school transcript or a copy of General Educational Development (GED) test results or certificate. Candidates with more than 24 college credits do not need to submit a high school transcript; however, the Admissions team may request the transcript as part of the candidate's application review.
- An official transcript from all colleges and universities previously attended. No applicant may disregard previous college attendance. Failure to make full and truthful disclosure of all information requested will result in disqualification of the application (or revocation of admission).
- A copy of the catalog of the college/university from which the student is transferring, if requested

Letters of Recommendation are not required but are recommended. The written letter of recommendation should discuss the applicant's character and promise as a student and should be sent from a college faculty member or employer.

All accepted campus 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 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.

### Home-Schooled Students

All home-schooled students must complete and submit all application materials required of traditional applicants, in addition to a transcript from a home-school accrediting body. An interview may also be requested.

### 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 18-26 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 Kelly Kiefer, Director of 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 FlipGrid 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.

**International Students**

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

- The online application, found at http://gmercyu.edu/undergraduate-application
- 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 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 preparatory electives | 3 units |

**Gwynedd Mercy University is test-optional, which means students may apply with or without submitting scores from the ACT or SAT.** However, students applying to the programs listed below who choose not to submit SAT or ACT test scores5 also must:

- Submit one letter of recommendation from a teacher in a subject related to their desired major (e.g., a biology teacher if the student is seeking admission to GMercyU's Biology program)
- Schedule an in-person or virtual interview with a member of the GMercyU Admissions team.

  Biology
  Education (if cumulative GPA is lower than 3.0)*
  Nursing*
  Occupational Science*
  Radiation Therapy *
  Respiratory Care*

*NOTE: Other applicants may be asked to submit an essay or personal statement and/or be asked to participate in an interview during the application review process.*
*Letters of Recommendation are not required for other programs but are recommended.*

- 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.
- 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.
- A course-by-course evaluation by World Education Services (www.wes.org), Educational Credential Evaluators (www.ece.org) or SpanTran: The Evaluation Company (https://spantran.com/web/) is required of all transcripts from high schools and universities outside of the United States.
- 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).
- *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. These background screenings require 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.

**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 these 9 credits, students must contact the Admissions Office for advice about applying to become a matriculated student who plans to work toward earning a Gwynedd Mercy University degree. 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.

**Readmission**

A student who has been accepted to Gwynedd Mercy University is expected to continually progress toward degree completion. A student enrolled in a Term Program 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. Students enrolled in a Non-Term program must either be actively enrolled or on an approved Leave of Absence. A student enrolled in a non-term program, who is out of enrollment for the period of 1 year (365 days) will need to submit an application for program readmission. All applications

for readmission will be reviewed and approved by the respective School Dean.

**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 the student must take in order to be fully admitted to their program of study.

**Visiting Students**

A student who enrolls in classes for credit with the intention of transferring those credits to another institution in which he or she is regularly enrolled is classified as a non-matriculated student.

## *Admissions Requirements for Second Degree Programs, Accelerated*

**Admissions Requirements for 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 high school and all colleges or universities attended, including proof that you earned 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 earned B's or better in their science courses
- 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 II and 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 dietician), Statistics, and Development Psychology (covering the lifespan)
    - These courses are offered by Gwynedd Mercy University. More information can be found on the website.
- After you have been accepted, you will need to take the following additional steps before beginning your nursing classes:
    - 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

You will also need to obtain an annual flu vaccination and PPD screening throughout the duration of your program.

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

**International Student Admission**: International students must meet all admissions requirements noted above. In addition, 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 the nursing program must have the ability to obtain the background screening required for placement in a clinical setting and should review state licensure requirements before choosing to enroll. Background screenings require 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.

# ASSESSMENT OF STUDENT LEARNING

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

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

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

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

*Informal Resolution*

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

*Formal Resolution*

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

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

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

The Dean will review the request. If it is clear that the complaint has not been filed within the time limit or pertains to a matter not applicable under this procedure, or comes from a person without the right to issue a complaint, the Dean will dismiss the case and notify the complainant in writing.
If the complaint is not dismissed, the Dean will review the information provided, gather any additional information required, and formulate a decision within fifteen (15) business days of receipt of the request. If the respondent is the Dean, the Provost and Vice President for Academic Affairs will appoint another University administrator to issue a decision. Once a decision has been made, it will be recorded for the University record, and the complainant and respondent(s) will be notified of the decision in writing.

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

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

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

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

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

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

**Commonwealth of Pennsylvania, National Accreditation and Program Accreditation Complaint Processes:** If after following the University procedures, the issue is not satisfactorily resolved internally and the student seeks additional resolution, the resources below may be used to file complaints with the appropriate agency in the student's state or the institution's accrediting body.
Gwynedd Mercy University is accredited by the Middle States Commission on Higher Education. Contact the Commission on Colleges at 3624 Market Street, Philadelphia, PA 19104-2680 or call 267-284-5000 for questions about the accreditation of Gwynedd Mercy University. Information regarding MSCHE's complaint process can be found on the https://www.msche.org/ under https://www.gmercyu.edu/about-gmercyu/fast-facts/consumer-information.

Information regarding the Pennsylvania Department of Education complaint process can be found on the website under //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.state.pa.us

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

- Middle States Commission on Higher Education (MSCHE)
    - https://www.msche.org/?s=complaints

- Commission on Collegiate Nursing Education (CCNE)
    - https://www.aacnnursing.org/CCNE

- 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/

- Accreditation Council for Occupational Therapy Education (ACOTE)
    - https://acoteonline.org/?s=complaints
    - Section V.B.1 - Click on "Form for Complaints Against

- International Accreditation Council for Business Education (IACBE)
    - https://iacbe.org/resources/procedure-for-third-party-complaints/

- Council on Social Work Education (CSWE)
    - https://www.cswe.org/CSWE/media/AccreditationPDFs/1-2-1-Complaint-Form-1-2021-FINAL.docx

# COMPLIANCE

**Federal Consumer Regulations Act**

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

**FERPA Rights and Policy Notice**

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

Rights of the Student or Parent

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

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

When a School Does Not Need Written Consent

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

- School officials with legitimate educational interest
    - *NOTE: A school official is a person employed by Gwynedd Mercy University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee or as a federal work study student, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University who performs an institutional service of function for which the school would otherwise use its own*

*employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.*

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

Disclosure of Directory Information

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

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

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

Annual Notification of Rights

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

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

**Pregnancy Non- Discrimination Policy**

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

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

LABORATORY ACTIVITIES

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

pregnant student.

## Title IX

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

**Non-Discrimination Policy and Statement**

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

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

## Professional Licensure Disclosure Statements

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

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

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

# FINANCIAL AID

Gwynedd Mercy University's financial aid program is designed to provide financial assistance to qualified students. The University endeavors to assist as many students as possible using Gwynedd Mercy University funds as well as federal, state, and other funds. Students applying for financial aid are considered for all aid sources for which they are eligible.

All undergraduate students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) to determine their eligibility for need-based institutional, federal, and state aid.

**Students Enrolling in Term Programs**: Most students will receive a comprehensive financial aid package, which consists of some combination of scholarship/grants, loans and/or federal work study, based on the results of their Free Application for Federal Student Aid (FAFSA). In addition to merit scholarships, which are awarded to full-time students who enroll in traditional, semester-based programs, campus undergraduate students may be eligible for institutional, federal, and state financial assistance based on their demonstrated financial need as indicated on the FAFSA. Funds available, academic records, and number of applicants may also affect the amounts and types of aid awarded to a student.

Students who choose not the submit a FAFSA must notify the Office of Financial Aid, so the Aid office can apply any merit scholarship funding to the student's account.

**Students Enrolling in Non-Term Programs: Students** may be eligible for state and federal need-based aid based on the results of their FAFSA.

**Second-Degree Bachelor's Students**: In general, students pursuing a second bachelor's degree are not eligible for federal or state grants aid but may be eligible for federal student loans or private loans.

### Determination of Financial Need

Financial need is determined based on information supplied on the Free Application for Federal Student Aid (FAFSA). All applications are analyzed according to a formula known as the Federal Methodology. In determining the extent of a student's need, consideration is given both to the amount of support that may be expected from all family resources, as well as to those factors which affect a family's financial strength, such as taxes, number of dependents, debts, other educational responsibilities, and retirement needs. Financial aid is awarded for one academic year at a time; students must re-apply annually for renewal of aid. Renewal depends upon continued eligibility, satisfactory academic progress, and availability of funds.

## Financial Aid Application Procedures (FAFSA)

A. New Entering Undergraduate 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.

***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.*

B. Returning Undergraduate Students

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

1. Submit the Free Application for Federal Student Aid (FAFSA). Gwynedd Mercy
2. 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.***

It is the responsibility of the aid applicant to file 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.

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.

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.

## 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.
    - **Exception to the 67% Rule:** It is important to note that the 67% completion rule applies to most types of financial aid. However, specific programs may mandate a higher completion rate. For example, the PA State Grant requires that a full- time student earn 24 credits (repeated coursework does not count in this total) in an academic year and requires a minimum of 12 credits for part-time students.
- Cumulative GPA Minimum Requirements (GPA Rule): The maintenance of a cumulative grade point average of 2.0 for upper classmen and 1.8 for freshman students. Graduate, second bachelor's degree and doctoral students must maintain a 2.0 cumulative grade point average. Additionally, specific grants and scholarships may require a higher minimum cumulative grade point average.
- 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 a maximum of 30 semester hours of developmental coursework.
- Withdrawals, Incompletes, Audits and Repeat Courses: Withdrawals, Incompletes and Audits do not count as passing grades, but 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.

## 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.

**Ineligibility for Financial Aid**

A. Any student who fails to meet satisfactory academic progress 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.

B. Students on academic probation may be eligible to receive financial aid IF they meet satisfactory academic progress requirements.
C. 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 is met.

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

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. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post withdrawal disbursement, which must be paid within 120 days of the student's withdrawal.
The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination for post withdrawal disbursement must be offered to the student within 30 days of the date of determination.

Refunds are allocated in the following order:

*Unsubsidized Federal Direct Loans*
*Subsidized Federal Direct Loans*
*Federal Parent Direct (PLUS) Loans*
*Federal PELL Grant for which a return of funds is required*
*Federal Supplemental Opportunity Grants for which a return of funds is required*

**Unofficial Withdrawals (all F Grades)**

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

## 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

### 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 on a full-time basis.

Students who qualify for Merit Awards will be notified at the time of admission to the University. Merit awards may be renewed for an additional two (transfer students) or three (first-year students) years provided that 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 ranging from $400 to $6,495, 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 a minimum of 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 (PHEAA)
The Pennsylvania Higher Education Assistance Agency provides state grants ranging from $100 to $4,400 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 a total of four full-time academic years contingent upon 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 an 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's 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 amount of the Direct PLUS Loan may not exceed COST of ATTENDANCE minus any estimated financial aid the student has or may receive during the period of 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. 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 on an hourly basis 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 a job or total earnings as awarded because the FW-S program is limited by the amount of funds received from the federal government.

**Benefits**

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**.**

**Program Leave of Absence (LOA) for Non-Term Programs and Accelerated Nursing Program**

The Federal government has determined that a "break in attendance" and 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. Student returning from a first leave of absence must complete at least one course, with a grade other than "W" or "I" prior to requesting a second leave. If the LOA is not completed or approved, the student will be withdrawn from the program and may be required to re-apply for admission. 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.

# PUBLIC SAFETY

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

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

# REGISTRAR

**Academic Awards and Honors**

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 Non-Term 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.

## 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.

## Concurrent Pursuit of Two Bachelor Degrees

A student who has been accepted into a bachelor degree program and wishes to earn a bachelor 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 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 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)*

Honor Societies

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

1. **Sigma Phi Sigma**, The National Mercy Honor Society. This society is dedicated to the ideals of Catherine McAuley: fidelity, scholarship and service. Freshmen, sophomore and juniors with a minimum 3.2 grade point average, 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.
2. **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.

3. **Lambda Iota Tau** is an international honor society for students of literature. Its purpose is to reward and encourage excellence in literary scholarship in colleges and universities. To be eligible, a student must major or minor in a department offering literature and all courses prerequisite thereto and rank scholastically in the upper 35 percent of his or her class.
4. **Phi Alpha T h e t a** 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.
5. **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 two-fold: 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.
6. **Iota Kappa Chapter, Sigma Theta Tau**, 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.
7. **Alpha Sigma Lambda** is the national honor society for returning adult students. Its purpose is to recognize and reward the hard work, motivation, academic success, personal growth, and leadership qualities of its inductees and is housed in the Office of Academic Affairs.
8. **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 and exceptional professional growth and leadership.
9. **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.
10. **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 and 3.0 in their major are nominated by the faculty for induction into the society.
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. **Alpha Phi Sigma** is the international honor society for graduate and undergraduate student in the field criminal justice. Founded in 1942, this society recognizes students for academic excellence and community service. Students with a 3.2 GPA overall and within the major may be invited to join Gwynedd Mercy University's Kappa Delta Chapter.
13. **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.
14. **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.

15. **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.
16. **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 and hold a minimum of a 3.5 overall GPA, are encouraged to apply.

## Consortium Participation

**Acadeum**

Gwynedd Mercy University is a participating Member of the Acadeum. Acadeum is a virtual academic consortium in which member institutions collaborate in sharing online, credit-bearing courses and programs. As a member, Gwynedd Mercy University makes available to its students, online courses offered by other members. Our students may register for an online course offered through Acadeum after consulting with their advisor and receiving the necessary approvals. Students who take an Acadeum course are billed through Gwynedd Mercy University at the prevailing per credit rate.

## Evaluation of Transfer and Other Credits

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 School 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.

All transfer students are required to earn a minimum of thirty (30) credits at Gwynedd Mercy University for an associate degree and 45 to 50 credits, as defined by each school, at Gwynedd Mercy University for a bachelor's degree. This credit requirement does not change regardless of the number of credits accepted in transfer. Additionally, at least half of the credits required for the major must be completed at Gwynedd Mercy University. The number of credits in the major varies within each degree program.

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 evaluatedfor 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 Gwynedd Mercy University credits and are processed through the Registrar's Office.
8. 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, course descriptions and course outlines would need to be forwarded by the student for any course in question. In all cases, the submitted material is reviewed by the Registrar's Office and by faculty within the subject area of the courses in questions.
10. 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 Schools within the University reserve the right to refuse any credit recommendations made by these credit evaluation agencies.
11. The Registrar's Office will evaluate only official transcripts accredited by regional Accreditation for all schools attended. This official evaluation is done after students accepted.
12. 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. ***COVID19 Guidance for AY2020-2021: During COVID19, students may submit unofficial transcripts for Admission but are required to provide official transcripts prior to the start of the semester.*
13. Official transcript evaluation is processed after admission to the University. "Issued to Student," unofficial transcripts are not use for transfer evaluation

**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 School for their major as well as from the Dean of the School 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 course 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 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 (for the School of Graduate and Professional Studies students, prior to taking the final 15 credits); 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 School of Nursing offers qualified registered nurses the opportunity to record professional knowledge and competence that reflects content included in a selected bachelor nursing course. A student must meet with the appropriate nursing faculty member to discuss eligibility, the procedure and 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 School 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

Students, once matriculated, are expected to complete all course work 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 Schools 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. This option is given in conjunction with the following major: history, The student receives the bachelor's degree in his or her major field, but the special pre-law component prepares the student for the rigors of law school. The pre-law component is described under each participating major.

## 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**

A student who has earned a bachelor degree from a regionally accredited college or university and is accepted into an associate or bachelor degree program at Gwynedd Mercy University enters the degree through the "second degree" program. The Dean 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 Dean of the School or Program Coordinator of the major, as well as any general education courses that are listed as requirements for eligibility of graduation.

**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 Coordinator, 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)*

**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 Non-Term programs should contact their assigned Academic Advisor or email adultadvising@gmercyu.edu. The student will not be able to report back to class until they are officially registered.
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**Transcripts, Requests**

The Family Educational Rights and Privacy Act of 1974, as amended, prohibits the release of educational records by institutions without the specific written consent of the student. Students or alumni may request copies of their transcripts by writing to the Registrar's Office. 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 to process. Specific deadlines should be mentioned when requesting the transcript. A student who has not satisfied all financial obligations in any department of the University will not be able to receive transcripts. Students can visit the Registrar's web page on www.GMercyU.edu for instructions on requesting a transcript.

# 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).

**The following technology resources are available for students:**

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

**Computer Labs and their Descriptions**

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

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

**Gwynedd Valley Campus**
*Saint Bernard Hall, Room 16*
This lab features twenty workstations running Windows 10 and Microsoft Office. This lab is also equipped with a Copier/Printer/Scanner as well as a 75" 4k flat panel screen.
Natural Science & Mathematics & Health Professions Computer Lab *(Frances M. Maguire Hall, Room 203)*

The Natural Science & Mathematics lab features twenty workstations running the Windows 10

operating system. These workstations support Microsoft Office. This lab is also equipped with a Copier/Printer/Scanner.

Breezeway Computer Area (Fatima Hall/Mercy Hall)
There are 5 all-in-one workstations running Windows 10 Operation System. These workstations have Microsoft Office and this area is equipped with a Copier/Printer/Scanner.

University Hall Lab*(University Hall, Room W108)*
The University Hall Lab features thirty workstations running the Windows 10 operating system and Microsoft Office. This lab also features a Copier/Printer/Scanner.

Finance Trading Lab *(University Hall, Room E204)*
The Finance Trading Lab consists of 16 with dual monitor display units running
Windows 10 operating system with Microsoft Office. This computer lab also features a 42-foot stock ticker, two digital signage displays for new information about financial markets, a projection system.

**Bensalem Campus**
Main Lab *(Room 114)*
The Main Lab features sixteen workstations running the Windows 10 Professional operating system along with Microsoft Office. This area is also equipped with a Copier/Printer/Scanner.

# TUITION & FEES

**Term Programs**

| **Tuition for All Programs (Except Nursing and Health Professions)**<br>*2022-2023 Rates are Effective August 15th, 2022* | |
|---|---|
| Full-time: 12-18 credits per semester | $36,052 per year |
| Part-time: 11 or fewer credits per semester | $671 per credit hour |
| Tuition Overload: 19 or more credits per semester | $671 per credit hour |
| Summer Courses: June - August 2021 | $658 per credit hour |

| **Tuition for Nursing and Health Professions Programs** | |
|---|---|
| Full-time: 12-18 credits per semester | $37,384 per year |
| Accelerated BSN Program | $810 per credit hour ** |
| **Students enrolling in the ABSN program for the first time beginning Fall 2022 will pay $670 per credit, but will not be eligible for the Future Nursing Heroes Scholarship | |
| Part-time: 11 of fewer credits per semester | $780 per credit hour |
| Tuition Overload: 19 or more credits per semester | $780 per credit hour |
| Summer Courses: June - August 2021 | $765 per credit hour |

| **Program Specific Fees Payable to the University** | |
|---|---|
| Course Related Fees (not including textbooks) | $50-100 per course |
| Radiologic Technology Fee: Junior and Senior year | $1,500 per year |
| Student Teaching Observation Fee | $250 |
| Nursing Fees – Traditional and Weekend BSN (per semester) | $442-$464 |
| Nursing Fees – Accelerated BSN (per semester) | $663-$685 |
| Integrated Studies Fee (per semester) | $5000 |
| Public Health Fee (per year charged in Fall) | $121 |
| Public Health CHES Exam | $270 |
| Occupational Science Students (Per semester after Junior year) | $170 |
| | |

| **Additional Fees Applicable to All Term Program Students** | |
|---|---|
| One-time Acceptance Deposit (all Programs except Weekend and Accelerated Nursing)<br>*Non-refundable, applied towards tuition* | $200 |
| One-time Acceptance Deposit (Weekend and Accelerated Nursing Programs only)<br>*Non-refundable, applied towards tuition* | $500 |
| One-time Graduation Fee<br>*The graduation fee covers only a portion of the costs associated with University commencement events, including fees related to your diploma, diploma cover, and regalia. The graduation fee is payable in the semester of graduation. The fee must be paid by all graduating students whether you choose to participate in the commencement ceremony or not.* | $175 |

| | |
|---|---|
| Full-time Student Comprehensive Fee *(per academic year)*<br>*The comprehensive fee contributes towards the cost of providing computer/technology access, activities, use of facilities and the other resources generally available to all students.* | $1000 per year |
| Part-time Student Comprehensive Fee *(per credit hour)*<br>*The comprehensive fee contributes towards the cost of providing computer/technology access, activities, use of facilities and the other resources generally available to all students.* | $22 per credit hour |

| **Additional Fees as Applicable** | |
|---|---|
| Bad Check/Credit Card Fee | $50 |
| Late Payment Fee | $100 |
| Printing/copying (exceeding 300 pages free per semester) | $0.10 per page |
| Parking Permit for Residential Student | $85 |
| Parking Permit for Commuter Student | $55 |
| Challenge Examination Request Fee | $140 per course |
| Challenge Examination Earned Credit | $140 per credit hour |

| **Room Charges for Resident Students**<br>*2021-2022 Rates are Effective August 15th, 2021* | |
|---|---|
| Fall 2021 Room Reservation Deposit: New Resident Students only | $200 |
| Room Lottery Deposit: Returning Resident Students only | $200 |
| | |
| Standard Double - *Alexandria Hall* | $6234 per year |
| Deluxe Double - *Siena Hall, Saint Brigid Hall, Alexandria Hall* | $6,856 per year |
| Premium Double -*Alexandria Hall* | $7,284 per year |
| Single Room - *Siena Hall, Saint Brigid Hall* | $7,856 per year |
| Single Room - *Alexandria Hall* | $7234- $8,284 per year |

| **Board Charges**<br>*2021-2022 Rates are Effective August 15th, 2021. Price freeze-Same as last year.*<br>**All resident students are required to participate in a meal plan. Commuter students may choose to participate in any of the plans listed below.* | |
|---|---|
| 15 Meals per week Plan with $200 Merv dollars | $6,640 per year |
| 10 Meals per week Plan with $250 Merv dollars | $6,370 per year |
| 100 Block Plan with $100 MERV dollars | $1650 |
| 15 Block Plan with $50 MERV dollars | $250 |
| 10 Block Plan with $25 MERV dollars | $165 |

**Non-Term Programs**

| **Tuition** | |
|---|---|
| Associate of Science in Business Administration Program | $285 per credit hour |
| Bachelor of Science in Business Administration Program | $500 per credit hour |
| Bachelor of Science in Applied Psychology Program | $500 per credit hour |
| Allied Health Pre-Requisite Courses for Non-Matriculated Students | $350 per credit hour |

| **Program Specific Fees** | |
|---|---|
| Course Related Fees | $50-100 per course |
| **See your Program Description for additional fees that may need to be paid directly to the vendor or professional association | |

| **Additional Fees Applicable to All Non-Term Program Students** | |
|---|---|
| Comprehensive Fee<br>*The comprehensive fee contributes towards the cost of providing computer/technology access, activities, use of facilities and the other resources generally available to all students.* | $22 per credit hour |
| One-time Graduation Fee<br>*The graduation fee covers only a portion of the costs associated with University commencement events, including fees related to your diploma, diploma cover, and regalia. The graduation fee is payable in the semester of graduation. The fee must be paid by all graduating students whether or not you participate in the commencement ceremony.* | $175 |

| **Additional Fees as Applicable** | |
|---|---|
| Bad Check/Credit Card Fee | $50 |
| Late Payment Fee | $100 |
| Printing/copying (exceeding 300 pages free per semester) | $0.10 per page |
| Challenge Examination Request Fee | $140 per course |
| Challenge Examination Earned Credit | $140 per credit |

**Payment Policy**

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

Delinquent Accounts**:** A student who is financially delinquent shall forfeit the privilege of attending classes, and the University shall have the right to withhold grades, transcripts and diploma or certificate until such indebtedness is paid. A student who is financially delinquent at the close of a semester will not be permitted to register for another semester until all accounts are settled. Student accounts that are not resolved by the end of the semester will be placed with a collection agency. The student will be responsible for the full amount due plus all associated collection costs, late fees and legal fees. Third party fees can add up to 40% additional to your past due balances.

Payment by Check: Make all checks payable to GWYNEDD MERCY UNIVERSITY. All checks are to be drawn on US banks and in U.S. dollars. You may mail your check to the Gwynedd Valley campus or pay online with an electronic check through your Self-Service account. All past due balances paid with a personal check online or mailed in are subject to a 10-businessday waiting period to ensure the check clears, before the billing hold will be removed. For a student to have their hold removed prior to the 10-

business day waiting period, a student can email the Bursar Office a screen shot of their payment with the date it posted to their account.

Payment by Credit Card: The University accepts VISA, Master Card, American Express and Discover. You may use your credit card online through the student's Self- Service account. You will be assessed a 2.85% processing fee for any payment made with a credit card.

Payment by Cash
The maximum cash payment accepted is $1500. This form of payment can only be made at the main campus location.

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 applies to students enrolled in Term Programs only. Students enrolled in Non-Term Programs are not eligible due to the dynamic nature of their programs. The installment plan allows you to spread university expenses over 5, 4 or 3 months, depending on when they sign up for the plan for each semester. Fall semester's payment plan installments start in July: Spring semester's installment payments start in December and Summer semester's installments start in April. Additional information can be found on the Bursar's web page. Students can sign up for the payment plan through their Self- Service account.

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

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.

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**Withdrawal / Refund Policy**

To be eligible for a tuition refund a student must officially withdraw by completing a withdrawal form available online on the Registrar's web page. Refunds are processed for tuition only, no fees. The amount of the refund is based on the date the withdrawal form is recorded in the Registrar's Office. Please see chart below for refund percentages. Not attending class does not automate an official withdrawal.

To be eligible for a refund of room and board a student must officially notify the Office of Residence Life. The amount of the refund is based on the date of the withdrawal. Refunds are established by Residence Life and are included in your housing contract.

No refunds for overpayment will be issued until at least ten days after the drop/add period. . For refunds coming from excess financial aid, the Bursar 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.

**Term Programs**

| **Fall and Spring Semester** | **Percentage of Refund** |
|---|---|
| Withdrawal prior to the first day of semester | 100% |
| Withdrawal through end of drop/add period | 75% |
| Withdrawal through first week after drop/add period | 50% |
| Withdrawal through second week after drop/add period | 25% |
| Withdrawal after end of second week after drop/add period | none |
| **Summer Schedule** | **Percentage of Refund** |
| Withdrawal prior to the first day of session | 100% |
| Withdrawal by the end of the first week of session | 50% |
| Withdrawal second week of session to end of session | none |

**Non-Term Programs**

| | |
|---|---|
| Withdrawal prior to first class | 100% |
| Withdrawal after 1st class | 90% |
| Withdrawal after 2nd class | none |

## Student Health Insurance

All full-time undergraduate students enrolled in Term Programs are required to carry health insurance. If a student is not otherwise insured, the University has arranged for basic coverage. A fee for this coverage will be assessed to all full-time students. This fee will be waived upon presentation of proof of insurance to the University's Insurance Carrier. For the health insurance fee to be waived, students must complete an online waiver before the deadline established each year. Students who fail to meet the deadline are automatically covered and charged for insurance. There are no exceptions after the deadline has passed. Information about the Health Insurance Plan may be obtained from the Office of Campus Health or the Campbell Solution Center. Please know the student health insurance online waiver process is different than the proof of insurance that is required to live in the residence halls or play sports on campus.

## Resident Student

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). Billing holds that prevent a student from officially registering and attending classes also prevents a student from moving into the residence halls.

Financial matters can be discussed with the staff at the Campbell Solution Center or Bursar's Office. 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 residence students, having their funding in place means they must be paid in full or signed up for the payment plan and have paid their first installment payment to be cleared to move into the residence halls.

# 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. The University operates a main campus in Gwynedd Valley, as well as a branch campus in Bensalem, PA. 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 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 credits fulfilled with appropriate transfer credits. Associate degree students must complete two GMERCYU Signature Seminars as part of their degree requirements. Transfer students must complete one-half of the major requirements through Gwynedd Mercy University credits. For the total degree, at least 30 credits must be GMERCYU credits.
Gwynedd Mercy University associate students moving on to bachelor programs following completion of a GMERCYU associate program need a total of three GMERCYU Signature Seminars for the bachelor degree.

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
Philosophy
Psychology

**Bachelor of Health Science:**

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

**Bachelor of Science:**

Accounting/Accounting CPA option (4+1 MBA option)
Applied Psychology (Non-Term)**suspended*
Biology
Business Administration with Health Care Administration (Non-Term)
Business Administration with Organizational Management (Non-Term)
Computer Information Science (Artificial Intelligence, Cybersecurity, and Web Design)
Criminal Justice
Digital Communication
Early Education PreK-4
Early Education/Special Education (PreK- 4/SPE PreK-12)
Education Studies
Finance (4+1 MBA option)
Management (4+1 MBA option)
Marketing (4+1 MBA option)
Mathematics **suspended*
Medical Laboratory Science
Nursing
Psychology
Public Health
Radiation Therapy
Radiologic Technology
Sports Management (4+1 MBA option)

**Bachelor of Social Work**

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 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 have the FYE credits fulfilled with appropriate transfer credits.
- If 25-59 accrued credits from previous collegiate work, two Signature Seminars and Senior Capstone course are required
- At 60 and above credits accrued from previous collegiate work, the two Signature Seminars plus Senior Capstone are required.
- Transfer student must complete one-half of the major through Gwynedd Mercy University credits and fulfill specific school minimum GMERCYU credit requirements.
- NO transfer credits may replace the Signature Seminars.
- 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

Biological Sciences
Chemistry
Computer Information Science
Counseling and Interpersonal Relations
Digital Communication
Criminal Justice
Health Administration
History
Mathematics
Microbiology
Music
Philosophy
Psychology
Religious Studies

# FIRST-YEAR EXPERIENCE 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 Program (FYE). 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** |
|---|---|---|
| FYE-1000 | First-Year Experience | 2 credits |
| FYE-1001 | First-Year Experience Service | 1 credit |

**Requirements**

FYE 1000 is required of all full-time and part-time first-year students during their first semester; FYE1001 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 FYE1000 and FYE1001 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 Director of First-Year Experience is required to withdraw from the course. Any student who does not successfully complete FYE 1000 is required to enroll in the course again in the next semester of their attendance. Any student who does not successfully complete FYE 1001 is required to enroll in the course again in the next semester that it is offered upon their return to the University. FYE1000 is a pre- or co-requisite with FYE1001.

**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 FYE. Students who are exempt from FYE should take a general education elective in place of the FYE courses. FYE courses are not required for students enrolled in accelerated or non-term programs.

# GENERAL EDUCATION PROGRAM

**The General Education Curriculum at Gwynedd Mercy University: Growth Through Mercy Connections**
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 is a beacon, guiding 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**** | |
|---|---|
| FYE 1000- First-Year Experience | 2 credits |
| FYE 1001- First-Year Experience Services | 1 credit |
| ENG 101-College English | 3 credits |
| **Signature Seminar** | |
| Two Signature Seminars | 6 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 |
| | |
| TOTAL | 33 credits |

**These are the minimum requirements for General Education. Additional courses maybe required by specific associate degree programs.*
*** FYE courses are not required for students enrolled in Accelerated or Non-Term Programs.*

**Bachelor Degree Requirements***
General Education, Core Curriculum: Growth through Mercy Connections

| **Skills for Exploring**** | |
|---|---|
| FYE 1000- First-Year Experience | 2 credits |

| | |
|---|---|
| FYE 1001-First-Year Experience Service | 1 credit |
| ENG 101- College English | 3 credits |
| **Signature Seminar** | |
| Two Signature Seminars | 6 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.*

***FYE courses are not required for students enrolled in Accelerated or Non-Term 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.*

# HONORS PROGRAM

**Director**: Patrick Messina, PhD
**Associate Director**: Robert Clewis, 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 liberals (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.

# SCHOOL of ARTS and SCIENCES

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

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

**Credit Requirements:** Students accepted into a program of study are expected to complete all courses at Gwynedd Mercy University. Transcripts for courses completed at regionally accredited institutions will be evaluated for transfer, and all remaining program requirements will be expected to be completed at Gwynedd Mercy University. The School of Arts and Sciences has a minimum residency requirement of fifty (50) credits for all students transferring into a traditional, term bachelor's degree program and a minimum residency requirement of thirty (30) credits for all students transferring into a traditional, term associate degree program.

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

**Faculty**

***Biology--*** Stacey Lettini, Justin McClain, Michelle McEliece, Rebecca Rivard
***Chemistry***—Marc Koyack, Maria Winters
***Computer Information Science***-- Cindy Casey
***Criminal Justice***-- Patrick McGrain, Lorraine Phillips
***History***--Michael Clinton
***Mathematics***-- Sandy Gallagher
***Music***-- Carol Evans
***Philosophy—*** Robert Clewis, Patrick Messina
***Physics***-Mark Scafonas
***Psychology***— Stephanie Fratantaro, Rebecca Gullan, John Gunn, Mary Reilly
***Public Health***— Maria Warnick, Sharla Willis
***Religious Studies--*** Kathryn Reinhard, Jennifer Wade
***Social Work***-- Wade Luquet, Janice Nuss
***Writing***-- Elizabeth Knauss

**DEGREES OFFERED**

**Major Degree Programs**

AA, Liberal Studies
AS, Natural Science
BA, History

BA, Philosophy
BA, Psychology
BS, Biology
BS, Computer Information Science with Artificial Intelligence and Machine Learning
BS, Computer Information Science with Cybersecurity and Computer Forensics
BS, Computer Information Science with Web Design and Multimedia
BS, Criminal Justice
BS, Psychology
BS, Public Health

Bachelor of Social Work

**Minor Degree Programs**

Biological Sciences
Chemistry
Computer Information Science
Counseling and Interpersonal Relations
Criminal Justice
History
Mathematics
Microbiology
Music
Psychology
Religious Studies

# SCHOOL OF ARTS & SCIENCES:
# MAJOR PROGRAMS

## BIOLOGY

**Degree:** Bachelor of Science
**Program Type:** Term
**Program Modality:** On-ground
**Program Director/Coordinator:** 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 study.

Graduates from the biology program possess the knowledge and skills to succeed in graduate or professional school or in employment in a variety of fields, and our students are employed or in a

graduate program within a year of graduation.

The biology program offers the opportunity for eligible students to apply for Early Entry to the Master in Public Health program. Students who are approved may take up to 12 credits of coursework from the MPH degree program, which will count as undergraduate open electives and may also be used towards the MPH degree.

**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.

*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:** 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. Biology students who opt to submit SAT scores are required to have an SAT score of 530 or higher in math. Students who do not submit test scores are required to schedule an admissions interview and submit at least one letter of recommendation from a science teacher.

**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, submission of 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 coordinator to determine the appropriate time expected to graduation giventhe student's prior coursework.

Students transferring into the Biology Program from another program at GMercyU must meet with the coordinator of the program to discuss the program and determine whether they qualify for acceptance into the program and, if so, what the timeline to degree completion would be. 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 the student to plan their degree progress.

**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:** 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 progress toward the degree 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 coordinator 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. If the unsatisfactory grade is a third occurrence or if it is a second unsatisfactory grade in a course you have repeated, this is 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 commitment to a 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 last day of the withdrawal deadline. 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. Your advisor will fill out and sign a Course Withdrawal form. You must bring the Course Withdrawal to the Dean of the School of Arts and Sciences 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 the BS in Biology. 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 INFORMATION SCIENCE

**Degree:** Bachelor of Science
**Options:** (Artificial Intelligence and Machine Learning; Cybersecurity and Computer Forensics; Web Design) and Minor
**Program Type:** Term
**Program Modality:** On-ground
**Program Director/Coordinator:** Cindy Casey

**Program Description:** The Computer Information Science program combines the fundamental problem-solving capabilities of computer science with hands-on experience in several areas of CIS, including programming, networking, cybersecurity, computer forensics, artificial intelligence, machine learning, data mining, database development, web design, multimedia, and mobile applications.

**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.

*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:** Note: Same as University

**Transfers, Internal:** Students interesting in changing their major to the BS Computer Information 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 BS Computer Information Science program. The Registrar's office will conduct a transfer equivalency analysis of the applicant's completed credits. 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 Coordinator 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 major course

in the Computer Information 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 Policies (including Lab/Clinical 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 oftentimes must repeat the course.

**Academic Progress, (Probation), and Program Dismissal:** Students 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 option). Additionally, the Cybersecurity and Computer Forensic and Web Design and Multimedia options requires MTH 231, 234, and 261. Artificial Intelligence and Machine Learning also requires MTH 235 and MTH 245. In addition to the core requirements, CIS majors select one of three professional options: Cybersecurity/Computer Forensics, Artificial Intelligence/Machine Learning, or Web Design/Multimedia. Students with ≤ 2.0 GPA may be dismissed from the program.

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

**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. The CIS Program will not tolerate any act that violates the policies put in place by the university. 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.

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

# CRIMINAL JUSTICE

**Degree:** Bachelor of Science
**Program Type:** Term
**Program Modality:** On-ground
**Program Director/Coordinator**: Patrick McGrain

**Program Description:** The Criminal Justice program at Gwynedd Mercy University is designed with professionalism, Mercy, and excellence in mind. The program is intended to offer a multidisciplinary education to students interested in 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 in the application of education to the field of criminal justice, as well as fostering ethical standards for practitioners and academicians alike. The Criminal Justice Program at Gwynedd Mercy University is designed to graduate well-rounded scholars who are given the tools to excel in their chosen careers and promotes the following objectives in furtherance of these goals: The goal of the Criminal Justice 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. The intent is to create a well-rounded graduate, who has the ability to make a positive contribution to the field of criminal justice and the larger society. With the mission of the program and 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.

*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:** 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, including PSY 100 and SOC 100, two general education requirements. A student may achieve less than a "C" grade in only two major courses and he/she may repeat these courses only once.

**Attendance Policies:** See University requirements

**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 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*

## HISTORY

**Degree:** Bachelor of Arts
**Program Type:** Term
**Program Modality:** On-ground
**Program Director/Coordinator:** 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.

**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.

*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** Note: 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:** Same as University

**Course Withdrawal Policies:** Same as University

## NATURAL SCIENCE

**Degree:** Associate of Science
**Program Type:** Term
**Program Modality:** On-ground
**Program Director/Coordinator**: 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 as 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, submission of 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 coordinator to determine the appropriate time expected to graduation given the student's prior coursework. Students transferring into the Biology Program from another program at GMercyU must meet with the coordinator of the program to discuss the program and determine whether they qualify for acceptance into the program and, if so, what the timeline to degree completion would be. 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 the student to plan their degree progress.

**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, your 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 your progress toward the degree 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 coordinator 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. If the unsatisfactory grade is a third occurrence or if it is a second unsatisfactory grade in a course you have repeated, this is 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 on program probation. Information provided by relevant faculty will be considered during the committee's deliberations on dismissal. If you are facing dismissal from the natural science 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 commitment to a

future in natural science 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 natural science 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 last day of the withdrawal deadline. 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. Your advisor will fill out and sign a Course Withdrawal form. You must bring the Course Withdrawal to the Dean of the School of Arts and Sciences 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***. 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.***

## PHILOSOPHY

**Degree:** Bachelor of Arts
**Program Type:** Term
**Program Modality:** On-ground
**Program Director/Coordinator**: 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.

*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:** Same as University

**Internal/External Transfers:** Contact Patrick A. Messina, Program Director

**Academic Standards/Grade Requirements:** Minimum Passing Grade: 2.5

**Attendance Policies (including Lab/Clinical Attendance Policies):** All attendance policies are determined by the professor of the particular course.

**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 Type:** Term
**Program Modality:** On-ground
**Program Director/Coordinator**: Rebecca Gullan

**Description:** The Psychology Program at Gwynedd Mercy University 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, abnormal psychology, 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**: Analyze from different perspectives the impact of physiology, social interaction, group situations, interpersonal relations, attitudes, opinions, and communication on human behavior.
**PLO2**: Identify and articulate the characteristics of normal development throughout the life span in terms of physical, cognitive, psychological, and psychosocial development**.**
**PLO3**: Identify abnormal personality development and psychopathology, as well as articulate the process of diagnosis, prognosis, and appropriate treatment of behavioral disorders.
**PLO4:** Understand key concepts in statistics and research methodology and be able to use their acquired knowledge and critical thinking skills.
**PLO5:** Engage in basic therapeutic counseling skills that allow them to interact appropriately in a supervised professional setting.
**PLO6:** Engage in critical thinking concerning the history of the discipline and ethical issues relevant to this evolving field of study.

*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:** 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 (including Lab/Clinical Attendance Policies):** Same as University

**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 Coordinator 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 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. 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*

## PUBLIC HEALTH

**Degree:** BSPH, Bachelor of Science in Public Health
**Program Type:** Term
**Program Modality:** On-ground
**Program Accreditor:** The Public Health program will be seeking accreditation through the Council on Education for Public Health (CEPH). Updates on the status can be obtained by contacting the Program Director.
**Program Director/Coordinator**: Sharla Willis

**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. The public health program also offers the opportunity for eligible students to apply for Early Entry to the Master in Public Health program. Students who are approved may take up to 12 credits of coursework from the MPH degree program, which will count as undergraduate open electives and may also be used towards the MPH degree.

**Program Student Learning Outcomes:**
**PLO1** Describe the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society;
**PLO2** Explain the basic concepts, methods and tools of public health data collection, use and analysis, and why evidence-based approaches are an essential part of public health practice;
**PLO3** Identify the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations;
**PLO4** Recognize the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course;
**PLO5** Summarize the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities;
**PLO6** Explain the fundamental concepts and features of project implementation, including planning, assessment and evaluation;
**PLO7** Compare the fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries;
**PLO8** Describe basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government;
**PLO9** Use basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

*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:** 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 degree 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. The Registrar's office will conduct a transfer equivalency analysis of the applicant's completed credits. Course credits from an Associate of Science, Bachelor of Science or Bachelor of Arts degree program in Public Health will be accepted if they correspond to the courses offered at Gwynedd Mercy University 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. As with all transfer students, a minimum of 50 credits and a minimum of half of the major requirements must be completed at Gwynedd Mercy University.

**Academic Standards/Grade Requirements:** The minimum passing grade for all required courses in the major and their prerequisites is "C." 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 Policies:** Same as University

**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 learningopportunities.*

**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 may result in being asked to not return to the practice site, which will result in an F in the course.

## SOCIAL WORK

**Degree:** Bachelor of Social Work
**Program Type:** Term
**Program Modality:** On-ground
**Program Accreditor:** Accredited by the Council for Social Work Education (www.cswe.org)
**Program Director/Coordinator:** Wade Luquet

**Program Description:** The Gwynedd Mercy University 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, SWK 202 and SWK 241 in the first semester of their sophomore year. They must submit a candidacy application to the Program Director by December 1st of their sophomore year.

The Candidacy Application must include the following:

1. A candidacy application form with all required personal information
2. A copy of the student's unofficial transcript indicating an overall GPA of 2.5 or better and a 2.67 or better in required social work courses.
3. All criminal background checks necessary to practice with children and adults.
4. A completed and signed volunteer service form verifying that the student has performed 30 hours of volunteer service in the past three years. It is important that this volunteer service has been performed at a non-profit agency. Day camp counselor, babysitter, or running errands are not appropriate volunteer service activities.
5. A letter of recommendation from a human service professional who supervised the student's volunteer experience stating they believe the student has qualities for success as a social worker, including what they think will make the student successful.
6. 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.
7. 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 in to their career goals. The paper should make the case for the student to be admitted into the BSW program including how they can contribute to leadership in the degree program (participation in the Social Work Club, service, Phi Alpha Honor Society, etc.).

Upon receipt of the completed application packet and an interview with the Program Director and Field Director, the material submitted will be reviewed by the Performance Review Committee consisting of the Program Director, the Director of Field Education and other social work faculty with a decision for continuance or non-continuance in the major made 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 candidacy status by the Program Director by the beginning of the spring semester in a letter sent by email. The email will include their acceptance or non-acceptance to the program with instructions on their next steps if they are not accepted and instructions on what their next steps are if they are accepted. Students who are not deemed appropriate for 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 Candidacy Application. Students may start the program with less than a 2.5 GPA but must meet the minimum GPA at the time of formal application to the BSW degree 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. During thismeeting, students are provided with a copy of the student handbook, program goals, and program policies. Students must take the pre-requisite courses and then submit a Candidacy Application to enter the advanced level of the major in the same manner specified above.

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 social work degree program.

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. Candidacy Applications to enter the advanced level of the major will be reviewed in the same manner specified above. 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. Students accepted into the BSW program with less than a 2.5 GPA will have one semester to rise to a 2.5 GPA.

Students who are graduates of associate degree programs in human services or social work from colleges or universities with articulation agreements with the BSW program will be admitted as per the agreement. Prior to admission, they will have their transcripts assessed and will be asked to submit a self-assessment paper, a strong letter of support from their academic advisor, and submit a writing sample from one of their courses. As with all transfer students, 50 overall credits and half of their major courses must be successfully completed at 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. This policy will appear in university catalogues and social work admission material, as well as the student handbook that all students will be given at the time of declaring the major. It will be repeated in social work orientation programs at the university.

**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 us unable to do so in one semester, they will be dismissed from the program at the discretion of the Program Director and Director of Field Education, and Dean

**Attendance Policies (including Lab/Clinical Attendance Policies):** Each professor will have their own class attendance policy in the 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 you have to miss a class, it is courteous to let your professor know ahead of time, much like you would let your employer know that you will be missing work. Arriving late regularly can affect your learning and your grade. You are in a professional degree program and professional behavior is expected.

**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 is dismissed from the program. The student will receive a letter from the program director notifying them that they have been terminated from enrollment in the social work program and directing them to the professional advisors in the Academic Resource Center to discuss other majors within the university.

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 termination 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 on 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, which 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 School of Arts and Sciences 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:** Students who need to withdraw from a course must do so by the last day to withdraw from a course date printed in the academic calendar. They must meet with their advisor and fill out a course withdrawal form to be signed by the Dean of Arts and Sciences. The student will receive a grade of a W which does not affect GPA. A student may receive an incomplete grade for medical reasons or other extraordinary life circumstances. The grade will appear as an (I) on the grade report and does not affect GPA. Students must fill out a course withdrawal contract with the professor and all work must be turned in within four weeks from the end of the semester. Professors must fill out a grade change form before the end of the four-week incomplete grade period. If the student does not

turn in the work and a grade change is not filled out within the four-week period, the student grade will become an F and will affect GPA.

**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 access to a computer with access to Wi-Fi.

# SCHOOL OF ARTS & SCIENCES: MINOR PROGRAMS

*For Minor Requirements, see Program Handbooks and Curriculum Sheets*

## BIOLOGICAL SCIENCES

**Degree:** Minor
**Program Type:** Term
**Program Modality:** On-ground

**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 coordinator of the Biology Program 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 Type:** Term
**Program Modality:** On-ground

**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 coordinator of the Biology Program 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 INFORMATION SCIENCE

**Degree:** Minor
**Program Type:** Term
**Program Modality:** On-ground

**Program Description:** If you have a GMercyU major other than computer information science (CIS), you may earn a minor in CIS. The Computer Information Science program combines the fundamental problem-solving capabilities of computer science with hands-on experience in several areas of CIS, including programming, networking, cybersecurity, computer forensics, artificial intelligence, machine learning, data mining, database development, web design, multimedia, and mobile applications.
*For Minor Requirements, see Program Handbook and Curriculum Sheets.*

**Internal Transfers:** Students interested in adding a minor in the Computer Information 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 CIS program coordinator 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 information 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 CIS 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 Coordinator 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 CIS 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 CIS 104, CIS 114, CIS 215, CIS 321 and two additional CIS 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. The CIS Program will not tolerate any act that violates the policies put in place by the university. 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 Type:** Term
**Program Modality:** On-ground

**Program Description**: Students in any baccalaureate program may earn a minor in counseling and interpersonal relations by completing six courses (18 credits). Required courses for all students in the minor include: PSY 200 or SWK 202, PSY 212, and PSY 321. Students will complete three additional courses in PSY to complete the minor (see approved courses listed below). Students may choose an area of concentration for the minor by completing the three required courses or earn a generalist minor by choosing any three approved courses.

**Minor Courses:**
Pre-requisite course: PSY 100. Required courses: PSY 200 (or SWK 202 or PSY 202), PSY 212, and PSY 321. Additional Courses**:** Concentration in Child and Family: PSY221, PSY222, and SWK241. Concentration in Mental Health: PSY210, PSY206, and PSY304. Concentration in Special Populations: CRJ205, PSY437 or SWK203, and PSY300. Generalist: any three of the approved concentration courses.

**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 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 coordinator or the Dean.

## CRIMINAL JUSTICE

**Degree:** Minor
**Program Type:** Term
**Program Modality:** On-ground

**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.
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 he/she may repeat these courses only once.

**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 minor course, or fails to bring all grades up to a "C" with one repeat, he/she 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.

## HISTORY

**Degree:** Minor
**Program Type:** Term
**Program Modality:** On-ground

**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.
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.

## MATHEMATICS

**Degree:** Minor
**Program Type:** Term
**Program Modality:** On-ground

**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. 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 CIS program coordinator 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 CIS Program Coordinator 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 Type:** Term
**Program Modality:** On-ground

**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 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 coordinator of the Biology Program 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 Type:** Term
**Program Modality:** On-ground

**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 Type:** Term
**Program Modality:** On-ground

**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 Patrick A. Messina, Program Director

**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
For Minor Requirements: *see Program Handbook and Curriculum Sheets.*

## PSYCHOLOGY

**Degree:** Minor
**Program Type:** Term
**Program Modality:** On-ground

**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 coordinator or the Dean.

## RELIGIOUS STUDIES

**Degree:** Minor
**Program Type:** Term
**Program Modality:** On-ground

**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."

**Program Admissions Requirements and Procedures:**

**Internal/External Transfers:** Contact Patrick A. Messina, Program Director

**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.*

# SCHOOL OF BUSINESS AND EDUCATION

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

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

**Faculty-**
***Business Programs:*** Luigi Corrado, Melissa Dennis, Alan Harper, Maddie Herman, Margaret Rakus
***Education Programs:*** Marianne Boyd, Mary Jo Pierantozzi

**DEGREES OFFERED**

**Business Degrees**
*Bachelor's Level*
Accounting
Business Administration, accelerated degree
Digital Communication
Finance
Management
Marketing
Sports Management

**Minor**
Digital Communication
Healthcare Administration

**Master's Level**
MBA 4+1- Concentrations in:
Healthcare Administration + Strategic Management and Leadership. Students should meet with their advisor in their junior year to apply to the 4+1 program.

**Education Degrees**
*Bachelor's Level*
Early Education
Early Education and Special Education
Education Studies (no certification)
Special Education

**Minors**
Special Education

**School Personnel Certification Area** PreK-4/Special Education PreK-12 PreK-4
Special Education PreK-12
Secondary Education 7-12 in: Biology and Social Studies; also eligible for Special Education PreK-12

# Business

## ACCOUNTING

**Degree:** Bachelor of Science
**Program Accreditor:** International Accreditation Council for Business Education iacbe.org
**Program Type: Term**
**Program Modality: On-ground**
**Program Director/Coordinator:** Alan Harper

**Program Description:** With GMercyU's accredited Accounting Program, you will gain a solid background in accounting principles, taxes, auditing, finance, and business theory. If you want to build a career as a Certified Public Accountant (CPA) or put your accounting chops to work in the business world, consider our bachelor's in accounting with a CPA track or our accelerated 4 + 1 MBA option. 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. And, for the past several years, 100% of students in the CPA track have landed jobs after graduation, even during the 2020 pandemic. 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.

**Preparation for Professional Licensure** The CPA Track helps to prepare students to sit for the CPA exam after the required work experience has been met.

**Program Student Learning Outcomes:**
**PLO1** Effectively prepare clearly written business communications.
**PLO2** Apply knowledge and skills to make appropriate business decisions.
**PLO3** Apply ethical and moral decision-making principles to business situations.
**PLO4** Display appropriate quantitative problem-solving abilities in the context of a business problem.
**PLO5** Use appropriate technological skills required for business professionals.
**PLO6** Find, evaluate, and apply sources of information relevant to business issues and situations.
**PLO7** Prepare, present, and interpret financial statements using Generally Accepted Accounting Principles (GAAP).
**PLO8** Demonstrate proficiency with Generally Accepted Accounting Principles.
**PLO9** Demonstrate proficiency with taxation issues, returns, and planning.
**PLO10** Demonstrate proficiency with measures used to evaluate and manage businesses

**Track: Accounting – CPA Track**
The CPA Track is an academically challenging program which will offer the accounting major the opportunity to earn 150 credit hours in 4 years. To do this the student will be required to attend school part-time in the summer of their sophomore and junior years. The students in this program in addition to the traditional Bachelor of Science in Accounting will take additional courses in Intermediate and Advanced Accounting and several additional business courses and an additional internship. This is the result of new education requirements to become a CPA.

The accounting major in the School of Business offers the following options:

Students having a 3.5 GPA and with the endorsement of the accounting faculty will be able to complete the 150-credit hour requirement in 4-years (six credits will be taken in the summer of the sophomore and junior years).

Students that do not have a 3.5 GPA will be required to complete the 150-credit hours through an additional year of study. Effectively, this will require 5 years to complete the bachelor's degree in accounting with the CPA track.

Students interested in a career in accounting for government and industry can complete the degree in 4 years using the existing curriculum. If students find after they graduate that they wish to become a CPA, they will be able to meet the 150-credit hour requirements with the addition of 25 credit hours obtained through either additional undergraduate or graduate study. The accounting degree they obtained at Gwynedd Mercy University will satisfy the required accounting and business courses to obtain the CPA license.

**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.

*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:** Same as university

**Change of Major/Internal Transfers:** Same as university

**Transfer Students:** Same as university

**Academic Standards/Grade Requirements:** Major Requirements: a grade of "C" or better in ACC 105, 106, 205, 206, 301, 305, 315, 316, 405, 406 and 407; BUS 101, 207, 230, 301, 304, 306, 310, 340, 4000; ECN 102, 103.

**Attendance Policies** Same as university

**Academic Progress, Probation, and Program Dismissal** Same as university

**Course Withdrawal Policies** Same as university

# BUSINESS ADMINISTRATION

**Degree:** Bachelor of Science
**Concentrations:** Organizational Management; Health Administration
**Program Accreditor:** International Accreditation Council for Business Education iacbe.org
**Program Type:** Non-Term
**Program Modality**: Online
**Program Director/Coordinator:** Jill Winnington

**Program Description:** The core curriculum is a 45-credit hour, 80-week program designed to expand a student's critical thinking skills while providing the student with a solid foundation in business administration principles and their contemporary applications in the workplace.

**Program Student Learning Outcomes**:
**PLO1:** Clearly and effectively prepare written business communications.
**PLO2**: Apply knowledge and skills to make appropriate business decisions.
**PLO3**: Apply ethical and moral decision-making principles to business situations.
**PLO4**: Demonstrate decision- support tools required for business professionals.
**PLO5:** Find, evaluate, and apply sources of information relevant to business issues and situations.

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

**Academic Criteria for Admission, Progression and Retention Program Admissions Requirements and Procedures**

- *A completed, signed* application
- *A personal statement*
- *A minimum cumulative GPA of a 2.0 (on a 4-point scale) for all college credits previously attended*
- *Equivalent of two or more years of professional work experience*

**Academic Standards/Grade Requirements:** Concentration in Organizational Management Requirements: A grade of "C" or better in: ACC 301; BUS 212, 213, 214, 310, 312, 323, 342, 405, 4001. ; Concentration in Health Administration: A grade of "C" or better in: ACC 302; BUS 213, 310, 323, 342, 378, 405, 4001; HA 312, 401, 402.

**Attendance Policies** Same as university

**Academic Progress, Probation, and Program Dismissal:** If the student's cumulative grade point average falls below a 2.0, they may be placed on Academic Probation and will have until the conclusion of the next semester to improve their cumulative grade point average. If the student fails to improve their cumulative grade point average to a 2.0 or greater by the conclusion of the next semester, the student may be dismissed from the program. A course may be repeated once. If the student fails to receive a "C" grade or better after repeating a course once, the student, regardless of their cumulative grade point average may be dismissed from the program.

**Course Withdrawal Policies** Same as university

# FINANCE

**Degree:** Bachelor of Science
**Program Accreditor:** International Accreditation Council for Business Education iacbe.org
**Program Type:** Term
**Program Modality**: On-ground
**Program Director/Coordinator:** Alan Harper

**Program Description:** Finance studies and addresses the ways monetary resources are raised, allocated, and used overtime, 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** Effectively prepare clearly written business communications.
**PLO2** Apply knowledge and skills to make appropriate business decisions.
**PLO3** Apply ethical and moral decision-making principles to business situations.
**PLO4** Display appropriate quantitative problem-solving abilities in the context of a business problem.
**PLO5** Use appropriate technological skills required for business professionals.
**PLO6** Find, evaluate, and apply sources of information relevant to business issues and situations.
**PLO7** Recognize the roles of financial markets and describe the responsibilities of market participants.
**PLO8** Demonstrate an understanding of financial markets and institutions.
**PLO9** Display an understanding of investment options and analysis
**PLO10** Display an understanding of financial management of institutions.

**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.

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

**Academic Criteria for Admission, Progression and Retention**

**Academic Standards/Grade Requirements:** A grade of "C" or better in ACC 105, 106, 301; BUS 101, 207, 230, 301, 304, 306, 310, 318, 321, 340, 4000; ECN 102, 103; and five of the following: ACC 315, 315; BUS 311, 312, 313, 314, 421, 422. A grade of "C" or better is required for all courses. Grade/GPA Requirement - The minimum passing grade within the major is C (a grade of C- is not acceptable). The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 125 credits is required for the bachelor's degree.

# DIGITAL COMMUNICATION

**Degree:** Bachelor of Science
**Program Type:** Term
**Program Modality:** On-Ground
**Program Director/Coordinator:** Margaret Rakus

**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 prepares students for professional life.

**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 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.

*NOTE: 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

**Attendance Policies** Same as university

**Academic Progress, Probation, and Program Dismissal:** Same as university

**Course Withdrawal Policies** Same as university

# MANAGEMENT

**Degree**: Bachelor of Science
**Program Accreditor:** International Accreditation Council for Business Education iacbe.org
**Program Type:** Term
**Program Modality**: On-ground
**Program Director/Coordinator:** Alan Harper

**Program Description:** The Bachelor of Science Degree in Management program prepares students to master the skills needed to become a successful leader in any industry. Students will take courses in accounting, operations management, business law, business ethics, finance, operations management, business statistics, marketing– and specialized courses that cover niche areas, such as human resource management, small business management, online business marketing and management, risk management and sports management. The program culminates with a course in which students gain experience running a business through a computer simulation. 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** Effectively prepare clearly written business communications.
**PLO2** Apply knowledge and skills to make appropriate business decisions.
**PLO3** Apply ethical and moral decision-making principles to business situations.
**PLO4** Display appropriate quantitative problem-solving abilities in the context of a business problem.
**PLO5** Use appropriate technological skills required for business professionals.
**PLO6** Find, evaluate, and apply sources of information relevant to business issues and situations.
**PLO7** Identify and define the major elements impacting management.
**PLO8** Demonstrate proficiency in the four functions of management.
**PLO9** Describe and apply the theories of motivation.
**PLO10** Discuss the role of the manager in the strategic planning process.

**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.

*NOTE: 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

**Attendance Policies:** Same as university

**Academic Progress, Probation, and Program Dismissal:** Same as university

**Course Withdrawal Policies** Same as university

## MARKETING

**Degree:** Bachelor of Science
**Program Accreditor:** International Accreditation Council for Business Education iacbe.org
**Program Type:** Term
**Program Modality:** On-ground
**Program Director/Coordinator:** Margaret Rakus

**Program Description:** The marketing program educates students to become successful marketing professionals by focusing on traditional and digital marketing skills needed in various business settings and industries. The curriculum focuses on consumer behavior, advertising, social media marketing, and online marketing in conjunction with a business core curriculum that includes economics, management, accounting, finance, business law and business ethics. Students will be prepared to enter the profession with highly valued skills that include the certifications in areas such as Google Analytics and Google Ads. The program culminates with a course in which students gain experience running a business and developing marketing strategies utilizing a computer simulation. The marketing program offers an optional concentration in digital communication as well as the opportunity to complete the MBA 4+1 program. Students should meet with their advisor in their junior year to apply to the 4+1 program.

**Program Student Learning Outcomes**:
**PLO1** Effectively prepare clearly written business communications.
**PLO2** Apply knowledge and skills to make appropriate business decisions.
**PLO3** Apply ethical and moral decision-making principles to business situations.
**PLO4** Display appropriate quantitative problem-solving abilities in the context of a business problem.
**PLO5** Use appropriate technological skills required for business professionals.
**PLO6** Find, evaluate, and apply sources of information relevant to business issues and situations.
**PLO7** Demonstrate ability to appropriately apply marketing strategic process to business applications that present marketing challenges.
**PLO8** Construct a marketing mix strategy by applying marketing theory to a practical situation.
**PLO9** Critically reflect on ethical issues within the profession of marketing.
**PLO10** Construct a strategic marketing plan.

**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.

*NOTE: 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

**Attendance Policies** Same as university

**Academic Progress, Probation, and Program Dismissal:** Same as university

**Course Withdrawal Policies** Same as university

## SPORTS MANAGEMENT

**Degree**: Bachelor of Science
**Program Accreditor:** International Accreditation Council for Business Education iacbe.org
**Program Type**: Term
**Program Modality:** On-ground
**Program Director/Coordinator:** Margaret Rakus

**Program Description:** The BS in Sports Management program prepares students to enter the fast-paced industry of sports while including a study of foundational business knowledge such as business law, business ethics, accounting, management, marketing, and finance. Core courses cover topics in sports marketing, finance, law, athletics administration, and facility management. The program culminates with a course in which students gain experience running a business through a computer simulation. 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** Effectively prepare clearly written business communications.
**PLO2** Apply knowledge and skills to make appropriate business decisions.
**PLO3** Apply ethical and moral decision-making principles to business situations.
**PLO4** Display appropriate quantitative problem-solving abilities in the context of a business problem.
**PLO5** Use appropriate technological skills required for business professionals.
**PLO6** Find, evaluate, and apply sources of information relevant to business issues and situations.
**PLO7** Demonstrate ability to appropriately identify and define major concepts as they relate to sports management.
**PLO8** Identify and discuss implications related to Title IX legislation.
**PLO9** Demonstrate proficiencies in sport finance and facilities management.
**PLO10** Analyze the challenges faced by the athletics administrator.

**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.

*NOTE: 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
**Attendance Policies:** Same as university

**Academic Progress, Probation, and Program Dismissal:** Same as university

**Course Withdrawal Policies** Same as university

## Minors

## Digital Communication

**Program:** Minor in Digital Communication
**Degree:** Minor
**Program Type:** Term
**Program Module:** on-ground
**Program Coordinator:** Margaret Rakus

**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.

***For Major 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 coordinator 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

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

Healthcare Administration

**Program Name**: Minor Healthcare Administration
**Program Accreditation Status + Contact Information):**

- IACBE
  11960 Quivira Road, Suite 300
  Overland Park, KS, 66213 USA
  Telephone: (913) 631 3009

**Program Degree Level** (BS, BA, BSN, etc.) Bachelor's level
**Program Type** (NonTerm/Term): *Non-term*
**Program Modality** (Online/Hybrid/On-ground)*: Online*

**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.

"*For Major Requirements, see Program Handbook and Curriculum Sheets")*

**Academic Criteria for Admission, Progression and Retention**

**Program Admissions Requirements and Procedures**
Same as the school 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 non-term coursework

**Attendance Policies (including Lab/Clinical Attendance Policies)**
same as non-term coursework

**Experiential Learning- none required**

# EDUCATION

## EARLY EDUCATION Certification Programs

Early Education
Early Education and Special Education
Special Education
Education Studies (No Certification)

**Degree:** Bachelor of Science
**Program Type:** Term
**Program Modality**: On Ground
**Program Director/Coordinator**: Mary Jo Pierantozzi

**Program Approval:** PDE Approved Teacher Preparation Certification Programs 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 Education 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 areas of biology and social studies.

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 Qualifying Exams (PAPA/Core, Praxis, PECTs).

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.

**Bachelor of Science in Education Studies (non-certification)**
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.

**Secondary Education Programs**
Students can obtain Instructional I Provisional certification for teaching in the public schools of Pennsylvania in the following areas: biology and social studies. To complete the requirements for certification, the student must major in one of the above-named areas and complete at least the following education courses: EDU/PSY 301, PSY 222: EDU 100, 300, 325, 319, 351, 498: SPE 215, 231, 331

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.

The recommendation for this certificate is contingent upon passing Basic Skills Tests and Praxis II tests for the specific discipline. The admission and retention procedures are the same as that described for other education programs. Secondary students are advised within their respective majors and work with the Education program liaison in the School of Business and Education.

**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
- Propensity 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.

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 in the senior year. Final acceptance into the student teaching program is decided by the Teacher Education Committee and the Dean.

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.

**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 Academic Requirements for Certification Programs:** By the 48-60 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.
- The student must meet the Basic Skills Requirement through one of the assessment means detailed below.
- Secondary education students must apply to the School of their discipline, as well as the School of Business and Education (certification) at the 48-credit mark.

If students reach the 48-60 credit mark and has 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. For those students desiring Pennsylvania Teacher Certification, students must qualify in a set of Basic Skills (Math, Reading, Writing) by the 48-60 credit mark. Students who successfully meet this requirement will be admitted to a certification program of their choice.

*As per Act 168 of 2014, "Candidates for certification must take and successfully pass a basic skills assessment option prior to entry into a baccalaureate teacher preparation program effective August 1, 2015." Formal admission into a baccalaureate program after the initial minimum 48-60 credits as required by Chapter 354 and prior to enrollment in courses that satisfy the Professional Core competencies required in the program Framework Guidelines is required. The four (4) basic skills assessment options are described below:

**Testing Requirements for Admission to Certification Programs:** The Basic Academic Skills test is required by Pennsylvania for all candidates to be officially enrolled in educator preparation programs. The Basic Skills requirement should be met as soon as possible upon entry to the university and must be passed prior to the 48-credit mark. The basic academic skills requirement may be met by any of the following assessment methods:

The Pre-service Academic Performance Assessment (PAPA) modules in Reading, Writing and Mathematics.
Visit www.pa.nesinc.com to register for test code PA701.
Scores must be electronically submitted directly to the Pennsylvania Department of Education Bureau of School Leadership and Teacher Quality from the test vendor.
A minimum score of 220 is required in reading and writing. A minimum score of 193 is required in Mathematics. A composite scoring option is available.

The Core Academic Skills for Educators (CORE) modules in Reading, Writing and Mathematics.
Visit www.ets.org/praxis/pa to register for test codes: Reading: 5713, Writing: 5723 and Math: 5733
Scores must be electronically submitted directly to the Pennsylvania Department of Education Bureau of School Leadership and Teacher Quality from the test vendor.
A minimum score of 156 (Reading), 162 (Writing) and 142 (Mathematics)is required. A composite scoring option is available.

The Scholastic Achievement Test (SAT) combined score of 500 or higher in each individual section -- Critical Reading, Writing, Mathematics.
As of 2/29/16 the following are acceptable scores: Reading 27, Writing and Language 28 and Mathematics 26.
Submit official test scores and a TIMS application cover sheet to the Pennsylvania Department of Education Bureau of School Leadership and Teacher Quality in an envelope sealed by the test vendor. Scores may also be verified by the Pennsylvania Approved Preparation Programs through TIMS. Test scores must also be sent to Gwynedd Mercy University.

The American College Test (ACT) Plus Tests taken prior to September 2015 require a composite score of 23 accompanied by a combined English/Writing score of 22 and a Math score of 21. Tests taken after September 2015 require separate scores Reading 22, Writing 21 and Mathematics 21. Tests taken after August 31, 2016 require Reading 22, Writing 8 and Mathematics 21.
The best section scores from different test sessions may be selected.
Submit official test scores and a TIMS application cover sheet to the Pennsylvania Department of Education Bureau of School Leadership and Teacher Quality in an envelope sealed by the test vendor. Scores may also be verified by the Pennsylvania Approved Preparation Programs through TIMS. Test scores must also be sent to Gwynedd Mercy University.

Older basic skills tests taken at the time they were active, such as the PPST Reading, Writing, and Mathematics tests taken between September 1, 2000 and December 31, 2012, are accepted. There is also a

"mix and match" option using the PDE calculator. Advisors will work with students on this.

Course Work: Students may also qualify for Basic Skills by completing specific coursework with a grade of B or higher. These courses are: Math 103/104 for the Math Basic Skills' requirement; Combination of ENG 101 and one Signature Seminar for the Reading and Writing Basic Skills' requirement

*Note: Transfer students will work with their respective advisors in terms of 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. The Education Program requires a minimum of fifty (50) credits as a residency requirement for all students transferring into a bachelor's degree program. Transfer credit in the concentration area will be accepted at the discretion of the Dean and credit evaluators. At least 50 percent of the concentration courses must be taken at Gwynedd Mercy University.

**Academic Requirements for Certification Programs**: By the 48-60 credit mark:

- 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 semester credits in college level mathematics and at least three semester credits in college level composition and three credits in English.
- The student must meet the Basic Skills Requirement through one of the assessment means detailed above.
- Secondary education students must apply to the School of their discipline, as well as the School of Business and Education (certification) by the 48-60 credit mark.

**Attendance and Punctuality:** What is required, and what is most important in the field placement, is that the student is in attendance every day and is 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 to be absent from the Coordinator of Field Placements
- 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 Dean and Faculty of the School of Business and Education for determination of whether or not 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.

**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 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 School of their discipline, as well as the School of Business and Education (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 would change their major to their content area only.

**Course Withdrawal Policies: Course** withdrawal policies follow those of 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.

**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.

**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;
- Have on record official notification of qualifying in all Basic Skills areas (while the Education program respects the student who repeatedly takes the exam, this effort does not replace passing the exam) ;
- Maintenance of a 3.0 overall GPA;
- Receive the recommendation of the Teacher Education Committee of the School of Business and Education;
- Receive the recommendation of the Dean of the School of Business and Education

**The Privilege of Student Teaching**, includes:

- Formal acceptance into the program and the relevant certification program(s);
- Have on record official notification of qualifying in all Basic Skills' areas (while the School of Business and Education respects the student who repeatedly takes the exam, this effort does not replace passing the exams);
- Submission of the formal application for student teaching and all necessary documentations to accompany the application prior to the February due date;
- Completion of ALL course work prior to the student teaching semester;
- Reception of the recommendation of the Teacher Education Committee of the School of Business and Education;
- 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 weeks) 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 School of Business and Education.

**Non-Academic Criteria for Admission, Progression and Retention Compliance Requirements and Clearances:**

**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/publich/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 Record Check. This is accomplished by completing a Request for Criminal Record Check form. Forms are available online at: https://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx 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.

The background checks described above require students to have a 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 Pre-Student and Student Teaching, students complete a Disposition Self-Assessment.

**Testing Requirements [e.g., Electronic-Based Examination Policy]:** None other than those required as stated above.

## EDUCATION STUDIES, Non-Licensure

**Program Name:** Education Studies, Non-Licensure
**Degree:** Bachelor of Science
**Program Type:** Term
**Program Modality:** On-ground

**Program Director/Coordinator: Mary** Jo Pierantozzi

**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-professionals 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

P**rogram 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 48-60 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.
- Complete the Basic Skills' requirement as outlined

**Initial Acceptance:** All education students entering the University will follow the curriculum for the Bachelor of Education Studies. For those students desiring Pennsylvania Teacher Certification, by the 48-60 credit mark, students who have successfully passed a required Basic Skills Assessment Test will be admitted to a certification program of their choice.

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 and the Testing Requirements for Admission to Certification Programs***

**Internal/External Transfers**: Students transferring to Gwynedd Mercy University will have all previous course work completed at regionally accredited institutions evaluated for transfer and will be expected to complete all remaining program requirements at Gwynedd Mercy University. The Education Program requires a minimum of fifty (50) credits as a residency requirement for all students transferring into a bachelor's degree program. Transfer credit in the concentration area will be accepted at the discretion of the Dean and credit evaluators. At least 50 percent of the concentration courses must be taken at Gwynedd Mercy University.

**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 create and login to their accounts is through http://gmercyucompliance.com/.

**Compliance Requirements and Clearances:**

- **Criminal Record Check** by completing a Request for Criminal Record Check form.
- **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.

## NON DEGREE

### INTEGRATED STUDIES

**Program Name** – Integrated Studies
**Degree:** Non-degree Certificate (2 year, 4 year)
**Program Type**: Term
**Program Modality**: On-ground
**Program Directors and Contact Information:** Program Director: Ariana Amaya, OTD, OTR/L - amaya.a@gmercyu.edu; Assistant Program Director: Zack Hulings, MA – hulings.z@gmercyu.edu Program

**Program Description**: Integrated Studies at Gwynedd Mercy University is a student-centered, inclusive post-secondary program for individuals aged 18-26 with intellectual disability. This program is designed to provide excellent opportunities in education, career development, and social participation within an inclusive academic setting. Integrated Studies offers two-year or four-year non-degree certificates for students to progressively develop skills each semester related to academic interest, employment, communication, healthy living, and technology with the ultimate goal of increased independence, meaningful employment and self-actualization. Students will audit 16-20 university classes (equivalent to 48-60 credit hours) or 32-40 university classes (equivalent to 96-120 credit hours) throughout the program. Each student could enroll in up to 9 credits if they demonstrate success in audited courses and follow the process for non-matriculating students.

**Program Learning Outcomes**:
**PLO1:** Upon completion of program, and completing internships each semester, graduates will be employed within their field of interest within 6 months;
**PLO2:** Integrated Studies students will identify an academic area of interest, actively participate in courses within their generalized education as well as their core academic focus, and demonstrate continued academic growth;
**PLO3:** Integrated Studies students will demonstrate increased autonomy in decision-making, self- awareness, and problem solving;
**PLO4:** To be meaningfully engaged in a community of college learners, Integrated Studies students will connect to university resources, campus life and student organizations based on person-centered plan;
**PLO5:** Based on person-centered plan and individualized growth areas, Integrated Studies students will demonstrate progressive growth within the domains of independent living skills (such as: living on campus, navigating within the community, managing personal finances and schedule, etc.)

*For Major Requirements see Curriculum Sheets*

**Academic Criteria for Admission, Progression and Retention**

*Note: Integrated Studies Program is not available for Dual Enrollment.*

Academic Admissions Criteria (Please see non-academic admissions criteria below): In order to be admitted into GMercyU's Integrated Studies program, each student must:

- Have exited high school
- 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, dining hall, etc.

**Internal/External Transfers**: Transfers are considered on a case-by-case basis. Please contact the Integrated Studies program director for more information.

**Academic Standards/Grade Requirements:** Students will audit up to four university courses per semester (10-15 credits) related to their academic and employment goals. Given the audit credential, students will not earn a letter grade or GPA, but will receive feedback from faculty on assignments throughout the semester and will receive a final evaluation of their academic skills, progress toward learning objectives and narrative feedback which will be used to determine satisfactory academic progress.

**Academic Progress, Probation, and Program Dismissal**

Audited Credits: Students in Integrated Studies will audit Gwynedd Mercy University courses. Such courses can range from 1-15 credit hours in a given semester. Collaboration between the student, Integrated Studies staff, the professor of the class, and the course syllabus will occur to determine to identify and quantify the student's goals and progress for that course, because students will have modified expectations through the audit program. The data gathered from the student's attendance,
participation, assignments, and feedback from the student, peer mentors and the professor, etc. will be used to determine if the student made academic progress equivalent to meeting 75% of their goals throughout the course.

Academic Probation: Because a student in Integrated Studies will be auditing classes, academic probation will be determined not by GPA, but will be considered based on their academic progress in audited courses. If a student does not complete 67% of their credits audited (as determined by their Learning Agreement for Audited Courses), then they may be placed on academic probation.

Academic Dismissal: Academic dismissal occurs if a student on academic probation does not return to satisfactory academic standing at the end of the following semester in which they did not complete 67% of attempted credits audited. For Integrated Studies students, a discussion between the Program Coordinator, the Registrar and Office of Academic Affairs is warranted to determine if a student's potential academic probation status is a result of attempting to take a course for credit unsuccessfully, or if it is related to their non-completion of attempted audited courses. The student on academic dismissal for the first time will not be able to register for or attend classes at the university or in the Integrated Studies program for one year. Dismissed students who wish to re-enter must apply for readmission to Integrated Studies. Dismissal

may also be considered based on non-academic program components, such as excessive absences from required program components (internships, goal-setting meetings, and mentor sessions) or related to noncompliance with the university's policies (such as that related to college appropriate behavior, violence, aggression, safety compliance etc.).

Non-Academic Criteria for Admission, Progression and Retention

**Non-Academic Admissions Criteria:** In order to be admitted into GMercyU's Integrated Studies program, each student must:

- Be between the ages of 18-26 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 either received or would have been eligible to receive services under IDEA (i.e., had an IEP/504)
- Be able to accept and follow campus rules and policies and behave respectfully towards others without supervision
- Demonstrate sufficient emotional and behavioral stability, personal safety, and independent living skills to participate with minimal support in all aspects of the Integrated Studies coursework and campus environment.
- Highly desired: enrolled in county supports coordination/OVR/waiver at the start of the program
- Compliance Requirements and Clearances: Integrated Studies students are required to follow compliance and clearance requirements based on their internship sites, the courses they are enrolled in, and those that are specified by an academic department that they are involved with.

**Non-Academic Components of Program Internships**

- Students will complete individualized on-campus and off-campus, community-based internships (paid or unpaid), that can count towards audit credit with the ultimate goal of paid employment.
- Internships will require at least 8 hours/week throughout the semester.
- Students will be required to attend campus workshops and webinars that relate to their individualized goals (e.g. building a resume, interview skills, career exploration, etc.)
- Internship supervisors will provide feedback at midterm and final to determine if the student made effective progress toward learning objectives related to their internships.
- Students are responsible for their own transportation to and from off campus internships.
- Students are expected to attend all scheduled internship shifts, with no more than 3 unexcused absences throughout a semester.

**Person-Centered Planning and Goal setting**

- All Integrated Studies students will take part in an annual person-centered plan meeting to drive course selection, internship selection, and goal setting.
- Individualized short-term goals will be created for each student based on the five pillars of Integrated Studies (academics, employment, self-determination, independent living skills and social participation). Progress will be determined during midterm and final evaluation and goals will be revised as needed.

**Mentor Support and Advising**

An individualized schedule for advising with Integrated Studies program staff will be created based on student's person-centered plan. Students are expected to attend all advising sessions, with no more

than 3 unexcused absences throughout a semester. An individualized schedule of mentor support will be created based on student's person-centered plan. Students are expected to attend all mentor sessions, based on agreed upon schedule, with no more than 20% missed for unexcused reasons.

*See Tuition & Fees page for more information on cost of the program.*

# FRANCES M. MAGUIRE SCHOOL of NURSING and HEALTH PROFESSIONS

**Description:** The Frances M. Maguire School of Nursing and Health Professions offers traditional bachelor's, master of science, Post Graduate APRN Certificates, and Doctor of Nursing Practice programs.

The School's other Health Professions programs, Medical Laboratory Science, Radiation Therapy, Radiologic Technology, Respiratory Care, Occupational Science and Master's of Science in Occupational Therapy are cutting edge health care programs. All health care programs offer real world experiences that extend beyond the traditional classroom setting. With its specialized laboratories and majors as well as the close partnerships with health care institutions and professionals, students learn to apply classroom education in clinical settings.

Students in the nursing program experience the "profession" in the hospital environment early in their educational career at Gwynedd Mercy University. With more than 100 regional health care affiliations, the clinical experience is always varied and first rate. The nursing program at Gwynedd Mercy University is widely known for producing excellent nurses in this region and has been doing so for more than 60 years.

Students in the health profession programs experience the "profession" in the hospital and ambulatory environments throughout their educational career at Gwynedd Mercy University.

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

**Administration:**

**Dean: Ann** Phalen, Ph.D.
**Associate Dean**: Mary Hermann, Ed.D.
Assistant Dean, undergraduate Nursing and Health Professions: Patricia Brown-O'Hara, PhD
Assistant Dean, graduate programs: TBD

**Department Faculty:**

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

**Nursing**: Laraine Amoia-Watters, EdD; Patricia Brown O'Hara, PhD; Nicole Butler, MSN; Morganne Caulfield, MSN; Kelly Flanigan, EdD; Diane Gilson, MSN; Michele Hawks, DNP; Ashely Heidler, MSN; Nicole Hinckle, MSN; Maria Jordan, MSN; Jennifer Kelly-Connolly, MSN; Michele Kusterbeck, MSN; Charlene Kirby, MSN; Pamela B. Lynn, EdD; Andrea Mann, MSN; Dona M. Molyneaux, PhD; Katherine Mulcahy, MSN; Megan Mustachio, MSN; Anne-Marie O'Brien, PhD.; Corrie Pallante, MSN; Catherine Razzi, DNP; Genevieve Rota, MSN; Catherine Sargent, PhD; Jennifer Shoup, MSN; Michele Shuman, DNP; Margaret Van Buren, MSN; Nancy Villanueva, PhD; AnnMarie Welsh, MSN

**Occupational Science**: Thomas Mernar, PhD, OTR/L, Program Director; Mindy MacRone-Wojton, DSc, OTR/L; Sharon Montgomery, OTD, OTR/L, CHT, CEAS; Megan Mueller, MOT,OTR/L; Michele Peterson, MS, OTR/L;

**Radiation Therapy**: Melissa Ash, BS; David Romanofski, M.Ed. RT(R) (T)(CT), ARRT; Rose Marie Troutman, MS, RT (T), ARRT, Program Director; Lorraine Quarles, MS, R.T. (T) (ARRT), Clinical Coordinator; Wayne Pinover, DO, Medical Director.
**Radiologic Technology**: Joy M. Fox, BS, RT(R) (M)(QM)(CT), Campus Coordinator

**Respiratory Care**: William Randall Solly, MS, RRT, RPFT, Program Coordinator; Melissa Thornborough, BHS, RRT, RRT-ACCS, AE-C, Director of Clinical Education; Barbara B. Schuster, MEd, RRT; Melissa Ash, BS, RTT, RRT-ACCS, AE-C; Donald D. Peterson, MD, Medical Director.

**Speech, Language, Pathology:** Karen Fallon, PhD, CCC/SLP; Alison Boyle, MS

## DEGREES OFFERED

**Nursing Degrees**
**Bachelor of Science in Nursing**

**Health Profession Programs**
**Bachelor of Science**
Medical Laboratory Science
Radiation Therapy
Radiologic Technology**Bachelor of Health Science**
Occupational Science
Radiation Therapy**Respiratory Care**
**Associate of Science**
Respiratory Care

## *Health Professions*

### MEDICAL LABORATORY SCIENCE

**Program Name: Medical Laboratory Science**
**Degree:** Bachelor of Science
**Program Type:** Term Program
**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 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. Students are prepared to take the MLS (ASCP)

examination offered by the American Society of Clinical Pathologists for Professional Licensure.

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 Medical 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 clinical training at the hospital. No science course can be greater than ten (10) years old by the time of clinical training at the hospital.

The hospital-based (NAACLS) affiliate accredited Schools of Medical Laboratory Science are independent from the University. Students will be advised when application 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 laboratory. 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. The student enrolled in the affiliate MLS program is expected to follow all policies and procedures of that affiliate.

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 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 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 read the gynecologic specimens called "pap" smears. Medical Laboratory Scientists perform a wide range of diagnostic testing in various types of laboratories.

The Bachelor 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 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 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 School of Medical Laboratory Science as a matriculated Gwynedd Mercy University student. The student would receive 35 credits for the 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:**

- 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 GPA of 2.8.
- Being accepted to one or more NAACLS accredited affiliate Schools of Medical Laboratory Science.
- Successfully completing the twelve months of professional studies in a NAACLS accredited hospital-based program and being awarded a Certificate of Completion.

- Successfully passing the MLS nation registry examination offered by the ASCP.
- Achieving gainful employment in medical laboratory science or other type 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 i**s open to graduates of a medical laboratory technician 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 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" in a science 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 failure 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 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

**Program Name:** Bachelor of Health Science in Occupational Science
**Degree:** Bachelor of Health Science
**Program Type:** Term
**Program Modality:** On Ground (The didactic portion of the Occupational Science program is delivered on- ground.)
**Program Director/Coordinator:** Thomas Mernar

The Department of Occupational Science and Occupational Therapy offers a 5 ¼ 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 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

**Type:** Term (The Occupational Science program is a term degree program with course offerings in the summer, fall, and spring. The one summer term of the students' senior year is eight weeks in duration and does not align with the summer I or summer II schedules outlined by the university.)

**Program Description:** During the first three years of the Occupational Science Program, students will take three years of pre-professional courses in liberal arts, health science, and occupational science. Students who qualify for entry into the professional phase of the Occupational Therapy Master's Program (see Academic Progression into Occupational Therapy Master's Program below) will take 3 terms of occupational therapy courses to complete 126 undergraduate credits and earn a BHS in Occupational Science (see BHS in Occupational Science Graduation Requirements below). Students will continue to take 38 graduate credits in occupational therapy courses and earn a Master of Science degree in Occupational Therapy if graduation requirements are met (see Time to Completion of Occupational Therapy Program in the Graduate Catalog). In summary, the entire dual degree program in Occupational Science and Occupational Therapy can be completed in 12 academic terms with 126 undergraduate credits and 37 graduate credits. Occupational Science majors will have an undergraduate advisor.

**Minor in Psychology:** Occupational Science students completing all required Psychology courses may be eligible to apply for and earn a minor in Psychology.

**Preparation for Professional Licensure:** Graduates of the dual degree 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. ACOTE accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE accredited occupational therapy and occupational therapy assistant educational program are eligible to take the NBCOT® certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico.

**Program Learning Outcomes:** The seven program learning outcomes for the Occupational Science Program are as follows:

**PLO1:** Explore the relationship between occupation and development, and how occupation changes over the life course.

**PLO2:** Differentiate how people organize their daily lives through occupations, and create personal and sociocultural meanings of occupation.

**PLO3:** Distinguish between the individual and societal function of occupation, the relationship between occupation and contexts, and the experience of occupational engagement.

**PLO4:** Discover how, when, where, and why people choose and engage in their occupations.

**PLO5:** Analyze the relationship between occupation and health, participation and wellbeing.

**PLO6:** Consider the impact of economics, environmental issues and government policies on people's occupational opportunities and choices.

**PLO7:** Evaluate the effects of occupational disruption and occupational deprivation, occupational apartheid, as well as overriding issues of occupational justice.

*For major requirements: See Program Handbook and curriculum sheets.*

**Academic Criteria for Admission, Progression, and Retention**

There are three modes of entry into the Occupational Science program totaling no more than 20 undergraduate students per cohort per year.

Traditional Freshmen Admission

Up to 15 students will be eligible for entry as first- year students. High school seniors should achieve a 3.1 high school GPA on a 4-point scale, 1080 combined Math & Reading SAT with a Math score of at least 500, or at least a 22 on ACT with no subsection under 20. (Applicants who choose not to submit SAT and ACT test scores must provide one letter of recommendation from a high school science teacher and schedule an in-person or virtual admissions interview with the Admissions team.)

Internal Transfers

A select number of undergraduate students at GMercyU can apply to change their major to Occupational Science. 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 between April 1st and May 1st. To be eligible for a change of major to Occupational Science, students must have completed 24 or more credits at Gwynedd Mercy University by the end of the spring semester, maintained a cumulative GPA of a 3.1 or greater, submitted the change of major application to Dr. Thomas Mernar between April 1 and May 1, and completed an in-

person interview with a Departmental faculty member in May/June. 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 the if they have completed 24 or more credits, maintained a cumulative GPA of 3.1 or greater, completed an application that includes a written essay, and completed an in-person interview with a Departmental faculty member. No more than 35 credits can be transferred into the general education and prerequisite requirements required of an Occupational Science major. CLEP, IB, or AP credits are not accepted as fulfillment of any prerequisite course.

**Academic Progress, Probation, and Program Dismissal**

Academic Progress

Occupational Science students have three GPA requirements while in the program. The pre-professional phase of this major is the first 3 years, or first 88 required credits of the program and students are required to maintain an overall GPA of 3.1 over this period. During this time, the students need to also maintain a GPA of 3.1 or greater for prerequisite courses of General Psychology, Abnormal Psychology, Developmental Psychology, Sociology, Anatomy and Physiology I and II with lab, and Statistics. Both GPA requirements must be met prior to initiating the professional phase of this program. The professional phase of the program is the final senior year of the major or 36 credits and students are required to maintain an overall GPA of 3.0 over this period. Additional professional phase requirements include having completed and documented 50 or more hours of occupational therapy observation beginning in the fall of their First Year to the spring of their junior year/completed an approved online shadowing experience and attesting to meeting the Technical Functions of Occupational Therapy Practice (see below).

Probation

Students in the professional phase of the program whose cumulative GPA falls below 3.0 will be placed on academic probation. The calculation of the cumulative GPA will begin with the first summer semester of professional coursework in the summer following the students' junior year. Note: the students' GPA prior to this summer term of the senior year is not calculated into this professional phase GPA. For example, if a student entering the professional phase of the Occupational Science program had a GPA of 3.3 and then earned a GPA of 2.8 in the first summer term of the professional phase of the Occupational Science Program, their professional phase GPA would be 2.8, placing them on academic probation.

Occupational Science students are eligible to re-take up to 2 courses in the Occupational Science curriculum that are not an OSC 400 level course. If a student earns less than a "C" in one OSC 400 level course, they will be placed on academic probation, and they cannot progress to the next academic term in the professional phase of the Occupational Science program until this course is retaken the following year and an earned grade of "B" or better is achieved. If a student earns less than a "C" in two or more courses in an academic term during the professional phase of the program, the student will be ineligible to continue into the occupational therapy program as a graduate student. Academic probation from the Occupational Science program can continue into the Occupational Therapy program as a graduate student.

Program Dismissal

To be removed from academic probation, the student must raise their cumulative grade point average

to 3.0 or greater. Students placed on academic probation shall be given up to two successive semesters in which to raise their cumulative GPA to 3.0 or better. Failure to raise the cumulative GPA to 3.0 or greater will result in a dismissal from the Occupational Science program. Students can elect to change their major and complete degree requirements of a different major offered by the university.

If a student completes the retake of a failed OSC 400 level course and earns less than a "B", they will not be eligible to enter the Occupational Therapy program as a graduate student.

**Curriculum Sequence:** *For Curriculum Sequence, see Program Handbook.*

**Academic Standards/Grade Requirements:** A grade of a "C" is required of all major 400 level Occupational Science courses in the Occupational Science Program.

| **Percentages** | **Letter Grade** | **Quality point** |
|---|---|---|
| 94 - 100 | A | 4.00 |
| 90 - 93 | A- | 3.67 |
| 87 - 89 | B+ | 3.33 |
| 83 - 86 | B | 3.00 |
| 80 - 82 | B- | 2.67 |
| 77 - 79 | C+ | 2.33 |
| **73 - 76*** | **C** | 2.00 |
| 70 - 72 | C- | 1.67 |
| 67- 69 | D+ | 1.33 |
| 63 - 66 | D | 1.00 |
| 60-62 | D- | 0.67 |
| 0-59 | F | 0.00 |

**Attendance Policy:** In the Occupational Science and Occupational Therapy Programs, 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.
2. Up to 3 absences from a single course are allowed without penalty for fall, spring, and summer terms.
3. Having 4 or more total absences or episodes of lateness to a single course in the fall, spring, or summer terms may result in a 5-point final grade deduction from that respective course.
4. Examinations missed due to absence will only be rescheduled at the discretion of the instructor and proper notification of the absence was given prior to the exam.

The student is responsible for all material covered in the course regardless of absences.
**Time to Completion:** A BHS in Occupational Science can be completed in 4 years with 126 credits earned.

**OT Program Fees:** Students will be required to pay OT Program Fees of $170 for each academic term (summer, fall, spring) beginning their senior year. The OT Program fee pays for membership to AOTA, POTA, Hello Note EMR, Typhon student tracking and e-portfolio, APA training, OTKE testing, program polo shirt, ExamSoft testing software, and NBCOT exam review materials/course. Additional costs to the students can include: graduate health insurance; Complio clearance, health and wellness tracking; American Heart Association Heartsaver First Aid, CPR, and AED certification; health clearances (e.g., annual flu shot, physical, and immunizations); uniform attire if a fieldwork site holds dress requirements; transportation to the university and fieldwork sites; and required books/course materials (approximately $2,000/year).

**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 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 ofpersons 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 supports are 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 their senior year must be compliant with all clearance and health and wellness requirements. At the onset of the senior year, 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 not limited to: attendance; arrival to class on time, active listening; punctuality; no instant messaging, emailing, social internet browsing, or phone activity (phone may stay on vibrate mode in case of emergency notification). Students are expected to email course instructor if they 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 their senior year.

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

## RADIOLOGIC TECHNOLOGY

**Degree:** Bachelor of Science
**Program Type:** Term Program
**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 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). Student must apply and be accepted to one of these affiliate programs. Students are prepared to take the Examination in Radiography Examination 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 2nd 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. 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. 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 that this application must be submitted. Admission is competitive and no guarantee is granted 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.

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: Successfully completing the first two years of the program with a minimum overall GPA of 2.8 and a science and math GPA of 2.8; Being accepted to one or more JRCERT affiliate accredited Schools of Radiologic Technology; Successfully completing the two years of professional studies in a JRCERT affiliate accredited hospital-based program, and being awarded a Certificate of Completion; Successfully passing the ARRT national registry examination in radiography; 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 Medical Laboratory Science:**
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" 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. 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.
  K**neeling--** 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 horizontallyfrom 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

**Program Name:** Radiation Therapy Program
**Program Accreditation** by The Joint Review Committee on Education in Radiologic Technology (JRCERT); 20 N. Wacker Drive, Suite 2850 Chicago, IL 60606-3182, e-mail: http://www.jrcert.org or call: (312) 704-5300Program Degree Level (BS, BA, BSN, etc.). Awarded eight years (8)
**Program Type:** Term
**Program Modality:** On-ground
**Program Director/Coordinator:** Rose Troutman

**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 Licensure Registry/Licensure:** Upon successful completion of the Program, the graduate is eligible to apply to take the American Registry of Radiologic Technologists (ARRT) 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 serve basis. Admission to the program is limited due to clinical placement.

First-time Student: The requirements for a first-time student entering the University include the following:

- Completed application
- Evidence of high school graduation which can be an official transcript or a copy of their General Education Development (GED) tests results. The high school transcript must show satisfactory completion of High School Math (Algebra, Calculus or Trigonometry) and Science (Biology and recommended Physics)
- Have a combined Math and Verbal component of the SAT exam of 1060 or higher, or an ACT score of 22 or higher (Applicants who choose not to submit SAT and ACT test scores must provide one letter of recommendation from a high school science teacher and schedule an in-person or virtual admissions interview with the Admissions team.)
- 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.
- A shadow experience observation in a radiation therapy department to include a written report on the observation and its impact on the decision to enter the profession. Additionally, the therapist facilitating the shadow experience is required to complete an evaluation form on applicant.

  Once the requirements for admission are met, the applicant will be scheduled for an interview with radiation therapy program faculty. During this process various policies and procedures will be reviewed.

Transfer students

- The college transfer student needs to 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 and promise as a student from the school
- from which the applicant is enrolled or graduated.
- A shadow experience observation in a radiation therapy department to include a written report on the observation and how the experience impacted the decision to enter the profession. Additionally, the therapist facilitating the shadow experience is required to complete an evaluation form on applicant.

  Once the requirements for admission are met, the applicant will be scheduled for an interview with radiation therapy program faculty. During this process various policies and procedures will be reviewed.

**Radiographers**

- Graduate of a JRCERT accredited program in Radiologic Technology.
- Achieved at a minimum an Associate degree from an accredited academic institution.
- Be a registered or registry eligible Radiologic Technologist (before 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
- A shadow experience observation in a radiation therapy department to include a written report on the observation and how the experience impacted the decision to enter the profession. Additionally, the therapist facilitating the shadow experience is required to complete an evaluation form on applicant.

  Once the requirements for admission are met, the applicant will be scheduled for an interview with radiation therapy program faculty. During this process various policies and procedures will be reviewed.

**Curriculum Sequence:** *See Program Handbook and curriculum sheets for Radiation Therapy major courses*

**Academic Standards/Grade Requirements**

**DIDACTIC COURSES**

A = 95 and above
A- = 92 - 94
B+ = 88 - 91
B = 85 - 87
B- = 82 - 84
C+ = 79 - 81
C = 75 – 78

**ANY GRADE LESS THAN A "C" IS CONSIDERED POOR PERFORMANCE AND A FAILING GRADE FOR CONCENTRATION AND CO REQUISITE COURSES**.

C- = 73 - 74
D+ = 71-72
D = 70
F = below 70

**CLINICAL COURSES**

A = 97 and above
A- = 95 - 96
B+ = 92 - 94
B = 90 – 91

**ANY GRADE LESS THAN A "B" IS CONSIDERED POOR PERFORMANCE AND A FAILING GRADE FOR CLINICAL COURSES**

B- = 88 - 89
C+ = 86 - 87
C = 85

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 course of concentration 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**.

The degree will be withheld until the concentration required courses and all Program Competencies are satisfactorily completed with the minimum grade. 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 will result in dismissal from the program.

A student must maintain a grade of "C" or above for each didactic course in the concentration and each requisite course. Students must maintain a grade of “B” or above for each clinical course. Failure to maintain these required grades will result in dismissal from the program for reasons of academic/clinical failure.

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 Honor code
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**
There are ***NO*** excused absences from clinical education. 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 on each day of absence by the start of their shift**. The student has the option to make up for any 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 timecards, via Trajecsys, an online reporting system. 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 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. Each rotation requires that the student attend the scheduled days to attain competency in the rotation. Competencies will be achieved if at the completion of the scheduled rotation all required experiences are acceptable and the scheduled number of required clinical days during these rotations is completed. These are the requirements needed to achieve the grade of an "A." If the student is unable to attend a scheduled clinical day for reason of illness, he/she will have the opportunity to electively complete the required days during that semester. These days can be completed during scheduled time off which occur periodically during the semester rotations; however, the time **cannot** be scheduled when the University is closed. If the student elects to complete the required scheduled days of practice during this rotation, it must be done prior to the start of the next semester. The student also may elect not to complete the scheduled rotation days and receive a decrease in his/her grade. Failure to comply with recommendations within the specified time period will result in dismissal from the program. In the event of inclement weather and the University is closed, students do not report to clinical, the student must notify the clinical site that the University is closed. **The combination of Clinical hours and didactic hours shall not exceed 40 hours perweek**.

The following is the grading system for the required clinical attendance during the specific rotations:

| | | | |
|---|---|---|---|
| Zero Absences | = | A | |
| 1 – 2 Absences | = | B | *counseling/warning (written and verbal) is given that 1 or 2 days are incomplete* |
| 3 – 4 Absences | = | C | *student will be placed on probation* |
| More than 4 | = | F | *(and will result in dismissal from the program)* |

***Note: One clinical day is equal to eight (8) hours.***

All clinical course requirements must be completed and submitted by the specified deadline, via Trajecsys. 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 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 Mrs. Rose Troutman, Program Director by calling 267-448-1429 or e-mail her at troutman.r@gmercyu.edu or Clinical Coordinator, Ms. Lorraine Quarles, at 215-448-1451 or quarles.l@gmercyu.edu as well as the instructor for the class, no later than 8:00 a.m. 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 or sick, the student is expected 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 the 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 mayoccur.

**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 or IDEMIA (FBI fingerprinting)

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, he/she 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):**
   Proof of two live vaccines (e.g., MMR) after 12 months of age for measles and mumps and one live vaccine (e.g., MMR) after 12 months of age for rubella OR serologic evidence of immunity (titer)
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.**

1. **TETANUS TOXOID**
2. **REDUCED DIPTHERIA TOXOID**
3. **ACELLULAR PERTUSSIS VACCINE**
   Proof of T-dap vaccine within the past 10 years

Child Abuse Clearance: All students enrolled in the Frances M. Maguire School of Nursing and Health Professions who have clinical experience with children 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.

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 be completed no sooner than 30 days prior to the start of the rotation. NOTE: random screening may be done on campus, and it 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 removal from the clinical site and therefore 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.

Note*: Program requires additional fee of $250.00 paid to Trajecsys 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 check 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 insuring company is **ACORD®, Artex Risk Solutions, Inc. (CB) Two Pierce Place Itasca IL 60143-3141**. 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

**Program Name:** Respiratory Care
**Degree:** Bachelor of Health Science, Associate of Science
**Program Accreditation Status**: Full Continuing Accreditation – Commission on Accreditation for Respiratory Care
**Program Type:** Term
**Program Modality:** On-ground
**Program Director/Coordinator:** William Solly, MS, RRT, RPFT

**Description** Respiratory Care is a rewarding and rapidly growing health profession concentrating in the diagnosis and treatment of patients with cardiopulmonary abnormalities. A respiratory care professional can practice as a Certified Respiratory Therapist (CRT) or as a Registered Respiratory Therapist (RRT). Additional coursework can be secured to prepare the therapist to practice in a leadership, education or service capacity. The respiratory care program at Gwynedd Mercy University 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 and the final year, the Bachelor of Health Science Degree (BHS). The primary goal of the respiratory care program is to provide the student the knowledge, skills, and professional attitudes and behaviors to practice as a safe, competent, caring, and compassionate health care professional.

**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 with the intention of gaining 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 second year of the program, 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 frequently entail presentations and demonstrations by faculty, physicians and/or other health care professionals with knowledge and expertise in a variety of advanced topics. The clinical courses are both observational and performance in nature. The student will observe advanced procedures and modalities with the intention of gaining 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 relatively high degree of expertise and mastery with the skills and modalities addressed in the second year. The clinical component of the third year will entail clinical rotations two days a week in both 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 completion of the third year of the program, 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, but not limited to, clinical practice guidelines and evidence-based medicine in the practice of 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**

**Program Admissions Requirements and Procedures:** High school or college chemistry or physics, satisfaction of English and mathematics placement test requirement, and tour of respiratory care department (desired but viewing of professional videos can satisfy requirement). All applicants complete an online application, tps://www.gmercyu.edu/undergraduate-application, submit official high school transcripts, and college transcripts if appropriate, and submit a letter of recommendation

demonstrating academic ability to be successful in a rigorous academic program and possession of strong moral character. All qualified applicants go through an interview process where academic eligibility is assessed, and all program requirements and policies are disclosed.

**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 2.5 or higher in the natural sciences. External transfers must satisfy the same requirements as noted above and will have transcripts evaluated by the Office of the Registrar 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.

Internal Transfer students applying for the Bachelor of Health Science degree are required to complete all requirements of the AS degree and are immediately accepted with the approval of the program faculty. External transfer students seeking acceptance into the program must hold an active NBRC Registered Respiratory Therapist (RRT) credential, receive transfer credit for all comparable respiratory care courses and complete all General Education and Core Curriculum courses outlined on the respiratory care curriculum sheet. Except for the respiratory care research course, the NBRC Registered Respiratory Therapist (RRT) credential will serve as "credit – for registry" and designated respiratory care courses previously completed at other institutions will be transferred and credited against the respiratory care curriculum. The student will be required to pay appropriate fees. The RRT credential must be within five years of the year of graduation from the BHS program or re-credentialing will be required. The 5-year requirement will be waived for all students actively practicing (>20 hours per week) and maintaining active status (satisfy state and professional CRCE (Continuing Respiratory Care Education) and licensing requirements). A minimum grade of "C" must be maintained for all concentration, mathematics, and science courses (a "C- "is not acceptable). 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. At least forty-five credits must be earned at Gwynedd Mercy University. The specific courses, as well as the required sequence, are displayed on the respiratory care curriculum sheet. Specific questions regarding transfer and sequencing of courses are to be referred to the program director.

**Grading Scale**

The following grade scale is used for all concentration, mathematics and science courses taken within the respiratory care program:

| Letter Grade | Percentage |
|---|---|
| A | 95-100 |
| A- | 92-94 |
| B+ | 88-91 |
| B | 85-87 |
| B- | 82-84 |
| C+ | 79-81 |
| C | 75-78 |

| | | |
|---|---|---|
| C- | 73-74 | 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 concentration, mathematics and science courses |
| D+ | 70-72 | |
| D | 65-69 | |
| F | <65 | |

*For Curriculum Sequence, see Program Handbook*

**Recommended Semester Sequence**

| **YEAR 1** | |
|---|---|
| **FALL** | **CREDITS** |
| BIO 107/107L Anatomy & Physiology I/Lab | 4 |
| 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** | **CREDITS** |
| BIO 108/108L Anatomy & Physiology II/Lab | 4 |
| PHY 111 Physics for AH Professions | 3 |
| RS elective | 3 |
| SEM (any Sem course) | 3 |
| CIS 101 Intro to Desktop Computing | 3 |
| FYE 1001 First-Year Experience Service | 1 |
| **TOTAL** | **17** |
| **YEAR 2** | |
| **FALL** | **CREDITS** |
| RC 200 Introduction to Allied Health | 2 |
| RC 210 Medical Terminology | 1 |
| RC 230 Respiratory Theory I | 4 |
| RC 234 Respiratory Pharmacology | 3 |
| RC 233 Respiratory and Cardiac Physiology | 3 |
| RC 240 Respiratory Procedures I | 1 |
| CHM 111 Chemistry for Health Professions | 3 |
| **TOTAL** | **17** |
| **SPRING** | **CREDITS** |
| RC 231 Respiratory Theory II | 3 |
| RC 232 Respiratory Theory III | 3 |
| RC 241 Respiratory Procedures II | 1 |
| RC 242 Respiratory Procedures III | 1 |
| RC 250 Clinical Respiratory Care I | 3 |
| RC 251 Clinical Respiratory Care II | 3 |
| BIO 111 Microbiology for the Health Sciences | 3 |
| **TOTAL** | **17** |
| **YEAR 3** | |
| **FALL** | **CREDITS** |
| RC 330 Advanced Respiratory Theory I | 3 |

| | |
|---|---|
| RC 331 Advanced Respiratory Theory II | 3 |
| RC 336 Respiratory Pathophysiology | 4 |
| RC 340 Advanced Respiratory Procedures I | 1 |
| RC 341 Advanced Respiratory Procedures II | 1 |
| RC 350 Advanced Clinical Respiratory I | 2 |
| PSY 111 Statistics | 3 |
| **TOTAL** | **17** |
| **Spring** | |
| RC 332 Advanced Respiratory Theory III | 3 |
| RC 334 Respiratory Research (Capstone) | 3 |
| RC 337 Respiratory Seminar | 4 |
| RC 342 Advanced Respiratory Procedures III | 1 |
| RC 351 Advanced Clinical Respiratory II | 3 |
| ENG 200 Public Speaking | 3 |
| **TOTAL** | **17** |
| **YEAR 4** | |
| **Fall** | |
| LLFA Elective | 3 |
| RS or Upper PHL elective | 3 |
| Sem (any Seminar) | 3 |
| HA/HS Elective | 3 |
| HA/HS Elective | 3 |
| **TOTAL** | **15** |
| **Spring** | |
| Lit or ENG elective | 3 |
| His, Soc, PSY, ECN, GEO, HIS, POL elective | 3 |
| PHL elective | 3 |
| HA/HS Elective | 3 |
| **TOTAL** | **12** |

**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 respiratory care courses (see Grading Scale above). Should the student receive a grade below this level, they will be permitted to repeat the science or mathematics course once. Should the student receive a grade below this level in any respiratory care course, or multiple respiratory care courses within the same semester, the student will be given one opportunity to repeat the courses. Should a student receive a grade below this level in **the repeated course(s)** or any subsequent respiratory care course, the student will be dismissed from the program. Additionally, students must follow the course sequence and cannot progress to any upper-level course without satisfactory completion of prerequisite courses. Advanced standing through transfer of credit is possible and is handled on an individual basis.

**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 syllabus. 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). In the event that a student fails a course for the first time within the major, the student is required to withdraw from all respiratory care courses until he/she can repeat the course the next time the 'failed' course is offered, provided there is space available. Unsuccessful performance 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

**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:

1. The ability to travel to all areas of a health care facility including patient rooms, various care areas and the respiratory care department.
2. Perform physically demanding tasks including, but not limited to, positioning and transporting patients, performing CPR and moving life sustaining equipment.
3. Communicate clearly and effectively with patients and hospital staff
4. Use appropriate equipment to accurately assess patients
5. Apply sufficient intellectual and emotional skills to plan and exercise independent judgment and to respond quickly to medical emergencies.
6. Accurately measure and administer medication
7. Read, interpret, and evaluate patient data to make appropriate recommendations for improving patients' conditions.
8. Calibrate and operate equipment associated with providing respiratory care.
9. Perform the numerous tasks required of a respiratory therapist.
10. 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 dependent 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 on-line, 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. 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, Diptheria 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 are required to conduct themselves in a professional manner 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 outlines 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 Tracejsys prior to entry into the clinical component of the program. Trajecsys is used to maintain and track attendance, clinical performance, and clinical competencies. Information on how to register with Trajecsys 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.

**Credentialing**: It is expected that all students should successfully complete NBRC Therapist Multiple Choice Examination and the NBRC Clinical Simulation Examination (RRT examinations) prior to completion of the fourth year of the program. Students eligible for the BHS 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*

### NURSING

**Program Name:** Nursing
**Program Accreditation Status**: In addition to the University's accreditation by the Middle States Commission on Higher Education, the baccalaureate, master's, and doctoral nursing programs as well as the post-graduate APRN certificate program in Gwynedd Mercy University's Frances M. Maguire School of Nursing and Health Professions are accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org). Commission on Collegiate Nursing Education (CCNE): 655 K Street Suite 750; Washington, DC 20001; 202-887-6791
**Degree:** BSN, Bachelor of Science in Nursing
**Options**: Traditional BSN, Accelerated BSN, Weekend BSN
**Program Type**: Term
**Program Modality**: On-ground

**Program Description:**

*Traditional BSN Program Option*

The Bachelor of Science in Nursing program (BSN) is a four-year program that is structured to provide a strong foundation in the liberal arts, Mercy values, and sciences and professional nursing practice. Transfer students can earn a BSN degree in 3 years if they meet eligibility requirements by transferring in 32- 45 transferable credits. Graduates from the BSN program are prepared as 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 based upon which graduate study for specialization in nursing may be built.

*Accelerated BSN (ABSN) Program Option*

The Accelerated BSN (ABSN) Program for second degree students is a full-time program option that can be completed in 16 months. There are three opportunities throughout the year to begin this program: January, May, and August. The program is a 4-semester continuous (full-time) 16-month program.

*BSN Weekend Program Option*

An additional option for students holding a previous bachelor's degree in a field other than nursing is available. The BSN Weekend Program option can be completed every weekend year-round, starting in August, including some Fridays over three years on the Gwynedd Valley campus.

**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. *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. Collaborates with other healthcare providers and consumers in promoting the health and well-being of individuals, families, and communities.

**PLO4:** Demonstrates responsibility and accountability in the use of the nursing process to deliver person centered care.

**PLO5:** 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.

**PLO6:** Applies leadership concepts, skills, and values to effectively implement patient safety and quality improvement initiatives in a variety of healthcare settings.

**PLO7:** Creates a supportive environment through the therapeutic use of self when caring for individuals, families, and communities.

**PLO8:** Demonstrates skills in using patient care technology, information systems, and communication devices that support safe nursing practice.
**PLO9:** Integrates knowledge of social and cultural factors to deliver culturally sensitive care.
**PLO10:** Advocates for social justice, including a commitment to the health of vulnerable populations and the eliminations of health disparities to improve the human condition.
**PLO11:** 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*

**Academic Criteria for Admission, Progression and Retention**

**Program Admission Requirements and Procedures for Students Applying to the Traditional BSN Program Track/Option**

For traditional students, admission decisions are determined according to university standards for the undergraduate admission department. The BSN program has additional criteria to promote student success. Students applying from high school must have completed courses in chemistry, biology, and mathematics; submit ACT or SAT scores*; provide a recommendation letter from the high school principal, teacher, or counselor; and meet college-level English and mathematics standards.
*Students seeking admission to the nursing program who choose not to submit standardized test scores are required to submit a letter of recommendation from a math or science teacher who can speak to their potential to succeed in the nursing program and schedule an admissions interview. For more information for first-year students, please see the Admissions section.

Transfer Students can earn a BSN degree in 3 years if they meet eligibility requirements by transferring 32- 45 transferable credits. Summer transfer students can earn their BSN in 2 ½ years through transferring 45 transferable credits.

Any transfer applicant to the nursing program who has had science courses that are seven (7) years or older prior to beginning the nursing courses must be repeat these courses. These include Anatomy and Physiology I and II, Microbiology, and Chemistry. All required science courses must have a “hands on” lab experience. Virtual labs for required sciences are not transferrable. Transfer students are required to take Chemistry 111 and its associated lab at Gwynedd Mercy University. Chemistry courses taken outside of Gwynedd Mercy University will be evaluated by the Registrar on a case-by-cases basis.

A student who withdrew from Gwynedd Mercy University’s nursing program in good standing and wishes to resume, must REPEAT ALL NURSING COURSES if the lapse of time has been two (2) or more years.

**Program Admission Requirements and Procedures for Students Applying for the ABSN and BSN WEEKEND (WBSN) Program Options:**
The ABSN and Weekend BSN programs have separate criteria for admission. Admission decisions for these programs are made by the program director, coordinators, and the dean after a detailed review with the admissions coordinator. Prospective students must have a college degree outside of nursing; an earned GPA or 3.0 on a 4-point scale; and grades of B or above in science courses. All science prerequisite courses must have been completed within the previous 7 years and psychology and

statistics within the last 10 years.

The following criteria and prerequisite courses are required to be considered for ABSN and Weekend BSN admission.

- Anatomy & Physiology I + Lab
- Anatomy & Physiology II + Lab
- Microbiology + Lab
- General Chemistry II + Lab or Gwynedd Mercy University's Chemistry 111+
- Lab
- Principles of Nutrition (taught by a Registered Dietician)
- Statistics
- Developmental Psychology (must cover across the lifespan)

**Internal/External Transfers**

For Students Transferring to the BSN Program from Other Nursing Programs
Students applying to this BSN program who may have taken nursing courses at another institution, may be able to transfer some courses (if they achieve a "C" or higher and the courses are comparable in content and credit value) to facilitate movement into the Gwynedd Mercy University Nursing Program. The student may be asked to challenge the Gwynedd Mercy University course content through examination to validate if he/she has the comparable course content. All nursing courses from another nursing program will be evaluated on an individual basis. Admission procedures as stated previously apply for these students. A minimum earned 3.0 GPA is required for admission.

For Students Transferring to the BSN Program from within the University
Students who have been admitted to another major at Gwynedd Mercy University and who express a desire to transfer into the nursing major (BSN Program) must contact the Coordinator of the BSN Program and be evaluated for admission into the nursing program. Students must have completed at least one semester at Gwynedd Mercy University. Students are permitted to apply once to the Nursing Program.

Transfer evaluation is based on the following:

- Minimum GPA of 3.0
- No grade below a C ("C minus" is not acceptable) is acceptable in any university course
- All science courses require no grade less than a B minus.

After receiving an acceptance notification letter for the nursing program, the student must complete a change of major form signed by the Assistant Dean of the FMMSNHP. The student can begin the nursing major courses in the next Fall semester but may continue to take general education and science requirements in the intervening semester.

**Program Admissions Requirements and Procedures for Admission of Licensed Practical Nurses to the BSN Program:** Licensed practical nurses (LPN) may receive credit through the life experience process for NUR 209 Fundamentals of Nursing Practice provided they have fulfilled the following criteria:

- Have been licensed by examination in the state of Pennsylvania (LPN)
- Have been accepted into the BSN program in compliance with admission policies for all students who apply for the BSN degree nursing program
- Have met the requirements for those accepted into the nursing program
- Have met the non-academic criteria for admission and retention

- Have received a grade no less than a B minus in the following transfer courses: .
    - Anatomy & Physiology I and II 8 credits
    - Microbiology 3 credits
    - Nutrition 3 credits

Credit for NUR 209 Fundamentals of Nursing Practice is contingent on satisfactory performance on a lab practicum to demonstrate proficiency in required nursing skills. In addition, the LPN will be required

- To fulfill the mathematics requirement by satisfactorily passing the math competency examination with a score of 85 or higher.
- To complete NUR 208 Introduction to Professional Nursing
- To take Chemistry 111 with associated lab and pass both class and lab with a grade of "C" or higher

**Major Requirements**: NUT 200; CHM 111, CHM 111 L, BIO 107, 107L, 108, 108L, 121, MTH 103

**Other General Education Requirements: total of 63 credits**

| COURSE NAME | CREDITS |
|---|---|
| ENG 101 | 3 credits |
| PHL Elective | 3 credits |
| PSY 202 | 3 credits |
| HIS Elective | 3 credits |
| ENG Elective | 3 credits |
| LLFA | 6 credits |
| RS/PHL Elective | 3 credits |
| PSY 111 | 3 credits |
| SEM | 6 credits |
| FYE 1000/1001 | 3 credits |
| RS 231 | 3 credits |
| SOC 100 | 3 credits |

**Academic Standards/Grade Requirements**: Grades of "C" or higher ("C minus" (C-) not acceptable) are required in all nursing courses. For advancement to the sophomore year, a 2.0 cumulative average is required. A student may achieve less than a "C" ("C" minus is not acceptable) in only one nursing course. A student may repeat the course once and cannot progress in the sequential nursing clinical courses until its successful completion with a "C" or higher grade. Students may be part-time while repeating the course. The student will be placed on nursing academic probation after receiving one nursing course failure. If a student achieves
less than a "C" grade ("C"- is not acceptable) in any two nursing courses, they will be dismissed from the program. Refer to BSN Student Guidebook for further detail for academic progression in nursing courses.

**Acceptable Academic Achievement in Support Courses in Nursing**: Grades of "C" or higher ("C minus" (C-) is not acceptable) are required in Mathematics, MTH103 Anatomy and Physiology I and II, Lecture and Laboratory; BIO 107/L and BIO 108/L, Nutrition 200, Microbiology for Health Services; BIO 121 Chemistry for Health Professions, CHM111/L, General Psychology, PSY 100, Developmental Psychology, PSY 200, or Human Development for Nursing, PSY 202, and Statistics, PSY 111

- A student who earns less than a "C" in Anatomy and Physiology I lecture may advance and take Anatomy and Physiology II. However, Anatomy and Physiology I must be

repeated and a grade of "C" or higher must be earned.

Students who withdraw from Chemistry III lecture need to withdraw from Chemistry III lab as well. However, students who withdraw from the Chemistry III lab portion of chemistry, may remain in the lecture section of Chemistry III.

Grades of "C" or higher in both lecture and laboratory sciences, math, nutrition, and psychology courses must be earned before the student can advance to their junior level nursing courses.

**See BSN Student Guidebook** for:

- Clinical, Simulation and Laboratory Experience Guide
- Electronic Testing Policy
- Course Rounding Policy
- Course Withdrawal Policy

**Academic Progress, Probation, and Program Dismissal: BSN, ABSN, & WBSN**: The student will be placed on academic probation after receiving one nursing course failure. If a student achieves less than a "C" grade ("C"- is not acceptable) in any two nursing courses, they will be dismissed from the program. Refer to BSN Student Guidebook for further details regarding academic progression in nursing courses.

**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**

The Professional Nursing Law permits the State Board of Nursing to consider the "moral character of any license candidate". The applicant who is applying to the nursing program should be aware that the State Board of Nursing will not issue a license or certificate to an applicant who has been convicted of any felonious act. 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 the nursing program.

Graduates from the Frances M. Maguire School 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 School of Nursing and Health Professions is to prepare every Distinctive Mercy Nursing student to think ethically, 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. In addition, certain functional abilities are essential for the delivery of safe, effective, quality nursing care during clinical education activities.

Therefore, the faculty has determined that certain technical standards are requisite for admission, progression, and graduation from the nursing programs. In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical

facilities) that are not present for classroom accommodation. For this reason, any applicant or individual who seeks accommodations prior to or immediately after enrolling in the nursing programs must also request an assessment of the types of reasonable accommodations needed 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 possess verbal and written communication skills that permit effective communication with instructors and students in both 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 possess the ability of 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 motor and fine activities without the use of assistive devices.

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 Technical 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, by the start of the first semester of the WBSN program, and the start of the first semester of the ABSN program. Annual requirements are also identified. ***Please note*** *requirements are subject to change at any time. Documents are completed through and submitted to American Data Bank/Complio. Refer to additional details on the Complio website.*

To maintain compliance with FMMSNHP requirements and attend all clinical practice experiences, you must adhere to the initial submission deadline and maintain all yearly requirements prior to their expiration dates.

**NOTE:** BSN and WBSN - Students must complete all documents after June 1 and submit by August 15 of each year. ABSN – Students must have compliance 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.

| | COMPLIANCE REQUIREMENT | INITIAL REQUIREMENTS | ANNUAL REQUIREMENTS |
|---|---|---|---|
| | Refer to additional details at gmercyucompliance.com and the BSN 4-year Generic Nursing Community on the GMercyU portal | **Main Campus:** Completed at the end of freshman year and prior to enrollment in sophomore- level nursing classes; complete after June 1 and due by August 15<br><br>**WBSN:** Completed prior to the start of the Fall Semester.<br><br>**ABSN:** Completed prior to the start of the student's first semester. | Yearly based on academic year. Complete after June 1 and due by August 15 every year a student is enrolled in a nursing program. |
| 1 | Medical History and Physical Examination and Proof of Health Insurance Coverage<br><br>Student must submit all pages of health form. Health form can be downloaded from the Complio website. | X | |
| 2 | Proof of Health Insurance Coverage<br><br>Submit a copy of your Health Insurance Information (card or plan details) | X | X |
| 3 | Urine Drug Screen<br>Urine drug screen must be completed as directed through Complio within 30 days of registration<br>***Random drug screening may be required. A positive result in a drug screening will result in dismissal from the Nursing program.*** | X | X |

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|---|---|---|---|
| **4** | **Tuberculosis Screening**<br>Initial TB screening: results of QuantiFERON-TB Gold (blood test) **or** T-Spot (blood test) | | |
| | **A tuberculin skin test (PPD) is not sufficient for this initial screening.** | X | |
| | Annual TB screening: results of QuantiFERON-TB Gold **or** T-spot **or** tuberculin skin test (PPD) | | X |
| 5 | Influenza Vaccine (based on annual flu season) **Due when available for current flu season and before October 1** | X | X |
| 6 | American Heart Association BLS CPR certification (**renewed every 2 years** to maintain compliance) | X | Renewed every 2 years |
| 7 | Proof of Receipt of three (3) Hepatitis B vaccines | X | |
| 8 | Results of a Hepatitis B titer | X | |
| 9 | Proof of receipt of two (2) measles, mumps and rubella vaccines **or** results of titers | X | |
| 10 | Proof of receipt of two (2) varicella vaccines **or** results of a titer | X | |
| 11 | 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 |
| **12** | **Meningitis**<br>**Students living on – campus only. Students not living on-campus must answer the resident status question.** | X | |
| | | | |
| | Background Clearances | **See Note | **See Note |
| 13 | Child Abuse Clearance | X | X |

| | | | |
|---|---|---|---|
| 14 | Department of Human Services (DHS) Fingerprinting | X | X |
| 15 | PA State Criminal Background Clearance | X | X |
| 16 | Department of Aging (DOA) Fingerprinting<br>***ONLY Students who are not or have not been a resident of the Commonwealth of Pennsylvania for the last two (2) years, complete fingerprinting thorough the DOA IN ADDITION TO fingerprinting through the Department of Human Services (DHS).** | X | X |
| 17 | Account on American Data Bank site/Complio Account for document completion and tracking | X | 36-month access for upload of forms. Lifetime access to records. |
| 18 | Coronavirus Testing<br>If students are instructed by the University or Program Faculty to receive coronavirus testing, please upload to Complio | *At this time, testing is based on University or Program guidelines. Refer to the GMercyU COVID webpage and information from Program/Course Faculty. | |
| 19 | COVID-19 Vaccine<br><br>Students should upload proof of vaccination.<br><br>**The majority of School's clinical partners are requiring all students to be fully vaccinated against COVID-19 and will not accept a University approved exemption**. | X<br>Submit to Complio to meet BSN Program Requirements **AND** Submit to GMercyU as directed by the University (Refer to the GMercyU COVID webpage) | To be determined. |
| **20** | Simulation Confidentiality and Consent Form | x | |
| **21** | BSN Student Guidebook Attestation Signature Page | x | x |

**NOTE regarding Mandatory Requirements:** *Failure to complete these mandatory requirements will result in the inability to enroll in/begin subsequent nursing courses. Requirements are subject to change at any time.*
**NOTE regarding Clearances:** *A response to any of the clearances 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.*

***NOTE**: Students who test positive for COVID are REQUIRED to contact Campus Health and Wellness to be followed by Mrs. Donna Ferguson, Director of Campus Health and Wellness (ferguson.d@gmercyu.edu). Mrs. Ferguson will contact the student to discuss isolation/quarantine guidelines and manage them through this process.*

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 School of Nursing.

**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, 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. This health insurance can be obtained through the University if the student does not have personal coverage. 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**:

- Computer Requirements:
  - An Intel i3 or later Windows computer with Windows 7 or 8
  - An Apple PowerPC G4 or later Apple computer with Mac OS X 10.5 – Leopard or later
  - Minimum 4 GB of memory (RAM)
  - The latest version of Java available from: http://www.java.com/en
  - The latest version of
  - QuickTime available from: http://www.apple.com/quicktime
  - Microsoft Office 2010 and Office for Mac 2011 or later
  - A headset with microphone
- Browser Requirements:
  - Microsoft Internet Explorer 11
  - Mozilla Firefox Browser 38.0.5
  - Safari 5.0 for Apple computers
  - Google Chrome

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Assessment, and IR

| | |
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| TBD | Director of Assessment and Accreditation |
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Keiss Library

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| David McAllister, MLS, PhD | University Archivist/Embedded Librarian |
| Lucia McBride, MLIS | Electronic Resources and Serials Librarian |
| Sarah Meade, MEd, MLS | Technical Services Librarian |

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| | |
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| Debbie Rinedoller | Student Records Specialist |
| Kalyani Prabhakar, MS | Records Specialist |

Student Success Center

| | |
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| Meredith Hoch-Oescher, Ed.D. | Dean of Student Success |
| Julie Bullock | Administrative Assistant |

*Academic Advising*

| | |
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| Arlicia Miller, Ed.D. | Director for Advising and Retention |
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| Mike Hertel, MEd | Academic Advisor, Non-Term Programs |
| Carol Ribner, MS | Academic Advisor, Non-Term Programs |
| Sarah Smalarz, MEd | Academic Advisor, Non-Term Programs |

*Accessibility Services*

| | |
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*Career Development*

| | |
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| Nick Schaefer, MA | Director of Career Development |
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| | |
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| Kim Cooney, Ed. D. | Director of First-Year Experience |

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| Stephanie Alderfer, MS | Director of Tutoring Services and Placement Assessments |
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| Alexandra Weiss | Instructional Designer |
| Jennifer Hummel | Instructional Designer |
| Jessica Burton | Jr. Instructional Designer |
| SoYoung Kang, PhD | Coordinator, Center for Teaching and Learning |

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| Khristina Barnes | Controller |
| Christie McCabe | Bursar |
| Michael Wood | Director, Budget and Planning |
| Payroll | |
| Angela Palumbo | Payroll Manager |

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| Physical Plant | |
| Andrew Seaman | Director of Physical Plant |
| Public Safety and Security | |
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| Counseling | |
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| Donna Ferguson, MS, BSN | Director of Health and Wellness Center |
| Housing and Residence Life | |
| Michelle Murray, BA | Director of Housing and Residence Life |
| Student Engagement | |
| Rouseline Emmanuel-Frenel, EdD | Director of Student Engagement |
| Title IX Coordinator | |
| Robert Wood | Title IX Coordinator |

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## Additional Services/Programs

| | |
|---|---|
| Campus Store | Follett |
| Food Services | Parkhurst Dining Services |

# FACULTY

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***Michele Shuman,*** DNP, Case Western Reserve University; MSN, DeSales University; RN, BSN, College of St. Teresa. Assistant Professor, Nursing.
***William Randall Solly,*** MS, RRT, RPFT, Philadelphia University, BS, Millersville University. Professor of Practice and Program Coordinator, Respiratory Care.
***Melissa Thornborough,*** BHS, RRT, RRT-ACCS, AE-C, Gwynedd Mercy University; AS, Gwynedd Mercy University. Instructor, Director of Clinical Education, Respiratory Care.
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**Adjunct Faculty**

***Dina Abudaih,*** *MS, Fort Hays State University. BBA, Temple University. Lecturer, Computer Information Science.*

**Stephanie Alderfer**, MS, Gwynedd Mercy College. Lecturer. Education

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

***Virginia Barrett****, MS West Chester University, BS, LaSalle University. Lecturer, MS in Counseling.*

***Sherri Becker***, *DNP, Thomas Jefferson University; MSN, Gwynedd Mercy University; BSN, Thomas Jefferson University. Lecturer, Nursing*

***Elizabeth Bernabeo*** , MPH Temple University; BA, Bucknell University.

***Edwin Bell****, MS LaSalle University; MA, American Military University; BS LaSalle University. Lecturer, Computer Information Science.*

***Glenda Bilder,*** *PhD, University of Pennsylvania, BS, Juniata College. Lecturer, Biology.*

***John Bindo,*** *OTD, LNHA, Chatham University; MHA, University of Scranton; MS, University of Scranton; BS, University of Scranton. Assistant Professor, Occupational Therapy.*

***Elizabeth W. Black,*** *MSN, University of North Carolina, Chapel Hill; RN, BSN, Wagner College. Assistant Professor, Nursing.*

***Aimee Boudreau,*** *MS, BS, Villanova University. Lecturer, Chemistry.*

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

***Carol Breslin,*** *PhD, Temple University; MA, Georgetown University; BA, Immaculata College. Professor Emerita, English.*

***Jennifer Brown****, DNP, Walden University, MSN, Gwynedd Mercy University; BSN, Gwynedd Mercy University, Assistant Professor, Nursing*

***Ronald R. Bruce,*** *MBA, Saint Joseph's University; BS, Saint Francis College. Associate Professor. Accounting and Business*

***David Buyze,*** *PhD, University of Toronto, MA, BA, Syracuse University. Lecturer, Religious Studies.*

***Shannon Carabba****, MSN, Gwynedd Mercy University; BSN, Gwynedd Mercy University; ASN, Gwynedd Mercy University. Instructor, Nursing*

***Martha Carey,*** *PhD, Temple University; MA, Simmons College; BA, Carleton College. Lecturer, Criminal Justice.*

***Nancy B. Chiarantona****, MSN, Villanova University; RN, BSN, Villanova University. Professor Emerita, Nursing.*

***George Colton*****,** EdD Rutgers University; MA New York University; BA Rutgers University,Counseling.

***Catherine Conroy-dePaulo,*** *MA, Villanova University; BA, LaSalle University. Lecturer, Philosophy.*

***Felicia Corsaro-Barbieri****, PhD, University of Pennsylvania; BS, Chestnut Hill College. Professor, Chemistry.*

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

***Patrick Costello,*** D.OT, OTR/L, D.OT, Temple University; MHA, St. Joseph's University; Post-bac OT, Thomas Jefferson University. Lecturer, Occupational Therapy.

***Kevin L. Crawford,*** *BS, East Stroudsburg University; AS, Gwynedd Mercy University. RT (T), ARRT, CMD. Lecturer, Radiation Therapy.*

***Jerome Curtin****, MS, Drexel University; BE, Villanova University. Lecturer, Physics.*

**Cornell Davis**, MSW, Walden University, BA, Temple University

Karla Denecke, Education

**Kristyn DiDominick**, BA, Dickinson College; MSW, SUNY Binghamton

***Amelia Drobile****, MBA, Holy Family University; BS, Gwynedd Mercy University. Lecturer, Business.*

***Thomas Dugan****, MSS, Bryn Mawr School of Social Work; BA, LaSalle College. Lecturer, Psychology and Sociology.*

***William Ebersole*** *MS, La Salle University, Juris Doctorate, Pennsylvania State University, BS, Maryland*

*University, Lecturer, Computer Information Science.*

***Scott Eckert,*** *DBA, Argosy University; MBA, Philadelphia University; BS, Rowan University. Lecturer, Business*

***John Fallon,*** *MS, St. Joseph's University; BA, Villanova University; AS, Atlantic County Community College. Lecturer, Criminal Justice.*

***Penni Farrell,*** *MA, Eastern University; BA, Montclair State University. Lecturer, Spanish.*

***Tracey Fida,*** *MFA, School of Art Institute of Chicago; BA, Dickinson College. Lecturer, English.*

***Francesca Filler,*** *MA, BA, Temple University. Lecturer, Chemistry.*

***Julian Wade Farrior, Jr.,*** *PhD, North Carolina State University; MA, University of North Carolina; BA, University of North Carolina. Professor Emeritus, Biology.*

***Julianne Fisher****, MBA, Lebanon Valley College; BS, Villanova University. Lecturer, Psychology and Mathematics*

***Sara Kate Frye,*** *MS, Towson University; BS, Towson University. Lecturer, Occupational Science.*

***Kelly Fitz-Gerald****, MBA, Holy Family University; BS, Holy Family University. Lecturer, Business*

***Alan Flexner,*** *MA, MEd, Beaver College; BS Pennsylvania State University. Lecturer, Mathematics.*

***William Frangipane,*** *MD, Penn State College of Medicine. Lecturer, Chemistry.*

***Albert Fried-Cassorla,*** *MFA, Columbia University. Lecturer, English.*

***Susan Gallagher,*** *MS, BHS, Gwynedd Mercy University, RT (R) (T), ARRT., Radiation Therapy.*

***William F. Galvin,*** *MS Ed, St. Joseph's University; BA, RRT, CPFT, AE-C, FAARC, LaSalle University. Assistant Professor, Respiratory Care.*

***Lydia Gibson,*** *DNP, Holy Family University; MSN, Holy Family University; BSN, LaSalle University. Lecturer, Nursing*

***Michael Gilbert,*** *MA, Villanova University, Lecturer, Criminal Justice*

***Rosaleen Gilmore****, PhD, Prescott College, MS, University of California; BS, Gwynedd Mercy College. Lecturer, Psychology*

***Rebecca Glenn,*** *MA, University of Chicago; BA, Brown University. Lecturer, Art History.*

***Benedict Grzesik,*** *SHRM-SCP, MIB, Central Michigan University, BS, National College. Lecturer, Business.*

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

***Christopher M. Hand,*** *PhD Medical College of Pennsylvania/Hahnemann University; BA, Holy Family University. Lecturer, Radiation Therapy.*

***Katherine Harmer,*** *MA, Arcadia University; BA, Temple University. Lecturer, History.*

***Lynn Heinel,*** *PhD, MS, Temple University School of Medicine. Lecturer, Biology*

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

***Sr. Joan Henkel,*** *PhD, Philadelphia College of Osteopathic Medicine. Lecturer, Psychology.*

***Tara White Hines,*** *MS, Johns Hopkins University; BS, Gwynedd Mercy College. Lecturer, Biology.*

***Ralph W. Hoffman,*** *EdD, Temple University; MBA, Saint Joseph's University; BS, Gwynedd Mercy College. Associate Professor, Business.*

***William Holt,*** *MSW, Bryn Mawr Graduate School of Social Work; BA, Moorehouse College. CAC. Lecturer, Applied Psychology.*

***Denise Horton,*** *PhD, Walden University: MS, University of Central Texas; BA, University of Mary Hardin-Baylor. Licensed psychologist. Lecturer, MS in Counseling.*

***Wayne A. Huss,*** *PhD, Temple University; MA, Villanova University; BA, Ursinus College. Professor Emeritus, History.*

***Shirley Johnston,*** *MS, Gwynedd Mercy University; BHS, Gwynedd Mercy College. RT (R) (T), ARRT, CMD. Lecturer, Radiation Therapy.*

***Andrew Kane,*** *MS, Strayer University, BS, College of New Jersey, Lecturer, Computer Information Science.*

***Robert Kane,*** *DC, Pennsylvania College of Straight Chiropractic. Lecturer, Biology.*

***Anitha Kannan**, MS, Villanova University, BS, PSG College of Technology. Lecturer, Mathematics.*
***SoYoung Kang,** PhD, University of Tennessee. Lecturer, Education.*
***Claire Karis**, MSN and BSN, Gwynedd Mercy University. Lecturer, Nursing*
***Patricia Keeley**, MSN and BSN, Gwynedd Mercy University. Lecturer, Nursing*
***Kathy Kersul-Wiener**, ME, Beaver College. Lecturer. Education*
***Amanda Kettinger**, MS, Chestnut Hill College, BA, Cabrini University, Lecturer, Psychology.*
***Karen Kieser,** MFA, University of Massachusetts; BFA, University of the Arts. Lecturer, Art.*
***Howard Knorr,** MS**,** Rochester Institute of Technology; BS Wilkes University. Lecturer, Computer Information Science*
***Kelly A. Kronemeyer**, MSN, CRNP, AGPC-C, University of Cincinnati; BSN, Cumberland University. Clinical Adjunct, Nursing.*
***Nicole Kyser,** PhD, Old Dominion University: MA, Northeastern Illinois University: BA Northeastern Illinois University. LPC, CRC. Lecturer, MS in Counseling.*
***Christine Lawrence**, BS in Medical Dosimetry, Thomas Jefferson University; BS RT(T), AART, CMD, Gwynedd Mercy University. Lecturer, Radiation Therapy.*
***Timothy K. Lent,** PhD, North-West University; DMin, American Christian College; MA, American Christian College. Lecturer, Philosophy.*
***Carmelina Lewis**, PsyD, Widener University. Lecturer, Psychology.*
***Charmaine Maddrey-Smith,** MBA, Gwynedd Mercy University, MSM, Gwynedd Mercy University, BS, Gwynedd Mercy University*
***Anthony Mancuso,** PhD, Villanova University; BS, Ursinus College. Lecturer, Chemistry.*
***Velia Colombo McCabe,** MSN, Villanova University; RN, CPN, BSN, Holy Family College. Professor Emerita, Nursing.*
***Christina McCormack,** MEd, Widener University; BS, Widener University. Lecturer, Health Science.*
***Harry McConnell,** MBA, DeSales University; BA, Stockton College. Lecturer, Business.*
***Ann M. McGinn,** EdD, Temple University; MSN, University of Pennsylvania; RN, BSN, Villanova University. Lecturer, Nursing.*
***Johnette (Lynn) Meidt,** MSN**,** Gwynedd Mercy University; BSN, Gwynedd Mercy University; ASN, Gwynedd Mercy University. Instructor, Nursing.*
***Ann Metcalf,** MA, Villanova University; BA, Hood College, The Pennsylvania State Police Academy. Lecturer, Psychology.*
***David Metzler**, PhD, MAS, University of Delaware; BS, Roger Williams University. Lecturer, Chemistry.*
***Jean Marie Michiels,** MA, Villanova University, MSN, University of Pennsylvania; RN; BSEd, Temple University; BSN, Gwynedd Mercy University. Professor Emerita, Nursing.*
***Richard Micklos,** MS, Drexel University; BS, Drexel University. Lecturer, Physics and Mathematics.*
***Edward Miller,** PhD, University of Louvain; MA, St. Stephens Institute of Philosophy; BA, Providence College. Professor Emeritus, Religious Studies.*
***Tahara Muhammad**, MBA, Arcadia University; BS, Gwynedd Mercy University; AS, Gwynedd Mercy University. Lecturer, Business.*
***Marshall Murdaugh**, MS, Wilmington University; BS, Central Washington University. Lecturer, Business.*
***Anthony Muscia, Jr.**, DBA, Nova Southeastern University; MBA, Western International University; MA, Duquesne University; BA, Duquesne University. Lecturer, Business.*
***Aaron Oberst,** MSHAPI, DC, New York Chiropractic College. Lecturer, Biology.*
***Robert Obringer**, JD, Rutgers University; MBA, University of Phoenix; MA, Mt. St. Mary's College & University; BA, Duquesne University. Lecturer, Business.*
**Carol Opdyke**, MSE, Gwynedd Mercy University. Lecturer. Education
***Andrew Osborne,** PhD, Temple University; MEd, Temple University; BA, West Chester University. Lecturer, Education.*

***Amalia Paladino,*** *PhD, John Jay College of Criminal Justice; MS, John Jay College of Criminal Justice. Lecturer, Criminal Justice.*
***Lorraine Hopkins Pepe,*** *MSN, University of Pennsylvania; BSN, LaSalle University. Lecturer, Nursing.*
***JoMarie Peters,*** *MSN, Excelsior College; BSN, Gwynedd-Mercy College; ASN, Gwynedd-Mercy College. Lecturer, Nursing.*
***Kathleen Pickard,*** *PsyD, Philadelphia College of Osteopathic Medicine; MS, University of Bridgeport; BA, Bloomsburg University. Lecturer, MS in Counseling.*
***Estella W. Plewes,*** *MS, BHS, Gwynedd Mercy University, RT (R) (T), ARRT. Lecturer, Radiation Therapy.*
***Betsy Stone Plummer,*** *MS, Georgia State University; BS, State University of New York. Lecturer, Psychology.*
***Ryan Reca,*** *PhD, MS, University of Louisville; BA, Arcadia University. Lecturer, Biology.*
***John Reilly****, MS, Bellevue University; MS, Drexel University. Lecturer, Computer Information Science.*
***Kaitlin Reilly****, MS, Saint Joseph's University, BS, Gwynedd Mercy University, Lecturer, Psychology.*
***Nancy Reeves,*** *MA, Temple University; BA, West Chester University. Lecturer, Criminal Justice.*
***Gilbert Ridgely****, MBA, University of Detroit; BA, St. Joseph's University. Lecturer, Business.*
***Alan Rinkus,*** *MA, Temple University; BA, Temple University. Lecturer, Psychology.*
***Adina Rosenberg,*** *MCAT, Hahnemann Hospital/Drexel University; BA, Temple University. LPC, board Certified American Dance Therapy Association. Lecturer, MS in Counseling.*
***Robert Sands****, MS, Villanova University; BS, Pennsylvania State University; Lecturer, Criminal Justice*
***Nathan J. Schadler, Esq.,*** *JD and BS, Duquesne University. Lecturer, Criminal Justice.*
***Lysa Shocket,*** *MS, Boston University; BS, Boston University. Lecturer, Occupational Therapy.*
***Rachel Shoener,*** *BS, University of Mississippi Medical Center. Lecturer, Occupational Therapy.*
***Carlo J. Silvesti,*** *MBA/CPA, Temple University; BS, St. Joseph's University. Assistant Professor, Accounting and Business.*
**Michelle Simms**, EdD, Nova Southeastern University. Lecturer. Education
***Maureen Donohue-Smith,*** *PhD, Cornell University; MSN, University of Colorado; BSN, University of Pennsylvania. Lecturer, Nursing.*
***Nathan Starr,*** *MA, LaSalle University; BA, West Chester University. Lecturer, History.*
***Gregg Starynski****, MEd Temple University; BS Drexel University. Lecturer, Computer Information Science.*
***Balasubramaniam Tanjore,*** *PhD, University of Idaho; BS, University of Bombay, India. Lecturer, Chemistry.*
***Jules Tasca,*** *D.A., Heed University; MA, Villanova University; BA, Pennsylvania State University. Professor Emeritus; English.*
***Paul Tressler****, JD, University of Pennsylvania; BA, Susquehanna University. Lecturer, Criminal Justice****.***
***Rebecca Walker****, PhD, Medical University of South Carolina; JD, Widener University. Lecturer.*
***Katherine Wardlow****, MEd, Columbia Universtiy; MA, American University; BA, College of the Holy Cross. Lecturer,* Mathematics.
***Maria Weidinger****, MSW, Temple University; BSW, Temple University. Lecturer, Sociology*
***Joshua Weikert,*** *PhD, Temple University; MA, Villanova University; BA, West Chester University. Lecturer, Political Science.*
***Joanne Zeas****, EdD, Temple University; MBA, Temple University; BA, University of Maryland. Lecturer, Business.*

**Clinical Faculty for Medical Laboratory Science**
***Jean Buchenhorst****, MS, MLS (ASCP), Program Director, Pennsylvania Hospital Medical Laboratory Science Program*
***Ethan Kentzel****, MLS (ASCP), Program Director, Reading Hospital Medical Laboratory Science Program*
***Susanne Dannert****, MS, MT (ASCP), Program Director, St. Christopher's Hospital for Children Medical*

*Laboratory Science Program*

**Nancy Jalowski,** MA Ed, MT (ASCP) PBTCM, Program Director, Hackensack Meridian Health, Jersey Shore University Medical Center, Florence M. Cook School of Medical Laboratory Science Program

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| ACC-105 | Principles of Accounting I | 3 | 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. | |
| ACC-106 | Principles of Accounting II | 3 | 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. | Take ACC-105; Minimum grade C. (Required, Previous). |
| ACC-205 | Intermediate Accounting I | 3 | 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. | Take ACC-106; Minimum grade C. (Required, Previous). |
| ACC-206 | Intermediate Accounting II | 3 | 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. | Take ACC-205; Minimum grade C. (Required, Previous). |
| ACC-207 | Intermediate Acc III | 3 | 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. | Take ACC-206. (Required, Previous). |
| ACC-301 | Managerial Accounting | 3 | 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. | Take ACC-106. Minimum grade C. (Required, Previous). \| Take ACC-302. Minimum grade C. (Required, Previous). |
| ACC-302 | Financial Accounting | 3 | 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. | Take ACC-106; Minimum grade C. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| ACC-305 | Cost Accounting | 3 | 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. | Take ACC-205. (Required, Previous). |
| ACC-315 | Personal Taxes | 3 | An intensified course involving taxation of individuals; tax policy, tax research, tax history, technical tax provisions, and tax planning including tax practice suggestions. | Take ACC-106; Minimum grade C. (Required, Previous). |
| ACC-316 | Investment and Business Taxation | 3 | 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. | Take ACC-315; Minimum grade C. (Required, Previous). |
| ACC-317 | Accounting Information Systems | 3 | 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. | Take ACC-106. (Required, Previous). |
| ACC-405 | Advanced Accounting | 3 | 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. | Take ACC-206. (Required, Previous). |
| ACC-406 | Auditing | 3 | 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. | |
| ACC-408 | Advanced Accounting II | 3 | 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. | Take ACC-405. (Required, Previous). |
| ACC-437 | Special Topics | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| ACC-440 | Accounting Internship | 6 | 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. | Take ACC-205. (Required, Previous). \| Take ACC-315; Minimum grade B. (Recommended, Previous). |
| ACC-441 | Internship in Public Accounting | 3 | 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 | Take ACC-205 ACC-315. (Required, Previous). |
| ART-100 | Basic Drawing | 3 | This introductory course in drawing focuses on line, value, perspective, and composition. It includes experiential drawing from landscape, still life and the figure. | |
| ART-105 | Art Appreciation | 3 | 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. | |
| ART-106 | Painting I | 3 | 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) | |
| ART-111 | Watercolors | 3 | Students learn about various watercolor techniques, color and composition, and design through the painting of still-life subjects and landscapes. | |
| ART-115 | Art History I | 3 | This course introduces works of art from ancient cave paintings to the Renaissance. | |
| ART-116 | Art History II | 3 | Works of art from the Renaissance to the present are the focus of study in this course. | |
| ART-120 | Introduction to Traditional Photography | 3 | | |
| ART-122 | Introduction to Digital Photography | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| ART-137 | Sculpture | 3 | 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. | |
| ART-205 | Modern Art | 3 | 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. | |
| ART-206 | Contemporary Art | 3 | 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. | |
| ART-299 | Special Topics | 3 | 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. | |
| ART-437 | Special Topics | 3 | Course focuses on a medium and approach selected by the instructor. | |
| ASL-101 | Fundamentals of American Sign Language I | 3 | 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. | |
| ASL-102 | American Sign Language II | 3 | 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. | Take ASL-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BAS-100 | Introduction to Business Adult Studies | 1 | | |
| BIO-101 | Science of Life | 3 | 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. | |
| BIO-103 | Human Anatomy | 3 | This course for non-science major students investigates the human body, from cells to body systems. 3 lecture hours per week. | |
| BIO-107 | Anatomy & Physiology I | 3 | 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. | Take BIO-107L. (Required, Concurrent). |
| BIO-107L | Anatomy & Physiology I | 1 | 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. | Take BIO-107; Minimum grade C. (Required, Concurrent). |
| BIO-108 | Anatomy & Physiology II | 3 | 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. | Take BIO-107; Minimum grade C. (Required, Previous). \| Take BIO-108L. (Required, Concurrent). |
| BIO-108L | Anatomy & Physiology II | 1 | 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 | Take BIO-108. (Required, Concurrent). |
| BIO-111 | Microbiology | 3 | 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. | Take BIO-111L. (Required, Concurrent). |
| BIO-111L | Microbiology | 1 | 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. | |
| BIO-114 | Human Genetics | 3 | 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. Not accepted as credit towards the biology major | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BIO-115 | Biology of Aging | 3 | 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. | |
| BIO-121 | Microbiology for the Health Sciences | 3 | 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. | |
| BIO-203 | General Biology I | 3 | 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. | Take BIO-203L. (Required, Concurrent). |
| BIO-203L | General Biology I | 1 | 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. | Take BIO-203. (Required, Concurrent). |
| BIO-204 | General Biology II | 3 | 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. | Take BIO-203 BIO-203L; Minimum grade C. (Required, Previous). \| Take BIO-204L. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BIO-204L | General Biology II | 1 | 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. | Take BIO-203; Minimum grade C. (Required, Previous). \| Take BIO-204; Minimum grade C. (Required, Concurrent). |
| BIO-230 | Principles of Ecology | 2 | 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. | Take BIO-204 BIO-204L; Minimum grade C. (Required, Previous). \| Take BIO-230L. (Required, Concurrent). |
| BIO-230L | Principles of Ecology | 1 | 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. | Take BIO-230. (Required, Previous or concurrent). |
| BIO-251 | Genetics | 3 | 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. | Take BIO-203 BIO-203L CHM-203 CHM-203L. (Required, Previous). |
| BIO-251L | Genetics | 1 | 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. | Take BIO-251. (Required, Previous or concurrent). |
| BIO-299 | Selected Topics in Biology | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BIO-302 | Vertebrate Anatomy | 3 | 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. | Take BIO-204 BIO-204L. (Required, Previous). \| Take BIO-302L. (Required, Concurrent). |
| BIO-302L | Vertebrate Anatomy | 1 | 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. | |
| BIO-305 | Biology of Microorganisms | 3 | 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. | Take BIO-203 BIO-203L CHM-203 CHM-203L. (Required, Previous). \| Take BIO-305L. (Required, Concurrent). |
| BIO-305L | Biology of Microorganisms | 1 | 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. | Take BIO-305. (Required, Previous or concurrent). |
| BIO-307 | Eukaryotic Microbiology | 3 | 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. | Take BIO-203 BIO-203L BIO-305 BIO-305L. (Required, Previous). |
| BIO-310 | Mycology | 3 | 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. | Take BIO-203 BIO-203L. (Required, Previous). |
| BIO-311 | Virology | 3 | 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. | Take BIO-203 BIO-203L. (Required, Previous). |
| BIO-312 | Parasitology | 2 | Study of the morphology, distribution, symptoms, treatment, prevention, and control of important parasites. 2 lecture hours per week. | Take BIO-203 BIO-203L. (Required, Previous). \| Take BIO-312L. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BIO-313 | Immunology | 3 | 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. | Take BIO-203 BIO-203L. (Required, Previous). |
| BIO-317 | Advanced Physiology I | 3 | 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. | Take BIO-108 BIO-204. (Required, Previous). |
| BIO-318 | Advanced Physiology II | 3 | 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. | Take BIO-317; Minimum grade C. (Required, Previous). |
| BIO-4000 | Biology Seminar I-Capstone | 1 | 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. | Take 60 credits. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BIO-4001 | Biology Seminar II-Capstone | 1 | 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. | Take BIO-4000. (Required, Previous). |
| BIO-4002 | Biology Seminar III-Capstone | 1 | 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. | Take BIO-4001. (Required, Previous). |
| BIO-402 | Molecular Biology of the Cell | 3 | 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. | Take BIO-204 BIO-204L CHM-204 CHM-204L CHM-301. (Required, Previous). \| Take BIO-402L. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BIO-402L | Molecular Biology of the Cell | 1 | 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. | Take BIO-402. (Required, Previous or concurrent). |
| BIO-414 | Infectious Diseases | 3 | 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. | Take BIO-203 BIO-203L BIO-305 BIO-305L. (Required, Previous). |
| BIO-415 | Developmental Biology | 3 | 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. | Take BIO-251 BIO-402 CHM-301. (Required, Previous). \| Take BIO-415L. (Required, Concurrent). |
| BIO-415L | Developmental Biology | 1 | 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. | Take BIO-415. (Required, Previous or concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BIO-421 | Biology Research | 3 | 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 for 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 instructorrequired. | Take BIO-430. (Required, Previous or concurrent). |
| 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 | 1 | 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. | Take BIO-204 BIO-204L. (Required, Previous). |
| BIO-437L | Special Topics | 1 | | |
| BIO-439 | Independent Study | 1 | Investigation of selected topics. | Take 60 credits. (Required, Previous). |
| BIO-440 | Internship | 3 | 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. | Take BIO-430. (Required, Previous or concurrent). |
| BUS-101 | Business Theory | 3 | An overview of the theoretical framework and structure of today's business environment isstudied. Content areas include management, e-business, ethics and social responsibility, business organization, human resource management, international business and current business topics. | |
| BUS-205 | Principles of Management | 3 | This course requires an analysis of the managerial processes with emphases on the planning, organizing, directing and control functions used by managers to accomplish the goals of the organization. Related behavioral topics will be included in the discussions. Course requirements will include a research paper and Internet assignments. | Take BUS-101. Minimum grade C. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BUS-207 | Principles of Marketing | 3 | An overview of marketing theory and application in the context of the corporate, global and digital environment is studied. Topics include strategic planning, consumer behavior and customer experience design, business consumer marketing, developing and managing product offerings, marketing research and intelligence, advertising, public relations, sales promotions, pricing strategies and developing a marketing plan. | |
| BUS-209 | Business Statistics I | 3 | An introductory course in the use of statistics in business. Topics covered include measures of averages and dispersion, probability theory, probability distributions, sampling theory and estimation. | |
| BUS-210 | Marketing and Consumer Behavior | 3 | An overview of marketing theory in the context of the corporate environment and consumer behavior. Topics include marketing strategy, opportunities, consumer behavior, segmentation, marketing mix, and the external and internal influences on the consumer including the effects of demographics, and social and psychological variables on buyer behavior. | |
| BUS-212 | International Business | 3 | An overview of the global market and its challenges for the U.S. businessperson. The student will look at the operation of the multinational company, international business activities, agreements between nations and other topics related to participation in global activities. | Take 1 group (Take BUS-101 Minimum grade C. /Take BUS-323 Minimum grade C. ). (Required, Previous). |
| BUS-213 | Principles of Human Resource Management | 3 | The student will be introduced to the field of human resource management. This course will examine the many aspects of human resources and how these functions support the goals of the organization. Topics will include recruiting, selection, training and development, compensation and safety. Student requirements will include a research paper and case analysis. | Take BUS-101. Minimum grade C. (Required, Previous). |
| BUS-214 | Business Ethics | 3 | A discussion of the impact of ethics on today's business world with content areas to include business social responsibilities, rights of stakeholders, government interaction and international ethical practices is studied. The student will be expected to analyze cases and to write opinion reports using APA format as a part of the course requirements. | Take BUS-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BUS-230 | Business Law I | 3 | An introduction to the general framework of the law and how the law impacts business operations. The student will examine the basic elements of the law, its historical development, contracts, agency, sale of goods and various forms of business organizations. Student requirements will include case analysis and a review of research in the field. | |
| BUS-292 | Business Case Studies | 3 | This course applies the business case method of learning various business situations that illustrate business strategy development. The evaluation of cases illustrates the causes of business problems, available solutions, and the impact of managerial choices on both the business enterprise and society in general. | Take BUS-230. Minimum grade C. (Required, Previous). |
| BUS-310 | Principles of Finance | 3 | 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. | Take ACC-106. Minimum grade C. (Required, Previous). |
| BUS-311 | Money, Banking & Financial Institutions | 3 | 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. | Take ECN-103. Minimum grade C. BUS 310. Minimum grade C. (Required, Previous). |
| BUS-312 | Managerial Finance | 3 | An examination of financial decision making in the firm, including the sources of funds, capital structure and long-range financial growth are studied. | Take BUS-310. Minimum grade C. (Required, Previous). |
| BUS-313 | Investments | 3 | 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. | Take BUS-310. Minimum grade C. (Required, Previous). |
| BUS-314 | International Finance | 3 | 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. | Take BUS-212. Minimum grade C. BUS-310. Minimum grade C. (Required, Previous). |
| BUS-318 | Operations Management | 3 | The course will consider the operational aspects of running a manufacturing or service organization. Topics will include layout considerations, service requirements, inventory control and a preview of today's operations challenges. Course requirements will include case studies, end of chapter review questions and small off-site assignments. | Take BUS-101. Minimum grade C. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BUS-319 | Purchasing and Contracting | 3 | Introduction to the procurement function. Specification of products and services, selection of suppliers, price, delivery, and other requirements; contract negotiations will be discussed. | Take BUS-101. Minimum grade C. (Required, Previous). |
| BUS-320 | Small Business Management | 3 | This course examines the start-up and operation of a small business. Emphasis will be placed on the business plan, financial options, managerial challenges and day-to-day operations. The student will be expected to conduct an analysis of a business opportunity as a part of the course requirements. | Take BUS-101. Minimum grade C. (Required, Previous). |
| BUS-323 | Business Management and Leadership | 3 | This course provides the student with an overview of management and leadership processes within an organization. By applying principles of planning, organizing, staffing, directing, controlling, and team development and building - to a comprehensive team project - the student will develop an understanding of the role of manager in today's organization. | |
| BUS-324 | Derivatives | 3 | 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. | Take BUS310. Minimum grade C. |
| BUS-325 | Investment II (Portfolio Management) | 3 | This is a rigorous and empirical study of the element of investment, investment background and modern investment theory, analysis and valuation of equity securities and bonds, asset pricing and portfolio theory, and evaluation of portfolio performance. | Take BUS-313. Minimum grade C. |
| BUS-333 | Advertising & Digital Promotion Design | 3 | An overview of the various offline and online media available to advertisers, the factors influencing the choice of media and the role played by advertising agencies are studied. Topics include the role of advertising in society, effective consumer communication strategies, consumer analytics, segmentation, targeting and positioning consumers, creating digital and non-digital strategies, planning and buying media, executing an advertising plan, developing a message and return on investment strategies and management. | Take BUS-207. Minimum grade C. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BUS-334 | Consumer Behavior | 3 | This course provides an analysis of the consumer decision process and customer experience design strategies in the market place. Special emphasis is placed on the external and internal influences on the consumer including the effects of demographic, social and psychological variables. Topics include developing strategies, variations in behavior, changing societal values, consumer perceptions, learning and memory theory, consumer motivation and attitudes, self-concept and lifestyle issues, information analysis, post purchase management, organizational buying and marketing regulations. | Take BUS-207. Minimum grade C. (Required, Previous). |
| BUS-340 | Business Statistics II | 3 | This course is a continuation of BUS 209. Topics include hypothesis testing, regression and correlation techniques, time series analysis, index numbers, nonparametric techniques and analysis of variance. | Take BUS-209; Minimum grade C. (Required, Previous). |
| BUS-342 | Business Statistics | 3 | The use of statistics in business will be explored. Topics covered include measures of averages and dispersions, probability theory and distributions, sampling, tests of hypothesis, regression, and correlation. | Take BUS-323. Minimum grade C. (Required, Previous). |
| BUS-350 | Principles of Sports Management | 3 | 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. | |
| BUS-351 | Sports Marketing | 3 | 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. | BUS 350 pre-req |
| BUS-352 | Sport Business and Finance | 3 | 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. | BUS 350 pre-req |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BUS-353 | Sport Law | 3 | 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. | BUS 350 pre-req |
| BUS-354 | Athletics Administration | 3 | 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. | BUS 350 pre-req |
| BUS-355 | Facility Management | 3 | 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. | Take BUS-205. Minimum grade C. (Required, Previous). |
| BUS-373 | Labor and Industrial Relations | 3 | This course includes topics such as collective bargaining, union and management negotiating strategies, the grievance process and a consideration of public sector bargaining. The student will be expected to complete a research paper and to review different types of grievances as a part of their coursework. | |
| BUS-374 | Employment Law | 3 | A survey course introducing the laws that impact the employee-employer relationship. Thestudent 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. | Take BUS-205. Minimum grade C. (Required, Previous). |
| BUS-375 | Risk Management | 3 | The use of risk management techniques as tools to improve the efficiency and effectiveness of the organization are studied. The student will be introduced to the risk management process, various non-insurance activities to control risks in the workplace, safety in the workplace and current issues facing the businessperson. Coursework will include a research paper, case analysis and classroom discussions. | Take BUS-101. Minimum grade C. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BUS-376 | Employee Benefits | 3 | This course will include consideration of the history of benefits, health insurance and its issues, other benefit options, administration and evaluation of employee benefit plans. The student will be expected to complete a research paper, perform case analysis and participate in classroom discussions. | Take BUS-205. Minimum grade C. (Required, Previous). |
| BUS-377 | Training and Development | 3 | The student will take an in-depth look at training and its importance to the organization. Topics in this course include preparing the organization for training, evaluation of various training methods and employee development. The student will be required to complete a research paper, analyze cases and design a training program. | Take BUS-205. Minimum grade C. (Required, Previous). |
| BUS-378 | Healthcare Risk Management | 3 | 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. | Take BUS-101. Minimum grade C. (Required, Previous). |
| BUS-379 | Seminar: Human Resources Development | 3 | Policies and programs concerned with the allocation, utilization, development, and maintenance of human resources are presented. A case study approach with emphasis on student research and interaction. | Take BUS-213. Minimum grade C. (Required, Previous). |
| BUS-381 | Organization Theory and Behavior | 3 | This course examines the systematic study of behavior and attitudes in organizations. The question of why people in organizations feel and behave as they do is examined through the study of motivation, communications, personality, leadership, and group dynamics. | Take BUS-101. Minimum grade C. (Required, Previous). |
| BUS-391 | Current Business Issues | 1 | This course is an independent research paper, which reviews current events in business. Permission of the Dean of the School is required. | |
| BUS-4000 | Seminar: Business Policies & Strategies | 3 | 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. | Take BUS-207 BUS-209. (Required, Previous). \| Take BUS-214. (Required, Previous). \| Take BUS-205. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BUS-4001 | Seminar: Business Policies and Strategies | 4 | 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. | Take ACC-302. Minimum grade C. (Required, Previous). \| Take BUS-310. Minimum grade C. (Required, Previous). \| Take BUS-323. Minimum grade C. (Required, Previous). |
| BUS-405 | Marketing Decision Making Using Analytic | 3 | This course develops a comprehensive overview of marketing strategy. Management decision- making in all areas of marketing is addressed. Strategic planning and implementation in segmentation, product, distribution, promotion, and pricing will be included. | Take BUS-207. Minimum grade C. (Required, Previous). \| Take BUS-323. Minimum grade C. (Required, Previous). |
| BUS-407 | Marketing Research and Analytics | 3 | This course emphasizes the use of Scientific Research Methods to develop marketing strategies and assist marketing professionals in making judicious marketing decisions. The course exams product, consumer, competitive and market research; types of research, stages in the research process, survey research methods, questionnaire construction, an analysis of the various types of secondary data, types of sampling designs and procedures, data collection methods, and data analysis. | Take BUS-207. Minimum grade C. (Required, Previous). |
| BUS-410 | Online Business Marketing/Mgt Strategies | 3 | This course presents theories and applications necessary to develop and manage online digital strategies. Topics include an introduction to e-marketing strategies, e-mail marketing, online advertising, affiliate Marketing, search engine marketing, search engine optimization, social media strategies, crowd sourcing, viral marketing, online reputation management, web public relations, web site design and development theories, web analytics and conversion optimization, mobile marketing strategies and customer experience management. | Take BUS-207. Minimum grade C. (Required, Previous). |
| BUS-421 | Corporate Studies | 3 | 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. | Take BUS-207. Minimum grade C. (Required, Previous). \| Take BUS-101. Minimum grade C. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| BUS-437 | Special Topics | 3 | 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. | |
| BUS-438 | Social Media Marketing | 3 | An in-depth study of the theories, processes, and application of social media marketing within an organization. The course will explore strategies to build social communities and better understand its opportunities and organizational impact. The concept of a social business will be studied through the analysis of the approaches to implement social technologies. The course will also explore the planning and implementation processes of social business initiatives. | Take BUS-207. Minimum grade C. (Required, Previous). |
| BUS-439 | Independent Study | 1 | 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. | |
| BUS-440 | Internship | 6 | This is a 240-hour work experience designed to afford the student a practical experience in the application of business techniques and practices. | |
| BUS-441 | Internship | 3 | This is a 120-hour work experience designed to afford the student a practical experience in the application of business techniques and practices. | |
| BUS-455 | Sport Management Seminar | 3 | 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. | BUS 350 Pre req |
| CHM-105 | Living Chemistry | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CHM-111 | Chemistry for the Allied Health Profess | 3 | 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. | Take CHM-111L. (Required, Concurrent). |
| CHM-111L | Chemistry for Allied Health Professions | 1 | 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. | Take CHM-111. (Required, Previous or concurrent). |
| CHM-115 | Chemistry for the Health Profession | 3 | 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. | Take CHM-115L. (Required, Concurrent). |
| CHM-115L | Chemistry for the Health Profession | 1 | 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. | Take CHM-115. (Required, Concurrent). |
| CHM-116 | Chemistry for Health Professions II | 3 | 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. | Take CHM-115; Minimum grade C. (Required, Previous). \| Take CHM-116L. (Required, Concurrent). |
| CHM-116L | Chemistry for Health Professions II | 1 | 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. | Take CHM-115 CHM-115L. (Required, Previous). \| Take CHM-116. (Required, Previous or concurrent). |
| CHM-151 | Principles of Chemistry I | 3 | 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. | Take CHM-151L CHM-151R. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CHM-151L | Principles of Chemistry I | 1 | 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. | Take CHM-151 CHM-151R. (Required, Concurrent). |
| CHM-151R | Principles of Chemistry I | | | Take CHM-151 CHM-151L. (Required, Concurrent). |
| CHM-152 | Principles of Chemistry II | 3 | 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. | Take CHM-151; Minimum grade C. (Required, Previous). \| Take CHM-152L. (Required, Concurrent). |
| CHM-152L | Principles of Chemistry II | 1 | 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. | Take CHM-151 CHM-151L. (Required, Previous). \| Take CHM-152. (Required, Previous or concurrent). |
| CHM-152R | Principles of Chemistry II | | | |
| CHM-203 | Organic Chemistry I | 3 | 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. | Take CHM-152 CHM-152L. (Required, Previous). \| Take CHM-203L. (Required, Concurrent). |
| CHM-203L | Organic Chemistry I | 1 | 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. | Take CHM-203. (Required, Previous or concurrent). |
| CHM-203R | Organic Chemistry I | | | Take CHM-152 CHM-152L. (Required, Previous). \| Take CHM-203. (Required, Concurrent). |
| CHM-204 | Organic Chemistry II | 3 | 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. | Take CHM-203 CHM-203L; Minimum grade C. (Required, Previous). \| Take CHM-204L. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CHM-204L | Organic Chemistry II | 1 | Continuation of CHM 203L. Experiments illustrate multistep organic synthesis and demonstrate theoretical concepts from CHM 204. | Take CHM-204. (Required, Previous or concurrent). |
| CHM-204R | Organic Chemistry II | | | Take CHM-204. (Required, Concurrent). |
| CHM-299 | Selected Topics in Chemistry | 3 | 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. | |
| CHM-301 | Biochemistry I | 3 | 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. | Take CHM-204 CHM-204L BIO-203 BIO-203L. (Required, Previous). \| Take CHM-301L. (Required, Concurrent). |
| CHM-301L | Biochemical Techniques Lab | 1 | 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. | Take CHM-204 CHM-204L BIO-203 BIO-203L. (Required, Previous). \| Take CHM-301. (Required, Previous or concurrent). |
| CHM-302 | Biochemistry II | 3 | Intermediary metabolic pathways; photosynthesis; integration and regulation of mammalian metabolism. 3 lecture hours per week. Offered in the spring semester. | Take CHM-301; Minimum grade C. (Required, Previous). |
| CHM-437 | Special Topics | 3 | 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, and instructor will be announced prior to preregistration. This course may be used to satisy a biology elective in the biology major. 3 lecture hours per week. | |
| CIS-100 | Inside the Laptop: Exploring Technology | 3 | The course is designed as a general edcuation 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 accross 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). | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CIS-101 | Introduction to Desktop Computing | 3.00 | Open to all majors, this course was 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) | |
| CIS-102 | Emerging Internet Technologies | 3.00 | 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. | |
| CIS-104 | Programming I | 3.00 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CIS-110 | Information Systems | 3.00 | Because every job is a technology job, this course was designed to provide 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). | |
| CIS-114 | Web Design I | 3.00 | Students will learn 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! Open to all majors. | |
| CIS-115 | Introduction to Artificial Intelligence | 3.00 | This course introduces students to the field of artificial intelligence (AI) and machine learning. 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CIS-116 | Introduction to Python | 3.00 | 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. | |
| CIS-203 | Systems Analysis and Design | 3.00 | 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. | Take CIS-104. (Required, Previous). |
| CIS-204 | Programming II | 3.00 | 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. | Take CIS-104 or CIS-301. (Required, Previous). |
| CIS-205 | Machine Learning | 3.00 | 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. | Take CIS-116. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CIS-215 | Relational Databases | 3.00 | 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 Microsoft's SQL Server Management Studio 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. | None |
| CIS-230 | Networking | 3.00 | 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. | Any 100-level course or instructor permissions |
| CIS-240 | Cybercrime | 3.00 | This course provides students with the knowledge and skills necessary to identify, track and prosecute cybercriminals. Students will learn the processes involved in detecting attacks and collecting evidence in a forensically sound manner. Advanced techniques used in computer investigations and analyses will be discussed. Learn where potential legal evidence can be found, how to prepare evidence for computer related crime and abuse cases, as well as how to 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. Other topics covered include cyberbullying, organized cybercrime, cyberwarfare, cyberterrorism, and hacktivism. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CIS-241 | Cybersecurity | 3 | 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 vunerabilities and risks these technologies introduce into our lives. Topic include teh internet of things (ioT),cybercrime, cyberwarfare and cyberterrorism. Ths course is open to all majors. No Technical background required. | |
| CIS-299 | Special Topics | 3.00 | 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. | |
| CIS-301 | Algorithms and Data Structures | 3.00 | 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. | CIS-204. (Required, Previous). |
| CIS-304 | Event-Driven Programming | 3.00 | 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. | Take CIS-204. |
| CIS-311 | Application and Embedded ML | 3.00 | 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. | Take CIS-116 CIS-205. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CIS-312 | Data Analytics | 3.00 | 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. | Take CIS-116. (Required, Previous) or or instructor permission. |
| CIS-318 | Unix and Linux | 3.00 | This course introduces students to the Linux operating system. 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. | |
| CIS-320 | Computer Applications in Business | 3.00 | 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) | |
| CIS-321 | Computer Organization | 3.00 | 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. | Take 1 courses; From Subject CIS; From Level 100 or instructor permission |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CIS-325 | Database Administration and Security | 3.00 | 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. | Take CIS-215. (Required, Previous) or instructor permission. |
| CIS-330 | Networking Administration and Security | 3.00 | 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. | Take CIS-230. (Required, Previous) or instructor permission. |
| CIS-340 | Computer Forensics | 3.00 | 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 the industry will be introduced. Network forensics and the examination of non-traditional devices will also be discussed. Students will work on hands-on labs using the software and techniques discussed in class. | Take 1 200-level course; From Subject CIS. (Required, Previous) or instructor permission. |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CIS-341 | IT Security | 3.00 | 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. | Take CIS-230. (Required, Previous) or instructor permissions |
| CIS-350 | Multimedia I | 3.00 | 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. | |
| CIS-4000 | Capstone | 3.00 | Take CIS-301 or CIS-304. (Required, Previous) and update description: 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. | Take CIS-104 CIS-204 CIS-301 or CIS-304. (Required, Previous). |
| CIS-401 | Deep Learning | 3.00 | 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. | Take CIS-311. (Required, Previous) or instructor permission. |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CIS-410 | Operating Systems | 3.00 | 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. | Take CIS-104 CIS-204 or CIS-304. (Required, Previous). |
| CIS-420 | Mobile Application Development | 3.00 | An advanced course in software development for mobile devices using the latest industry technologies. 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. | Take CIS-104 CIS-204 or CIS-301. (Required, Previous). |
| CIS-424 | Web Design II | 3.00 | 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 with a group project. | Take CIS-114. (Required, Previous). |
| CIS-437 | Special Topics | 3.00 | 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. | |
| CIS-439 | Independent Study | 3.00 | This option affords students the opportunity to pursue research in a particular field of interest. This is not a traditional classroom setting. | |
| CIS-440 | Internship | 3.00 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CIS-450 | Multimedia II | 3.00 | 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. | Take CIS-104 CIS-350. (Required, Previous). |
| CNS-STATS | CNS Statistics & Methods Pre-Requisite | | Pseudo course used to meet CNS-510 Pre-Requisite | |
| COMD-115 | Introduction to Digital Communcation | 3 | 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. | |
| COMD-200 | Digital Analytics & Visualization | 3 | 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. | |
| COMD-201 | Mobile Content Creation | 3 | 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. | |
| COMD-206 | Public Relations | 3 | This course covers focuses on contemporary trends and practices in public relations through theory and practice. Media relations, crisis communication, public opinion, persuasion, and strategic planning are explored. | |
| COMD-217 | Digital Media Culture & Society | 3 | 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. Opportunity to earn Twitter Flight Deck Certification | Take ENG-101. (Required, Previous). |
| COMD-300 | Strategies/Tactics Digital/Social Media | 3 | Building on strategic communication and business objectives, students will explore online strategies and tactics across platforms. Hands-on assignments will address building awareness and social communities as well as e-commerce and conversion. Projects will be incorporated into students' online digital portfolios. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| COMD-301 | Podcasting | 3 | 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. | Take COMD-201. (Required, Previous). |
| COMD-302 | Video Production & Editing | 3 | 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. | Take COMD-201. (Required, Previous). |
| COMD-304 | Social Media Law & Ethics | 3 | In many ways, regulations of digital and social media have been outpaced by the rate of their innovation. Lawmakers and ethicists address issues such as cyberbullying, privacy rights, mental health impacts and intellectual property as they arise. In this class, explore regulation and ethics related to free expression, privacy, and data collection from the perspective of media professionals, content creators, audiences and college students. Recent cases 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. | |
| COMD-310 | DigiComCrew Production | 1 | 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-Req: COMD301, COMD302 |
| COMD-400 | Digital Media Economics & Budgeting | 3 | 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 | Pre-Req: COMD217 |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| COMD-4000 | Digital Communications Capstone | 3 | This capstone course is project oriented and will require students to apply skills in strategic planning, messaging to audience, gathering information, and producing content. | Junior Status |
| COMD-405 | Digital Communications Internship | 3 | 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. | Take 60 credits. (Required, Previous). |
| COMD-437 | Special Topics | 3 | 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. | |
| CRJ-102 | Introduction to Criminal Justice | 3 | 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.) | |
| CRJ-201 | Cultural Criminology | 3 | This course will look at the cultural influences on crime and deviance. It will examine the issues prevalent in global and local cultures and how this causes and effects crime and deviance. Through the examination of ethnographic texts and contemporary sources, the course will explore the role of culture, media, politics, and demographic factors, on crime, deviance, and the fear of crime. Specifically, the course will look at the emerging issues of terrorism, the politics of gender, and green cultural criminology. | |
| CRJ-205 | Stalking & Domestic Violence | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CRJ-207 | Drugs Society & Criminal Justice | 3 | 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. | |
| CRJ-211 | Constitution of the United States | 3 | 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. | |
| CRJ-215 | Criminology | 3 | 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. | |
| CRJ-216 | Race, Class & Ethnicity | 3 | 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. | |
| CRJ-217 | Probation & Parole | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CRJ-220 | Ethics in Criminal Justice | 3 | 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. | |
| CRJ-225 | Juvenile Delinquency | 3 | 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. | |
| CRJ-250 | Police and Law Enforcement in America | 3 | 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. | |
| CRJ-251 | Victimology | 3 | 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. | |
| CRJ-299 | Selected Topics in Criminal Justice | 3 | This course provides students the opportunity to explore topics selected by the instructor. Course may be repeated if the topic changes. | |
| CRJ-301 | Introduction to Private Security | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CRJ-302 | Violence & Criminal Justice | 3 | 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. | |
| CRJ-303 | Sexual Deviance | 3 | 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. | |
| CRJ-304 | Wrongful Convictions | 3 | 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. | |
| CRJ-310 | Introduction Criminal Justice Research | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CRJ-311 | Organized Crime | 3 | 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. | |
| CRJ-320 | Forensics Crime Scene Investigation | 3 | 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. | |
| CRJ-326 | Criminal Procedures | 3 | 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. | Take CRJ-102. (Required, Previous). |
| CRJ-327 | Criminal Law | 3 | 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. | Take CRJ-102. (Required, Previous). |
| CRJ-355 | Terrorism & Hate Groups | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CRJ-370 | Corrections | 3 | 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. | |
| CRJ-4000 | Capstone | 3 | 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. | Take CRJ-310. (Required, Previous). |
| CRJ-402 | Inside Out Prison Exchange Program | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CRJ-405 | Criminal Investigations | 3 | 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. | |
| CRJ-410 | Courts in America | 3 | 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. | Take CRJ-102. (Required, Previous). |
| CRJ-425 | White Collar Crime | 3 | 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. | |
| CRJ-430 | Internship Policy & Planning | | This course is an introduction to the purpoase 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 | 3 | 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. | |
| CRJ-437 | Special Topics | 3 | Investigation of selected topics related to criminal justice identified by faculty as useful to the student's developing knowledge and competence in the field. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CRJ-455 | Issues in Private & Corporate Security | 3 | This course will focus on contemporary issues in security including legal authority and general effects on society. Various segments of the course will explore the branches and functions of security in multiple industry and institutional settings including private industry, business, government and other institutions. A specific segment of the course will be devoted to the analysis of the growing function of security from a management perspective. | |
| CRJ-461 | Crisis Mgt/Handling Arrested Persons | 3 | 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. | |
| CRJ-462 | Human Relations/Families in Crisis | 3 | 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. | |
| CRJ-463 | Motor Vehicle Collision Investigation | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| CRJ-464 | Motor Vehicle Law Enforcement | 3 | 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. | |
| CRJ-465 | Patrol Procedures and Operations | 3 | 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. | |
| CRJ-490 | Honors Thesis in Criminal Justice | 3 | 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 upto a total of six semester hours. | |
| 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 | 3 | 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. | |
| ECN-103 | Macroeconomics | 3 | 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. | |
| ECN-320 | Managerial Economics | 3 | 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 aswell as global issues are emphasized. Topics include supply and demand, monopoly, fiscal policy, unemployment and international trade. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| EDU-100 | Education in America | 3 | 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. | |
| EDU-104 | Health and Motor Development PreK-4 | 3 | 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. | |
| EDU-216 | Foundations of Teaching & Learn. PreK-4 | 3 | 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. | |
| EDU-222 | Adolescent Psychology | 3 | Learning and personality theory of adolescent period; emphasis on problems arising out of physical development, sensory changes, mental growth, and emotional development. | Adolescent Psychology: Psy 100, 200, or 202 |
| EDU-223 | Teaching Science PreK-4 | 3 | This course is designed to familiarize students with objectives, methods, and resources for pre K to Grade 4 science and to further enhance the scope of their science knowledge through lecture, class discussion, projects, and student demonstration. The course will introduce students to academic standards developed by NSTA, 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. | Take EDU-100. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| EDU-224 | Teaching Social Studies PreK-4 | 3 | This course is designed to familiarize students with objectives, methods, and resources for PreK to Grade 4 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. | Take EDU-100. (Required, Previous). |
| EDU-226 | Read Seq I Foundation Early Lit Research | 3 | 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. | Take EDU-100. (Required, Previous). |
| EDU-227 | Math Methods for PreK-4 | 3 | 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. | |
| EDU-228 | Art and Humanities | 3 | 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 responseto a variety of art mediums. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| EDU-229 | Reading in Sequence II | 3 | 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. | Take EDU-226. (Required, Previous). |
| EDU-300 | Secondary Pre-Student Teaching | 3 | Observation and participation in classroom activities of local schools one day a week for 14 weeks prior to student teaching. | Take EDU-325. (Required, Previous). |
| EDU-301 | Educational Psychology | 3 | Study of the nature of learning, teaching relationships, individual differences, and the classroom as a social unit. | |
| EDU-309 | Tech Integration in Education PreK-8 | 3 | 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. | |
| EDU-314 | Reading Sequence III Early Literacy Inst | 3 | 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. | Take EDU-226. (Required, Previous). |
| EDU-316 | Reading-Literacy Inst Assess & Intervent | 3 | This course emphasizes reading and writing instruction for fluent readers in PreK-4. Instruction will focus on: exploring various instructional processes, examining techniques for integrating reading and writing instruction in the content areas, investigating assessment practices and procedures for fluent readers and writers, reviewing Pennsylvania Literacy Standards and analyzing various remedial programs. | Take EDU-226 SPE-205. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| EDU-319 | Selected Topics in Secondary Education | 3 | 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. | Take EDU-100. (Required, Previous). |
| EDU-325 | Secondary School Methods and Materials | 3 | 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. | Take EDU-100. (Required, Previous). |
| EDU-351 | Meeting Needs of English Lang Learners | 3 | This course emphasizes various instructional processes, techniques and assessment for working with English language learners. Differentiation and review of Pennsylvania standards will be addressed. | |
| EDU-395 | Field Experience I | 6 | During this stage of Field Experience, the Education Studies major will spend one (1) day 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. | |
| EDU-4000 | Capstone Seminar | 3 | 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. | |
| EDU-401 | Student Internship & Prof Seminar | 6 | The internship takes the place of student teaching for in-service teachers. Seminar and individual conferences are held by university supervisors. | |
| EDU-414 | Classroom Management for PreK-4 | 3 | 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. | Take EDU-100. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| EDU-415 | Prek-4 Pre-Student Teaching | 3 | 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. | |
| EDU-437 | Special Topics | 3 | Investigation of a selected topic or topics designed to integrate and enhance the student's comprehension and application of educational theory and practice. | |
| EDU-439 | Independent Study | 1 | Investigation of selected topics. Registration with permission of the advisor, Dean and the Vice President for Academic Affairs. | |
| EDU-495 | Field Experience II | 6 | During the second Field Experience, the Education Studies major will spend one (1) 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. | |
| EDU-498 | Student Teaching and Seminar | 12 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| ENG-002 | Developmental Writing | 3 | This course prepares the student for college writing through a review of, and practice in, grammar, sentence, paragraph, and essay structure. | |
| ENG-101 | College English | 3 | This course is a study of the components of rhetoric (the methods of persuasion), including emphasis on the writing process and logic through practice in paragraph construction, essay organization and argument, revision, and peer and teacher evaluation. The objectives are to improve skills in writing and reasoning, and to learn effective methods of research and synthesis. This course is offered in Workshop or Seminar instructional types; advisors will discuss the appropriate format with students based on placement scores. | |
| ENG-102 | Introduction to Literature | 3 | Students explore literary genres from selected world masterpieces with emphasis on style and philosophic import and write themes of critical analysis. | Take ENG-101. (Required, Previous). |
| ENG-103 | Play Production | 3 | This course emphasizes the fundamentals of play production - script selection, casting, blocking, lighting, publicity and culminates in the production of a play. | |
| ENG-105 | Grammar Review | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-200 | Public Speaking | 3 | This is a course in public speaking with emphasis on informative, argumentative and persuasive skills along with the sharpening of student's ability to listen and analyze. | Take ENG-101. (Required, Previous). |
| ENG-2001 | Arts and Ideas | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-201 | British Literature I | 3 | Students in this course read and discuss selected major figures in English literature from the Anglo-Saxon Period through the eighteenth century. | Take ENG-101. (Required, Previous). |
| ENG-202 | British Literature II | 3 | Students read and discuss major figures in English literature from the Romantic Period to the present. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| ENG-203 | Introduction to Poetry | 3 | Students read, discuss and write about traditional and modern poems. They learn the rudiments of poetry and refine critical thinking and writing skills by analyzing and interpreting poems. This course benefits future English teachers, creative writers and those who love literature. | Take ENG-101. (Required, Previous). |
| ENG-210 | Introduction to the Theater | 3 | This course surveys important historical periods of theater from Greeks to present; examination of representative dramas from each period. | Take ENG-101. (Required, Previous). |
| ENG-212 | Women Authors | 3 | This courses surveys the problems of women as writers and writers as women. | Take ENG-101. (Required, Previous). |
| ENG-215 | Technical Writing | 3 | Designed as a process that is adaptable to all professions or crafts, the technical writing course reviews and reinforces the tools of writing. | Take ENG-101. (Required, Previous). |
| ENG-216 | American Literature I | 3 | This course concentrates on major figures in America's literature from the Colonial Period through the Age of Transcendentalism. | Take ENG-101. (Required, Previous). |
| ENG-217 | American Literature II | 3 | Beginning with writers of the nineteenth center, American Literature II surveys major figures from realism and naturalism through modernism and post-modern writing. | Take ENG-101. (Required, Previous). |
| ENG-218 | Multicultural Literature | 3 | Treating the literature of ethnic groups such as European immigrants and people of color, this course may be a historical survey or a thematic exploration of issues and may focus on one or more groups. | Take ENG-101. (Required, Previous). |
| ENG-230 | History of the English Language | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-240 | History of Rhetoric | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-272 | Literature of War | 3 | This series of courses treats popular themes as they appear in literature and the media. | Take ENG-101. (Required, Previous). |
| ENG-286 | Literature of Medicine | 3 | This series of courses treats popular themes as they appear in literature and the media. | Take ENG-101. (Required, Previous). |
| ENG-288 | Film as Art | 3 | This series of courses treats popular themes as they appear in literature and the media. | Take ENG-101. (Required, Previous). |
| ENG-290 | The Short Story | 3 | This course analyzes the short story genre and its development in world literature. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| ENG-299 | Selected Topics in English | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-301 | World Masterpieces I | 3 | Beginning at the ancient epics of eastern and western cultures and end Renaissance, this course focuses on major writers of world literature. | Take ENG-101. (Required, Previous). |
| ENG-302 | World Masterpieces II | 3 | Masterpieces of the modern ages, Romantic through contemporary, are examined. | Take ENG-101. (Required, Previous). |
| ENG-305 | Persuasive Business Presentations | 3 | 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. | |
| ENG-306 | Literary Monsters | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-310 | Literary Criticism | 3 | This course examines the aesthetics of literature from Plato to contemporary theory. | Take ENG-101. (Required, Previous). |
| ENG-315 | Essay Writing | 3 | An advanced study of expository writing processes, this course stresses techniques of research, logic, and organization of writing. | Take ENG-101. (Required, Previous). |
| ENG-320 | Cinema and Cinematography | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-330 | Myth and Fantasy | 3 | This course studies ancient and modern mythology through its embodiment in literature and in themes common to all cultures. | Take ENG-101. (Required, Previous). |
| ENG-400 | Tutorial in Acting | 3 | 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. | Take ENG-103. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| ENG-4000 | English Seminar - Capstone | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-401 | Chaucer and His Contemporaries | 3 | Reading and discussion of Chaucer's major works is supplemented with those of his contemporaries including Langland, the Pearl poet and others. | Take ENG-101. (Required, Previous). |
| ENG-405 | Tutorial in Directing | 3 | Introduced to the techniques of directing for the proscenium and arena stages, students learn to cast, block and direct a play. | Take ENG-103. (Required, Previous). |
| ENG-413 | Poets of Britain and America | 3 | Poets of Britain and America are examined with emphasis on the moderns and post-moderns. | Take ENG-101. (Required, Previous). |
| ENG-416 | Shakespearean Tragedy | 3 | This course studies the major tragedies as performance art, including Hamlet, Macbeth, Richard III, King Lear, Romeo and Juliet, and Othello. | Take ENG-101. (Required, Previous). |
| ENG-417 | Shakespearean Comedy | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-422 | Romantic/Victorian Literature | 3 | Students engage in in-depth study of the literature of the Romantic and Victorian Age | Take ENG-101. (Required, Previous). |
| ENG-423 | Modern Fiction | 3 | Novels and short stories of twentieth-century authors are discussed in terms of thought and technique in modern fiction. | Take ENG-101. (Required, Previous). |
| ENG-425 | 17th & 18th Century British Literature | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-430 | Internship | 3 | An option for out-of-the-classroom work, this internship gives students practical experience in professional communications field. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| ENG-437 | Special Topics | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-439 | Independent Study | 3 | 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 Provost and Vice President for Academic Affairs. | Take ENG-101. (Required, Previous). |
| ENG-447 | Seminar in Novel | 3 | This course examines the novel, drawing examples from the 19th and 20th centuries. | Take ENG-101. (Required, Previous). |
| ENG-448 | Writing Seminar | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-451 | Creative Writing | 3 | Students practice their creative writing skills with reference to reading and study of contemporary literature. | Take ENG-101. (Required, Previous). |
| ENG-460 | Theater of Greece and Rome | 3 | 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. | Take ENG-101. (Required, Previous). |
| ENG-461 | Modern Drama | 3 | Students read and analyze the works of selected modern playwrights, including Ibsen, Strindberg, Pirandello, Brecht, Shaw and Ionesco. | Take ENG-101. (Required, Previous). |
| FRE-101 | Basic French I | 3 | This course serves an introduction to the French language as well as an exploration of cultural themes in the French-speaking world. Emphasis will be place on effective oral and written communications. No prerequisite. | |
| FRE-102 | Basic French II | 3 | Conversation and composition skills continue to be emphasized along with developing proficiency in understanding spoken French. Cultural enrichment will include such topics as current events, history and the arts. | Take FRE-101. (Required, Previous). |
| FRE-201 | French Conversation I | 3 | Intensive French conversation on topics relating to the French aspects of present-day society is supplemented by use of films and slides. | Take FRE-101 FRE-102. (Required, Previous). |
| FRE-299 | Selected Topics in French | 3 | This course provides students who have completed FRE 101 and 102 or the equivalent the opportunity to explore French language, culture, literature, history and other topics as selected by the instructor. Course may be repeated if the topic changes. | Take FRE-101 FRE-102. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| FRE-439 | Independent Study | 3 | Qualified advanced students may arrange independent study in areas not covered by existing courses; analysis of literary techniques, translation, study of special aspects of major works and authors in the field of French literature and culture. | Take FRE-101 FRE-102. (Required, Previous). |
| FYE-1000 | First Year Experience I | 2 | 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, FYE 1000 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. Students are required to attend the first class meeting which is held during New Student Orientation. | |
| FYE-1001 | First Year Experience Service | 1 | As part of the FYE 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. | |
| GEO-100 | Political Geography | 3 | The political significance of contemporary world patterns of nations and states is considered through the interaction of their physical, economic and cultural aspects. | |
| GEO-101 | Cultural Geography | 3 | 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. | |
| HA-301 | Health Care Delivery Systems | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HA-302 | Health Care Administration | 3 | 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. | |
| HA-311 | Sociology of Medicine | 3 | | |
| HA-312 | Health Planning | 3 | 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. | |
| HA-401 | Health Care Financial Management | 3 | Intensive examination of development and management of resources for health care through the budget and staffing process. | |
| HA-402 | Legal Issues in Health Administration | 3 | 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. | |
| HA-422 | Internship in Health Administration | 6 | A 240-hour directed work experience in a health care institution/program affording the student a beginning "hands on" administrative experience. | Take HA-301 HA-302 HA-312 HA-401 HA-402. (Required, Previous). |
| HA-492 | Seminar: Health Policy Analysis | 3 | 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. | Take HA-301 HA-302 HA-312 HA-401 HA-402. (Required, Previous). |
| HIS-101 | Western Civilization to 1648 | 3 | 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. | |
| HIS-102 | Western Civilization From 1648 | 3 | 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. | |
| HIS-107 | World History I | 3 | 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. | |
| HIS-109 | World History II | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HIS-131 | American Civilization to 1877 | 3 | This course provides a basic survey of political, social economics, intellectual and cultural developments from the early colonial era through Reconstruction. | |
| HIS-132 | American Civilization From 1877 | 3 | This course provides a basic survey of political, social economic, intellectual and cultural developments from Reconstruction through modern times. | |
| HIS-140 | The Non-Western World | 3 | This course provides an introduction to the civilization of Africa, Asia, Latin America and the Middle East, including their politics, cultures, and social structures. | |
| HIS-2000 | Conflict & Consensus in History | 3 | 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. | |
| HIS-203 | Revolutionary & Federalist America | 3 | 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. | |
| HIS-210 | Twentieth Century Europe | 3 | This course surveys European political, social, economic and cultural developments that have shaped contemporary Europe. | |
| HIS-214 | History of Pennsylvania | 3 | 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. | |
| HIS-217 | Early Modern Europe 1300-1750 | 3 | This course examines political, social, intellectual and cultural developments from the Renaissance to the Enlightenment. | |
| HIS-218 | French Revolution and Napoleon | 3 | 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. | |
| HIS-219 | Nineteenth Century Europe | 3 | This course examines European political, economic, and social events from the fall of Napoleon to the outbreak of World War I. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HIS-220 | United States in the 1960S | 3 | 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. | |
| HIS-230 | History of Philadelphia | 3 | 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. | |
| HIS-233 | Colonial America | 3 | This course carefully examines the process of the colonization and maturation of American from earliest times to end of the French and Indian War | |
| HIS-234 | Invention and Technology in America | 3 | This course studies the effects of technological, mechanical and scientific change upon the fabric of American life from the Civil War to the present. | |
| HIS-236 | Civil War and Reconstruction | 3 | This course offers a thorough examination of the tragic but fascinating story of the Union torn apart and put back together again. | |
| HIS-237 | Jefferson and Jackson | 3 | 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. | |
| HIS-239 | United States Since World War II | 3 | This course offers a detailed examination of the political, social and economic forces that have shaped American life since 1945. | |
| HIS-240 | Pluralism in American History | 3 | 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. | |
| HIS-246 | Women in American History | 3 | 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. | |
| HIS-250 | Contemporary World | 3 | 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. | |
| HIS-272 | Literature of War | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HIS-299 | Selected Topics in History | 3 | 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. | |
| HIS-317 | Latin America | 3 | This course examines selected nations of Latin America from independence to the present, paying special attention to recent political and economic developments. | |
| HIS-322 | Irish History | 3 | 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. | |
| HIS-326 | Ussr and Modern Russia | 3 | 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. | |
| HIS-335 | History of Nazism | 3 | 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. | |
| HIS-4000 | History Seminar - Capstone | 3 | 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. | Take HIS-449. (Required, Previous). \| Take 90 credits. (Required, Previous). |
| HIS-430 | Internship | 3 | This work experience is designed to give the student practical experience in a professional historical/archival field. | |
| HIS-437 | Special Topics | 3 | 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. | |
| HIS-439 | Independent Study | 3 | 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 Provost and Vice President for Academic Affairs. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HIS-449 | Historiography | 3 | 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. | Take 90 credits. (Required, Previous). |
| HIT-109 | Medical Terminology & Acute Care Record | 3 | | |
| HON-100 | Mysticism and Transcendence | 3 | 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HON-150 | Philosophy of the Sublime: the Awesome | 3 | 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." | Take ENG-101. (Required, Previous). |
| HON-151 | Dangerous Books | 3 | 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." | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HON-152 | History, Memory, & Forgetting | 3 | 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. | Take ENG-101. (Required, Previous). |
| HON-200 | Latin Foundations | 3 | It may be used to fulfill a General Education requirement or an Honors Program requirement under "Grammar." | Take ENG-101. (Required, Previous). |
| HON-201 | Medieval Life and Thought | 3 | 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." | Take ENG-101. (Required, Previous). |
| HON-202 | Politics & Literature in the Modern Era | 3 | 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." | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HON-250 | Infinity, Paradox, and Reason | 3 | 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. | Take ENG-101. (Required, Previous). |
| HON-300 | From Observation to Impact | 3 | It may be used to fulfill a General Education requirement or an Honors Program requirement under "Astronomy" (sometimes called "Science"). | Take ENG-101. (Required, Previous). |
| HON-350 | Seminar in Tragedy | 3 | 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"). | Take ENG-101. (Required, Previous). |
| HON-351 | World Music | 3 | It may be used to fulfill a General Education requirement or an Honors Program requirement under "Music" (sometimes called "Arts"). | Take ENG-101. (Required, Previous). |
| HON-4000 | Honors Colloquium | 2 | This discussion seminar functions as the capstone in the Honors Program | Take ENG-101. (Required, Previous). |
| HS-100 | Introduction to Allied Health | 2 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HS-109 | Medical Terminology | 3 | 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. | |
| HS-208 | Basic Pathophysiology & Pharmacology | 3 | 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. | Take BIO-108. (Required, Previous). |
| HS-305 | Teaching in the Health Profession | 3 | 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. | |
| HS-370 | Promoting Health/Preventing Disease | 3 | 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. | |
| HS-403 | Current Topics in Health Care | 3 | 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. | Take CIS-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HS-414 | Complementary & Alternative Healing | 3 | 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. | |
| HS-437 | Special Topics | 3 | 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 andpractice. | |
| HS-439 | Independent Study | 3 | 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 Provost and Vice President for Academic Affairs. | |
| HSV-299 | Special Topics in Human Services | 4 | The Special Topics in Human Services independent study provides the opportunity for students to select a research topic for in-depth review to further their understanding of the issue and its implications for the field of Human Services. Topics must be approved by the Instructor. Students will work independently to complete research/literature reviews, conduct informational interviews with Human Services professionals, and create projects to fulfill the learning objectives of the independent study. The Instructor will meet with students to review progress periodically though the semester as indicated in the class meeting schedule. | |
| HSV-4000 | Human Services Capstone | 3 | With the permission of the Human Services Program Coordinator, senior level students will be provided the opportunity to demonstrate skills learned throughout the Human Services degree program. Through writing assignments, role play, lecture, site visits, portfolio development, and a service project that contributes to the field, students will demonstrate their mastery of the program goals for the Human Services degree. | Take 90 credits. (Required, Previous). |
| HSV-430 | Human Services Practicum Preparation | | In this course, students will be introduced to the purpose and value of the practicum experience, the practice of reflective thinking and journaling. This course is a pre- or co-requisite with HSV 435 and HSV 436. | Take HSV-435 or HSV-436. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| HSV-435 | Human Services Practicum I | 4 | With the permission of the Human Services Program Coordinator, senior level students will be provided direct experience in selected supervised settings including social, educational, personnel and organizational facilities, agencies and programs. The practicum 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. Students must complete 40 documented hours of field work for each credit earned. | Take HSV-430. (Required, Concurrent). |
| HSV-436 | Human Services Practicum II | 4 | With the permission of the Human Services Program Coordinator, senior level students will be provided direct experience in selected supervised settings including social, educational, personnel and organizational facilities, agencies and programs. The practicum 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. Students must complete 40 documented hours of field work for each credit earned. | Take HSV-435. (Required, Previous). \| Take HSV-430. (Required, Concurrent). |
| INT-100 | Internship for Integrated Studies | 3 | This is a 120 hour work experience designed for Integrated Studies students to complete practical experiences related to their vocational interests. | |
| ITA-101 | Basic Italian I | 3 | This beginning course introduces the Italian language. The four basic skills of listening, speaking, reading and writing are taught. | |
| ITA-102 | Basic Italian II | 3 | This course builds upon the basic foundations established in ITA 101. It emphasizes an in- depth study of the grammatical structures and how they function. | |
| ITA-299 | Selected Topics in Italian | 3 | This course provides students who have completed ITA 101 and 102 or the equivalent the opportunity to explore Italian language, culture, literature, history and other topics as selected by the instructor. Course may be repeated for credit if the topic changes. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| LAT-102 | College Lat I | 3 | This course will be a one-semester, college-level introduction to Ancient Latin. The focus will include fundamental 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. | |
| LAT-103 | Interm Latin I | 3 | 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. | |
| MEA-033 | Medical Assisting | 30 | | |
| MLS-410 | Med Immunohematology | 2 | 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. | |
| MLS-415 | Clinical Immunohematology | 2 | 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. | |
| MLS-420 | Basic Hematology & Coagulation | 2 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| MLS-425 | Advanced Hematology & Coagulation | 2 | 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. | |
| MLS-430 | Clinical Hematology & Coagulation | 2 | 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 | |
| MLS-435 | Immunology | 2 | Study of the body's immune process, host reactions and diseases of the immune system. The course will include laboratory immunology procedures. | |
| MLS-440 | Urinalysis & Other Body Fluids | 2 | Study of urine and other body fluids with emphasis on composition, theory of laboratory tests and related pathology; includes clinical experience. | |
| MLS-445 | Medical Chemistry | 4 | 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 | |
| MLS-450 | Clinical Chemistry | 4 | 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. | |
| MLS-455 | Medical Microbiology | 5 | 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. | |
| MLS-460 | Clinical Microbiology | 4 | 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 | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| MLS-475 | Clinical Seminar/Capstone | 4 | 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. | |
| MTH-002 | Developmental Mathematics | 3 | 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. | |
| MTH-003 | Bridge to Mathematics | 3 | 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. | Take MTH-TESTL2. (Required, Previous). |
| MTH-103 | Fundamentals of Mathematics I | 3 | A survey of introductory college mathematics. Topics include the structure of number systems, applications of decimals and percentages, proportions and unit conversion, problem solving, sets and logic, analyzing arguments, and number theory. | Take 1 group (Take MTH-002 or MTH-003; Minimum grade P /Take MTH-TESTL3 MTH-TESTL4 or MTH-TESTL5). (Required, Previous). |
| MTH-104 | Fundamentals of Mathematics II | 3 | A continuation of MTH 103. Topics include linear equations and inequalities, quadratics with applications, relations and functions, graphing, geometry, counting techniques, probability, and statistics. | Take 1 group (Take MTH-002 or MTH-003; Minimum grade P /Take MTH-TESTL3 MTH-TESTL4 or MTH-TESTL5). (Required, Previous). |
| MTH-120 | Contemporary Math for Business | 3 | | |
| MTH-136 | Topics of Mathematics | 3 | 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. | Take 1 group (Take MTH-002 or MTH-003; Minimum grade P /Take MTH-TESTL3 MTH-TESTL4 or MTH-TESTL5). (Required, Previous). |
| MTH-141 | Elementary Mathematical Models | 3 | 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. | Take 1 group (Take MTH-103 MTH-104 MTH-136 or PSY-111; Minimum grade D- /Take MTH-TESTL4 or MTH-TESTL5). (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| MTH-142 | Elementary Functions | 3 | A precalculus course designed to prepare students to take MTH245. Topics include polynomial, rational, algebraic, exponential, logarithmic, and trigonometric functions and their applications. | Take 1 group (Take MTH-103 MTH-104 MTH-136 or PSY-111; Minimum grade D- /Take MTH-TESTL4 or MTH-TESTL5). (Required, Previous). |
| MTH-231 | Discrete Mathematics | 3 | 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. | Take 1 group (Take MTH-103 MTH-104 MTH-136 or PSY-111; Minimum grade D- /Take MTH-TESTL4 or MTH-TESTL5). (Required, Previous). |
| MTH-234 | Probability and Statistics | 3 | 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 | Take 1 group (Take MTH-103 MTH-104 MTH-136 or PSY-111; Minimum grade D- /Take MTH-TESTL4 or MTH-TESTL5). (Required, Previous). |
| MTH-235 | Linear Algebra | 3 | 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. | Take 1 group (Take MTH-141 MTH-142 MTH-231 MTH-234 or MTH-261; Minimum grade D- /Take MTH-TESTL5). (Required, Previous). |
| MTH-245 | Calculus I | 4 | 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. | Take 1 group (Take MTH-141 MTH-142 MTH-231 MTH-234 or MTH-261; Minimum grade D- /Take MTH-TESTL5). (Required, Previous). |
| MTH-246 | Calculus II | 4 | A continuation of MTH 245. Topics include advanced integration techniques, limits and I'Hopital's Rule, improper integration, infinite sequences and series, parametric equations, and some complex number theory. | Take MTH-245. (Required, Previous). |
| MTH-261 | Programming for Mathematics | 3 | 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 | Take 1 group (Take MTH-103 MTH-104 MTH-136 or PSY-111; Minimum grade D- /Take MTH-TESTL4 or MTH-TESTL5). (Required, Previous). |
| MTH-299 | Selected Topics in Mathematics | 3 | 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. | Take MTH-TESTL3 MTH-TESTL4 or MTH-TESTL5. (Required, Previous). |
| MTH-301 | Multivariable Calculus | 3 | A continuation of MTH 246. Topics include vectors in three-dimensional space, vector-valued functions, partial derivatives, multiple integrals, and vector analysis. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| MTH-302 | Differential Equations | 3 | 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. | Take MTH-235 MTH-246. (Required, Previous). |
| MTH-303 | College Geometry and Related Topics | 3 | 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). | Take MTH-235 MTH-245. (Required, Previous). |
| MTH-304 | Number Theory | 3 | 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. | Take MTH-231 MTH-246. (Required, Previous). |
| MTH-305 | Sets, Relations and Functions | 3 | 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. | Take MTH-231 MTH-246. (Required, Previous). |
| MTH-307 | Real Analysis I | 3 | 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. | Take MTH-305 MTH-246. (Required, Previous). |
| MTH-4000 | Mathematics Seminar - Capstone | 3 | Research on topics related to the student's study of mathematics or its related fields. Several projects/papers must be developed and presented. Permission of instructor required. | |
| MTH-401 | Abstract Algebra | 3 | 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. | Take MTH-231 MTH-305. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| MTH-407 | Probability Theory | 3 | 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. | Take MTH-234 MTH-245 MTH-246. (Required, Previous). |
| MTH-408 | Mathematical Statistics | 3 | 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. | Take MTH-407. (Required, Previous). |
| MTH-437 | Special Topics | 3 | 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. | Take MTH-231 MTH-234 MTH-235 MTH-245 MTH-246. (Required, Previous). |
| MTH-439 | Independent Study | 3 | Investigation of selected topics. | |
| MTH-440 | Internship | 3 | A work experience designed to afford the student a practical experience in the application of mathematical techniques and practices. | |
| MUS-100 | Glee Club | 1 | 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. | |
| MUS-104 | Music Appreciation I | 3 | 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. | |
| MUS-107 | Music Therapy | 3 | An introduction to music as a healing art form, this course includes visits to institutions and schools which use music as therapy. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| MUS-200 | Fundamentals of Music | 3 | This course introduces the fundamentals of music including melody, rhythm and harmony, materials and methods used in teaching music in the elementary classroom. It includes the use of the recorder and simple songs appropriate for various age levels. | |
| MUS-203 | Introduction to Broadway Musicals | 3 | 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. | |
| MUS-204 | Music Appreciation II | 3 | This course continues Music Appreciation I from the Baroque to Modern Times. | |
| MUS-210 | Advanced Music Theory | 3 | A continuation of Fundamentals of Music, this course emphasizes music composition and analysis of major works. | Take MUS-200. (Required, Previous). |
| MUS-220 | Piano Lab | 3 | 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. | |
| MUS-299 | Selected Topics in Music | 3 | 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. | |
| MUS-437 | Special Topics | 3 | This course permits in-depth study of a composer, period, genre or topic in music selected by the instructor. | |
| MUS-439 | Independent Study | 3 | 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. | |
| NUR-208 | Introduction to Professional Nursing | 2 | 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. | Requisites: Main: None ;Main Weekend: NUR-209, NUR-212, NUR-219 - Must be taken at the same time as this course. ABSN: NUR-209, NUR-212, NUR-219, NUR-324, RS-231 - Must be taken at the same time as this course. |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| NUR-209 | Fundamentals of Nursing Practice | 4 | 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. | Requisites: Main: NUR-208, NUR-212, NUR-219,MTH-103, NUT-200, BIO-108, BIO-108L, BIO-121, ENG-101 - CHM-111 - Must be taken either prior to or at the same time as this course. Main Weekend: NUR-208, NUR-212, NUR-219 - Must be taken either prior to or at the same time as this course. ABSN: NUR-212, NUR-219, NUR-324 - Must be taken at the same time as this course |
| NUR-209L | Fundamentals of Nursing Practice- Lab | | 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. | |
| NUR-212 | Health Assessment in Nursing | 3 | 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. | Requisites: Main: N 208 prior to or at the same time as this course Main Weekend: NUR-208, NUR-209, NUR-219 - Must be taken at the same time as this course. ABSN: NUR-209, NUR-219, NUR-324 - Must be taken at the same time as this course |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| NUR-212L | Health Assessment in Nursing-Lab | | 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 | 1 | 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. | Requisites: N 208 and N 212 prior to or at the same time as taking this course Main Weekend: NUR-208, NUR-209, NUR-212, NUR-324 - Must be taken at the same time as this course. ABSN: NUR-208, NUR-209, NUR-212, NUR-324 - Must be taken at the same time as this course. |
| NUR-299 | Selected Topics in Nursing: Intraprofessional Global Outreach 1 Fall, 2 Spring | 3 | The goal of intraprofessional 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 intraprofessional education/collaborative practice; the use of intraprofessional 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 first hand 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. | Main: NUR-208, NUR-209, NUR-212, NUR-324 - Must be completed prior to taking this |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| NUR-307 | Nursing Care of Adults | 6 | 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. | Requisites: Main: MTH-103, BIO -107, BIO -107 L, BIO-108, BIO-108L, BIO-121, NUT-200, NUR-208, NUR-209, NUR-212, ~~NUR-213~~ - CHM-111 or CHM-116, PSY-202 or PSY 100 & PSY-200 - Must be completed prior to taking this course. Main Weekend: NUR-209, NUR-212, NUR-219 - Must be completed prior to taking this course. NUR-324. Must be taken at the same time as this course. ABSN: NUR-209, NUR-212, NUR-219, NUR-324 - Must be completed prior to taking this course. |
| NUR-307C | Nursing Care of Adults-Clinical | | 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 | 2 | 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. | Main: NUR 307 and N 324 must be taken prior to and either NUR-316 or NUR-317 and NUR-319, must be taken either prior to or at the same time as this course. Main Weekend: NUR-209, NUR-212, NUR-209, NUR-219, NUR 324- Must be completed prior to taking this course. NUR-319, NUR-423 – Must be taken at the same time as this course ABSN: NUR-212, NUR-324 - Must be completed prior to taking this course. NUR-307, NUR-317, NUR-460 - Must be taken at the same time as this course. |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| NUR-316 | Nurs Care Clients Altera Behavioral Hlth | 4 | 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. | Requisites: Main: MTH-103, BIO -107, BIO -107 L, BIO-108, BIO-108L, BIO-121, NUT-200, NUR-208, NUR-209, NUR-212, CHM-111 or CHM-116, PSY-202 or PSY 100 & PSY-200 - Must be completed prior to taking this course. Main Weekend: NUR-307, NUR-324 - Must be completed prior to taking this course. NUR-317 - Must be taken at the same time as this course. ABSN : NUR-319, NUR-413, NUR-417 - Must be taken at the same time as this course. |
| NUR-317 | Nursing Care Women, Children, Family | 5 | 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. | Requisites: Main: MTH-103, BIO -107, BIO -107 L, BIO-108, BIO-108L, BIO-121, NUT-200, NUR-208, NUR-209, NUR-212, CHM-111 or CHM-116, PSY-202 or PSY 100 & PSY-200 - Must be completed prior to taking this course. Main Weekend: NUR-307, NUR-324 - Must be completed prior to taking this course. NUR-316 - Must be taken at the same time as this course. ABSN: NUR-307, NUR-313, NUR-460 - Must be taken at the same time as this course |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| NUR-319 | Nurs Care of Adults Complex Hlth Problem | 5 | 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. | Main: NUR-307, NUR-324 - Must be completed prior to taking this course. Main Weekend: NUR 307, NUR-316 AND/OR NUR-317 - Must be completed prior to taking this course. NUR-313, NUR-423 - Must be taken at the same time as this course. ABSN : NUR-307 - Must be completed prior to taking this course. NUR-316, NUR-317, NUR-413 - Must be taken at the same time as this course. |
| NUR-324 | Pathophysiology/Pharmacology Int Concept | 4 | 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. | Main: Main: MTH-103, BIO -107, BIO - 107 L, BIO-108, BIO-108L, BIO-121, NUT-200, NUR-208, NUR-209, NUR-212, NUR 219, CHM-111 or CHM-116, PSY-202 or PSY 100 & PSY-200 - Must be completed prior to taking this course. Fall 2021 Main: NUR 208, NUR 212, N 219 prior to this course. NUR 209 at the same time as this course. Spring 2022 Main Weekend: NUR-209, NUR-212, NUR-219 - Must be completed prior to taking this course. NUR-307 – Must be taken at the same time as this course. ABSN: NUR-209, NUR-212 - Must be completed prior to taking this course. NUR-307 - Must be taken at the same time as this course. |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| NUR-4001 | Lead/Mgmt Professional Nurs Capstone | 3 | 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. | Requisites: Main: NUR - 413, NUR – 417, NUR- 422 NUR-431 - Must be completed prior to taking this course. NUR-419 - Must be taken at the same time as this course. Main Weekend: NUR-208, NUR-209, NUR-212, NUR-219, NUR-307, NUR-313, NUR-324, NUR-319, NUR-415, NUR-417, NUR-423, NUR-422, NUR-413, RS-231 - Must be completed prior to taking this course. NUR-419 - Must be taken at the same time as this course. ABSN: NUR-319, NUR-413 - Must be completed prior to taking this course. NUR-419 - Must be taken at the same time as this course. |
| NUR-413 | The Older Adult | 2 | 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. | Requisites: Main: NUR-307, N 316, N 317, NUR 324 - Must be completed prior to taking this course. N 431 must be taken at the same time as this course. Main Weekend: NUR-319, NUR-423, NUR-313, NUR-460, NUR-417 - Must be completed prior to taking this course. NUR-422 – Must be taken at the same time as this course. ABSN: NUR-307 NUR-319 - Must be completed prior to taking this course. |
| NUR-414 | Complementary & Integrative Health | 3 | 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. | Requisites: Main: NUR-208 - Must be completed prior to taking this course. |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| NUR-415 | Selected Hlth Problems of Women & Child | 3 | 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). | Requisites: Main: NUR-317 - Must be completed prior to taking this course Main Weekend: NUR 307, NUR 324 – Must be completed prior to taking this course. RS-231 Must be taken at the same time as this course ABSN: NUR-307, NUR-324 - Must be completed prior to taking this course. |
| NUR-417 | Genomics in Nursing | 3 | 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. | Requisites: Main: NUR 208, NUR 209, NUR 212, NUR 219 - Must be completed prior to taking this course. Main Weekend: NUR 319, NUR-423, NUR-313 - Must be completed prior to taking this course. NUR-460 - Must be taken at the same time as this course. ABSN: NUR-317 - Must be completed prior to taking this course. |
| NUR-419 | Synthesis of Learning for Nursing Pract | 6 | 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. | Requisites: Main: NUR-413 NUR-422 NUR-431 - Must be completed prior to taking this course. NUR-4001 - Must be taken at the same time as this course. Main Weekend: NUR-422, NUR-413 - Must be completed prior to taking this course. NUR-4001 - Must be taken at the same time as this course. ABSN: NUR-319, NUR-413 - Must be completed prior to taking this course. NUR-4001 - Must be taken at the same time as this course. |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| NUR-422 | Health & Illness in the Community | 6 | 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. | Requisites: Main: NUR-319 - Must be completed prior to taking this course. N 413, N 417, N 431 must be taken prior to or at the same time as this course. Main Weekend: NUR-319, NUR-423, NUR-313, NUR-460, NUR-417- Must be completed prior to taking this course. NUR-413 - Must be taken at the same time as this course. ABSN: NUR-319 - Must be completed prior to taking this course. |
| NUR-423 | Global Health & Health Policy | 2 | 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. | Requisites: Main: NUR -208, NUR -209, NUR -212, NUR 219- Must be completed prior to taking this course. Main Weekend: NUR-316 or NUR-317 - Must be completed prior to taking this course. NUR-319, NUR-313 - Must be taken at the same time as this course. ABSN: NUR-422 - Must be completed prior to taking this course. |
| NUR-431 | Nursing Research | 3 | 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. | Main: NUR-307, NUR 316, NUR 317, NUR 324 - Must be completed prior to taking this course. N 413 must be taken at the same time as this course. ABSN: NUR-319 - Must be completed prior to taking this course. |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| NUR-459 | Patient Education in Healthcare | 3 | 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. | Requisites: Main: NUR-307 - Must be completed prior to taking this course. ABSN: NUR-307 - Must be completed prior to taking this course. |
| NUR-460 | Research and Evidence-Based Practice | 3 | 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. | Requisites: Main: Main Weekend: NUR-319, NUR 423, NUR-313 - Must be completed prior to taking this course. NUR-417 - Must be taken at the same time as this course. ABSN: NUR-319, NUR-413 - Must be completed prior to taking this course. NUR-422 - Must be taken at the same time as this course. |
| NUR-490 | Community Health Nursing in Ireland | 3 | 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. | Main: NUR-208, NUR-209, NUR-212, NUR-324 - Must be completed prior to taking this course. |
| NUT-200 | Principles of Nutrition | 3 | 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. | |
| ONL-001 | Student Online Readiness | | | |
| ONL-002 | Gmc Orientation for Online Learning | | | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| ONL-003 | Faculty Online Training Certification | | | |
| ONL-100 | Fac100 Faculty Orientation | | | |
| ONL-200 | Mission Integration | 3 | | none |
| OSC-100 | Introduction to Occupation and Occupational Science | 3 | To explore and expand the knowledge of occupation; the application of occupation to understanding of the human as an occupational being; and, to foster understanding on the relationship between occupational science and occupational therapy. | none |
| OSC-201 | The Nature and Meaning of Human Occupation | 3 | Recognizing humans as occupational beings and understanding the meaning and significance of everyday occupation in day-to-day life. | OSC-100 |
| OSC-301 | Occupational Perspective of Health | 3 | 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. | OSC-100 |
| OSC-302 | Neuroscience of Occupational Behavior | 3 | An examination of the intersection of neuroscience, cognition, and occupation across the lifespan. | |
| OSC-4000 | Research Methods II: Occupation-based Program Development | 3 | Exploration of occupation and diversity factors that influence health and wellness for individuals, groups and populations. Create a scholarly IRB research proposal and occupation-based program intervention manual designed to improve the wellness, health promotion, and/or occupational participation needs of a targeted community group. | OSC 404, OSC 405, OSC 406, OSC 414, OSC 416, OSC 419 |
| OSC-404 | Therapeutic Use of Self | 2 | Exploration of human behavioral theories and practice of therapeutic use of self within individual and group therapeutic contexts. Focus on understanding the occupational needs of individuals and groups, teaching-learning process, appraisal of effective communication, empathy, mindfulness, and building of rapport to foster effective therapeutic relationships. | OSC 410, OSC 415 |
| OSC-405 | Foundations of Occupational Therapy | 3 | Introduction to the foundations of the occupational therapy profession including its history, philosophical base, professional terminology, theory development, frames of reference, and the varied scope and roles of the occupational therapy practitioner. | OSC 410, OSC 415 |
| OSC-406 | Creativity and Activity Analysis | 0 | 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. | OSC 410, OSC 415 |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| OSC-406L | Creativity and Activity Analysis | 3 | Lab focus on the analysis, grading, and managing of complexity of therapeutic activities. | OSC 410, OSC 415 |
| OSC-410 | Professional Development I: Ethics, Values, and Responsibilities | 3 | Ethics, Values, & Responsibilities | none |
| OSC-411 | Health and Occupational Participation of Children and Youth | 5 | 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. | OSC 404, OSC 405, OSC 406, OSC 414, OSC 416, OSC 419 |
| OSC-412 | OT Process: Child/Youth | 0 | Integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. | OSC 404, OSC 405, OSC 406, OSC 414, OSC 416, OSC 419 |
| OSC-412L | OT Process: Child/Youth | 1 | Practice lab that integrates theories and the occupational therapy process of evaluation (including assessment), intervention, and targeted outcomes with children and adolescents. | OSC 404, OSC 405, OSC 406, OSC 414, OSC 416, OSC 419 |
| OSC-413 | OT Fieldwork I: Child/Youth | 3 | Immersion experience into a therapeutic service delivery context with children or youth. | OSC 404, OSC 405, OSC 406, OSC 414, OSC 416, OSC 419 |
| OSC-414 | Research Meth I: Evidence-Based Practice | 3 | Review of quantitative and qualitative research methodologies, appraisal of professional literature and levels of evidence, and the influence of clinical expertise and client values in supporting best therapeutic practices. | OSC 410, OSC 415 |
| OSC-415 | Skills for Occupation-based Practice | 3 | 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. | none |
| OSC-415L | Skills for Occupation-based Practice | 3 | Practice lab on a wide array of healthcare and practice skills that include infection control, safety, body mechanics, wheelchair and mobility device use, ADL training, IADL training, and ergonomics to improve work performance. Includes a practice lab. | none |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| OSC-416 | Healthcare, Policy, & Advocacy | 3 | Focuses on understanding healthcare, policy, and reimbursement that influence access to occupational therapy practice across multiple practice areas. Review of intra-professional and inter- professional roles, and the laws and regulations that influence occupational therapy practice. Promotion of occupational therapy to other professionals, service providers, consumers, third-party payers, regulatory bodies, and to the public. | OSC 410, OSC 415 |
| OSC-417 | Management and Leadership | 3 | Plan, develop, and market the management and delivery of occupational therapy that includes care coordination, case management, transition of services, consultation, management of staffing occupational therapy assistants, referral and collaboration with other inter-professional partners, and provision of fieldwork education. | OSC 404, OSC 405, OSC 406, OSC 414, OSC 416, OSC 419 |
| OSC-419 | Funct Anatomy & Kinesiology for OT | 4 | 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 410, OSC 415 |
| OSC-419L | Funct Anatomy & Kinesiology for OT | 0 | Lab 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 410, OSC 415 |
| PE-100 | High Intensity Interval Training | 1 | High Intensity Interval Training (HIIT) involves high-intensity exercise intervals intermingled with periods of lower intensity intervals of active recovery. HIIT training calls for challenging work for short time frames lasting from thirty seconds to two minutes. The class runs for one hour twice per week. | |
| PE-101 | Conditioning/Weight Training | 1 | This class teaches basic principles of weight training. Types of weight training exercises and nutrition and fitness concepts are introduced which instruct students to design their own personal program. | |
| PE-102 | Aerobics | 1 | This is a group aerobic exercise class that will also provide information on cardiovascular fitness, weight control, stress management and benefits of exercise. | |
| PE-111 | Karate/Self Defense | 1 | An introductory course in the history, terminology and skills of this martial art. classes are taught by professional black belt martial artists. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PE-120 | Introduction to Yoga | 1 | Students learn to breathe, strengthen and relax through a basic posture series scientifically designed and time-tested in bringing about the union of the body, mind and spirit - the essence of yoga. Various other styles of yoga are also explored. | |
| PHA-101 | Pharmacology | 3 | | |
| PHA-103 | Cardiovascular Pharmacology | 3 | | |
| PHL-100 | The Human Condition | 3 | 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. | |
| PHL-2000 | Encountering Ethics | 3 | This course analyzes moral problems and evaluates their possible solutions in light of ethical theories. | |
| PHL-201 | Ancient Philosophy | 3 | 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. | |
| PHL-202 | Medieval Philosophy | 3 | 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. | |
| PHL-207 | 19th Century Continental Philosophy | 3 | 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. | |
| PHL-211 | Existence and Love | 3 | 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. | |
| PHL-225 | Philosophy of Film | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PHL-231 | Philosophy of Law | 3 | 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. | |
| PHL-234 | Philosophy of Globalization | 3 | 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. | |
| PHL-240 | Logic | 3 | This course introduces the study and practice of inductive and deductive reasoning with consideration given to such topics as truth, validity, and propositional logic. | |
| PHL-250 | Philosophy of Science | 3 | This course examines the nature of science and its relationship to technology and human responsibility as revealed in the works of scientists and philosophers. | |
| PHL-299 | Selected Topics in Philosophy | 3 | 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. | |
| PHL-302 | St. Augustine's Confession | 3 | This courses will focus on Augustine's Confessions in it's entirely. 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. | |
| PHL-305 | Contemporary Philosophy | 3 | 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. | |
| PHL-308 | Political Philosophy | 3 | 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). | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PHL-310 | Philosophy of Education | 3 | 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. | |
| PHL-313 | Modern Philosophy | 3 | 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. | |
| PHL-325 | Varieties of Religious Experience | 3 | 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. | |
| PHL-330 | The Healing Journey | 3 | 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.) | |
| PHL-4000 | Capstone:seminar | 3 | 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. | Take 90 credits. (Required, Previous). |
| PHL-420 | Philosophy in Italy | 3 | 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. | |
| PHL-430 | Asian Philosophy | 3 | 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. | |
| PHL-437 | Special Topics | 3 | Investigation of a selected topic designed to integrate and deepen the student's comprehension and application of philosophy. | |
| PHL-439 | Independent Study | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PHY-111 | Physics for Allied Health Sciences | 3 | 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. | |
| PHY-111L | Physics for Allied Health Sciences | 1 | 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. | Take PHY-111. (Required, Concurrent). |
| PHY-241 | General Physics I | 3 | 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. | Take MTH-245. (Required, Previous). \| Take PHY-241L. (Required, Concurrent). |
| PHY-241L | General Physics I | 1 | 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. | Take PHY-241. (Required, Concurrent). |
| PHY-241R | General Physics I | | | |
| PHY-242 | General Physics II | 3 | 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. | Take PHY-241. (Required, Previous). \| Take PHY-242L. (Required, Concurrent). |
| PHY-242L | General Physics II | 1 | 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. | Take PHY-242. (Required, Concurrent). |
| PHY-242R | General Physics II | | | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PHY-299 | Selected Topics in Physics | 3 | 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. | |
| POL-101 | American Government | 3 | This course analyzes the American form of government, its functions and current problems along with reflections upon comparative governments around the world | |
| POL-211 | Constitution of the United States | 3 | 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. | |
| POL-212 | State and Local Government | 3 | 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. | |
| POL-255 | Law and Social Justice | 3 | (For description see SOC 255.) | |
| POL-299 | Selected Topics in Political Science | 3 | 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. | |
| POL-437 | Special Topics | 3 | 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. | |
| PSY-100 | General Psychology | 3 | This course provides an introduction to fundamental concepts of psychology, including memory, development, learning, personality, and abnormal psychology. | |
| PSY-111 | Statistics | 3 | This course provides an introduction to descriptive and inferential statistics with applications to educational and psychological research. Topics include frequency distributions, probability, binomial and normal distributions, graphic comparisons, correlation, chi square, analysis of variance, and distribution. | |
| PSY-150 | Social Psychology | 3 | This course examines 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.) | |
| PSY-200 | Developmental Psychology | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PSY-202 | Human Development for Nursing | 3 | 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. | |
| PSY-205 | Forensic Psychology | 3 | 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. | Take PSY-100. (Required, Previous). |
| PSY-206 | Introduction to Trauma Informed Care | 3 | 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. | # Take PSY-100 or PSY-202 # Take SOC-100. (Required, Previous). |
| PSY-209 | Dementia: Awareness Understanding Bp Cr | 3 | 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. | Take PSY-100 PSY-200. (Required, Previous). |
| PSY-210 | Abnormal Psychology | 3 | This course explores relevant theory and research on psychological disorders. Topics include etiology, diagnosis, prognosis and treatment. | Take PSY-100. (Required, Previous). |
| PSY-211 | Fundamentals of Biopsychology | 3 | This course provides 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. | Take PSY-100. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PSY-212 | Counseling & Communication Skills | 3 | This course is an integrated approach to the study and practice of communication styles, communication skills, basic counseling skills and elements of professional helping relationships. The course includes exploration of the nature and dynamics of the helping encounter, interpersonal communication, an introduction to ethics in helping relationships, and interpersonal and professional skill development. Students will apply course material through active participation in helping skills practices with peers. | Take 1 group (Take PSY-100 PSY-200 /Take PSY-202). (Required, Previous). \| Take PSY-200. (Required, Previous). |
| PSY-221 | Child Psychology | 3 | This course examines the successive stages of growth and development from conception through adolescence. Topics include social, emotional, intellectual, moral, perceptual, behavioral, and physical development. | Take PSY-100. (Required, Previous). |
| PSY-222 | Adolescent Psychology | 3 | This course examines learning and personality theory during adolescence with an emphasis on problems arising out of physical development, sensory changes, mental growth and emotional maturity. | Take PSY-100 PSY-200 or PSY-221. (Required, Previous). |
| PSY-246 | Issues in Gerontology | 3 | This course is a 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. | Take PSY-100. (Required, Previous). |
| PSY-260 | Death and Dying | 3 | This course is a survey of dying as a social act and includes 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, and legal aspects. | |
| PSY-285 | Therapeutic Activities for the Elderly | 3 | 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. | Take PSY-100. (Required, Previous). |
| PSY-299 | Selected Topics in Psychology | 3 | This course provides students the opportunity to explore topics selected by the instructor. Course may be repeated if the topic changes. | |
| PSY-300 | Addictions, Dynamics and Interventions | 3 | This course provides 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. | |
| PSY-301 | Educational Psychology | 3 | Study of the nature of learning, teaching relationships, individual differences, and the classroom as a social unit. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PSY-303 | Career & Vocational Counseling | 3 | Students will examine the role of psychology in career and vocational counseling by exploring the relationship between career choice and personality, the use of interest and aptitude assessment, and research related to vocational choice and career change. | |
| PSY-304 | Mindfulness and Positive Psychology | 3 | 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. | PSY-100 (Required, Previous). |
| PSY-305 | Health Psychology | 3 | 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. | |
| PSY-306 | Psychology of Special Populations | 3 | This course will examine the relationship between diversity and psychological processes of interacting with individuals who are different. Students will examine individual and societal perceptions of cognitive, emotional and physical disabilities as well as perceptions of the elderly. Issues of stereotyping, prejudicial beliefs and discrimination will be examined. The social, political and economic implications of the challenges and strengths of special populations will be examined. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PSY-307 | Family , School & Community Psychology | 3 | This course introduces students to the diverse needs of the child within the context of family, school and community. The interplay of culture, race, language and socio-economics are examined along with current family life issues (parent education and involvement, family and community lifestyles, child abuse and neglect). Students will determine their professional role as advocate in supporting the child and family through the identification of evidence-based practices. A review of resources available to effectively implement multi-tiered family, school, and community partnering in supporting the success of all students will be explored. | |
| PSY-312 | Research Methods | 3 | This course is an examination of aims and methods of behavioral and social scientists. Topics include theory and practice in the techniques of scientific research and scientific writing. | Take PSY-100 PSY-111. (Required, Previous). \| Take PSY-111. (Required, Previous). |
| PSY-313 | Coaching & Positive Psychology | 3 | This course provides an introduction to the field of coaching with a focus on the application of Positive Psychology theory and techniques. Students will learn about the historical and theoretical foundations of coaching; the inter-relationship of the concepts of coaching, mentoring, counselling and training; and the role coaching plays in a variety of contexts. Topics to be covered include: coaching models, elements of a coaching session, basic coaching concepts of awareness & responsibility. | |
| PSY-314 | Ethical Issues in Beh & Social Sciences | 3 | This course explores major, current, and controversial ethical issues in the behavioral and social sciences with an emphasis on providing a framework for critically evaluating ethical conflicts. | Take PSY-100. (Required, Previous). |
| PSY-320 | Experimental Psychology | 3 | This course focuses on fundamental techniques of psychological experimentation with an emphasis on scientific examination of processes underlying behavior. | Take PSY-100 PSY-111 PSY-312. (Required, Previous). |
| PSY-321 | Group Processes | 3 | This course is an introduction to group dynamics, focusing on theory and practice of group models in community health, education, and mental health settings. The course includes a review of multicultural competencies and ethics in group work. The course incorporates practical elements in which students examine personal behaviors in group interactions, develop practical skills for co-facilitation, and implement group design plans (required course components). | # Take PSY-100 # Take PSY-200 PSY-202 or SWK-202. (Required, Previous). \| Take PSY-200. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PSY-322 | Psychology of Personality | 3 | This course focuses on the study of personality including structure, dynamics and theoretical approaches, exploration of patterns of adjustment, and the methods of personality assessment. | Take PSY-100. (Required, Previous). |
| PSY-323 | Psychology of Gender | 3 | This course provides an analysis of the male and female personality with special consideration given to biological, intellectual, motivational, and achievement characteristics. | |
| PSY-331 | The Middle Adult Years | 3 | This course is a survey of the psychological and social aspects of middle adulthood. Topics include: perspectives and theories of adulthood, tasks and lifestyles of the young adult, transition to middle age with its tasks and characteristics, preparation for later maturity. | |
| PSY-341 | Social Psychology of Aging | 3 | (For description see SOC 341). | Take PSY-100 SOC-100. (Required, Previous). |
| PSY-350 | Counseling Theory & Practice | 3 | This course is 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. | Take PSY-100 PSY-200 PSY-212. (Required, Previous). |
| PSY-370 | History of Psychology | 3 | This course is a 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. | Take PSY-100. (Required, Previous). |
| PSY-4000 | Psychology-Capstone | 3 | This course provides psychology majors with an opportunity to reflect on their learning across the discipline and to integrate and apply research and theory in psychology to select topics. | Take 90 credits. (Required, Previous). \| Take PSY-210 PSY-212 PSY-312 PSY-314 PSY-321 PSY-303 PSY-305 PSY-306 PSY-307 PSY-313. (Required, Previous). |
| PSY-435 | Psychology Practicum | 3 | 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. | Take 90 credits. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PSY-437 | Special Topics | 3 | Investigation of a selected topic or topics designed to integrate and deepen the students' comprehension and application of psychology. | |
| PSY-439 | Independent Study | 1 | Qualified advanced students may arrange independent study in areas not covered by existing courses. Registration is with consent of involved faculty and approval of the Program Coordinator, the Dean of the School of Arts and Sciences, and the Provost and Vice President for Academic Affairs. | |
| PSY-450 | Research Seminar | 3 | Research under the direction of a faculty mentor on a topic chosen by faculty and/or students. Work is reported orally and in writing. | Take PSY-312. (Required, Previous). |
| PUB-100 | Introduction to Public Health | 3 | 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 also be introduced to the people and organizations who do the work of public health and the challenges they face. | |
| PUB-200 | Health Behavior and Health Education | 3 | This course will examine the relationship between behavior and health and explore the many factors that affect health behaviors including the social determinants. Health behavior theories will be explored to understand underlying causes of individual and community behavior. Students will explore strategies for affecting and changing behavior as a strategy for protecting or promoting health. | |
| PUB-210 | Public Health Policy and Advocacy | 3 | In this course, students will examine the role of policy in health and healthcare, comparing systems of healthcare in the US and other countries. Students will learn strategies to influence health policy and act as advocates for public health. | |
| PUB-220 | Community Needs and Capacity Assessment | 3 | Students will learn how to identify assets and needs in a community to facilitate the development of health education interventions appropriate for specific communities. Strategies for engaging community stakeholders and developing partnerships will be addressed. | |
| PUB-230 | Environmental Health | 3 | Students will learn about the relationship between the physical environment and human health, and how environmental exposures impact communities. Strategies for affecting environmental health will be explored. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PUB-240 | Human Disease and Disease Prevention | 3 | In this course, students will examine common diseases affecting human populations around the globe and the biological processes that contribute to those diseases. Students will explore strategies to prevent common diseases. This course introduces concepts that will be explored in more depth in PUB 310 Introduction to Epidemiology. | |
| PUB-250 | Health Communication Strategies | 3 | This course will provide students with an introduction to health communications. Students will learn how to develop and implement effective, accessible, ethical, and culturally appropriate health communications. | |
| PUB-300 | Managing Public Health Organizations | 3 | In this course, students will review key public health organizations and compare systems of healthcare in the US and other countries. Public health management and leadership skills will be introduced, including those needed for implementing health interventions. | |
| PUB-310 | Introduction to Epidemiology | 3 | In this course, students will develop an understanding of the field and methods of epidemiology. Students will examine disease surveillance systems around the world and explore strategies used to understand disease cause and spread and to improve population health. | Take MTH-234 or PSY-111. (Required, Previous). |
| PUB-320 | Research Methods for Public Health | 3 | Students in this course will examine quantitative and qualitative research methods commonly used in public health. Students will learn to critique and design public health research. An emphasis will be placed on ethics in research design and implementation. | Take MTH-234 or PSY-111. (Required, Previous). |
| PUB-330 | Planning & Evaluating Public Health Interventions | 3 | In this course, students will integrate their understanding of human health, determinants of health, health data, research, and strategies to affect health into the development of health education and promotion interventions designed to meet the needs of communities. Students will learn how to develop an effective intervention to address the identified need, and how to design and implement an evaluation and use evaluation results to improve health. Limited to Public Health majors. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| PUB-480 | Public Health Professional Seminar | 3 | This course provides students with an opportunity to examine the dimensions of professionalism in public health. Students will learn keys to professional success, including networking, navigating organizational culture, contributing to an effective team, responding to varied leadership styles, setting professional goals, seeking professional development, and preparing for the Certified Health Education Specialist Exam (CHES). During this course, students will identify their internship site for PUB 490, meet with their future internship site supervisor, plan their major internship project(s), prepare their internship learning agreement, and submit their internship proposal, specifying the scope and major projects of the internship. Limited to public health majors. | |
| PUB-490 | Public Health Internship | 3 | The public health internship is an opportunity for public health majors to apply the skills and knowledge they have learned in their courses, form relationships with public health professionals in the community and polish their professionalism. Each student will spend approximately of 120 hours working in a public health organization in the community (10 hours/week for 12 weeks). Students' time at the internship site should be primarily spent doing the work of a public health professional. Students will be required to submit timesheets and reflection papers throughout the internship. Students must have a signed learning agreement with the internship site that has been approved by their advisor prior to beginning the internship. | Take PUB-480. (Required, Previous). \| Take PUB-495. (Required, Concurrent). |
| PUB-495 | Public Health Grant Writing Capstone | 3 | This course is taken during the same semester as the internship. Course meetings will include time for students to discuss and reflect upon their internship experience. In addition, students will work in teams to apply their communication, planning and evaluation skills to the development and presentation of a grant proposal seeking funding for a health education or promotion intervention at an internship site or other community organization. Students will also review the content of the CHES exam and develop preparation strategies. | Take PUB-480. (Required, Previous). \| Take PUB-490. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RC-200 | Introduction to Allied Health | 2 | This course will cover a variety of topics that focus on the integration of the allied health care professional in to the health care system. Topics that are covered include an overview of the United States' health care system, body mechanics, infection control, health care provider burnout,<br>fundamental ethical and legal considerations and end of life decision making and considerations. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take CHM-111 or CHM-115. (Required, Previous or concurrent). \| Take RC-210 RC-230 RC-233 RC-234 RC-240. (Required, Concurrent). |
| RC-210 | Medical Terminology | 1 | This course will provide an in-depth study of the terminology associated with the human body and specifically 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. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take CHM-111 or CHM-115. (Required, Previous or concurrent). \| Take RC-200 RC-230 RC-233 RC-234 RC-240. (Required, Concurrent). |
| RC-230 | Respiratory Theory I | 4 | Study of the principles and theory in 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. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take CHM-111 or CHM-115. (Required, Previous or concurrent). \| Take RC-200 RC-210 RC-233 RC-234 RC-240. (Required, Concurrent). |
| RC-231 | Respiratory Theory II | 3 | This course will continue with the basic concepts of physical assessment and include cardiac assessment and basic pediatric and neonatal assessment. It will address basic concepts of pulmonary diagnostics and include: arterial blood gas analysis and pulmonary function testing. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take BIO-121. (Required, Previous or concurrent). \| Take RC-232 RC-241 RC-242 RC-250 RC-251. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RC-232 | Respiratory Theory III | 3 | 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. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take BIO-121. (Required, Previous or concurrent). \| Take RC-231 RC-241 RC-242 RC-250 RC-251. (Required, Concurrent). |
| RC-233 | Respiratory and Cardiac Physiology | 3 | 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. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take CHM-111 or CHM-115. (Required, Previous or concurrent). \| Take RC-200 RC-210 RC-230 RC-234 RC-240. (Required, Concurrent). |
| RC-234 | Respiratory Pharmacology | 3 | 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. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take CHM-111 or CHM-115. (Required, Previous or concurrent). \| Take RC-200 RC-210 RC-230 RC-233 RC-240. (Required, Concurrent). |
| RC-240 | Respiratory Laboratory Procedures I | 1 | 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. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take CHM-111 or CHM-115. (Required, Previous or concurrent). \| Take RC-200 RC-210 RC-230 RC-233 RC-234. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RC-241 | Respiratory Laboratory Procedures II | 1 | The application of principles and theory covered in RC 231 will be provided in a campus laboratory setting. Laboratory exercises will include: a continuation of practice in physical assessment of the adult, practice in cardiac assessment, basic pediatric and neonatal assessment and pulmonary diagnostics. Pulmonary diagnostic exercises will include: arterial blood gas analysis and pulmonary function testing. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take BIO-121. (Required, Previous or concurrent). \| Take RC-231 RC-232 RC-242 RC-250 RC-251. (Required, Concurrent). |
| RC-242 | Respiratory Laboratory Procedures III | 1 | 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. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take RC-231 RC-232 RC-241 RC-250 RC-251. (Required, Concurrent). |
| RC-250 | Respiratory Clinical Practice I | 3 | 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. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take RC-231 RC-232 RC-241 RC-242 RC-251. (Required, Concurrent). |
| RC-251 | Respiratory Clinical Practice II | 3 | 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. | Take BIO-108 BIO-108L CIS-101 ENG-101 MTH-136 PHY-111. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RC-330 | Advanced Respiratory Theory I | 3 | 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. | Take BIO-108 BIO-108L BIO-121 CIS-101 ENG-101 MTH-136 PHY-111 CHM-115 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-240 RC-241 RC-242 RC-250 RC-251. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take PSY-111. (Required, Previous or concurrent). \| Take RC-331 RC-340 RC-341 RC-350. (Required, Concurrent). |
| RC-331 | Advanced Respiratory Theory II | 3 | 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. | Take BIO-108 BIO-108L BIO-121 CIS-101 ENG-101 MTH-136 PHY-111 CHM-115 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-240 RC-241 RC-242 RC-250 RC-251. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take PSY-111. (Required, Previous or concurrent). \| Take RC-330 RC-340 RC-341 RC-350. (Required, Concurrent). |
| RC-332 | Advanced Respiratory Theory III | 3 | This course will address advanced topics in the area of pulmonary diagnostics and advanced cardiology. It will specifically cover body phethysmography, methacholine challenge testing, cardio-pulmonary stress testing, brochoscopy, sleep studies and assisting in emergency interventions; such as, thoracentesis, chest tubes and advanced cardiac support. | # Take BIO-108 BIO-108L BIO-121 CIS-101 ENG-101 MTH-136 PHY-111 CHM-115 PSY-111 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-240 RC-241 RC-242 RC-250 RC-251 RC-330 RC-331 RC-340 RC-341 RC-350 # Take 1 courses; From Subject SEM # Take 1 courses; From Subject RS. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take RC-334 RC-337 RC-342 RC-351. (Required, Previous or concurrent). \| Take ENG-200. (Required, Previous or concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RC-334 | Respiratory Research | 3 | This course will address the principles and practice of performing/conducting research. The course will help the student identify, review and intelligently describe the results of selected cardiopulmonary journals and articles, as well as culminate in the provision of a comprehensive research project. Additionally, it will address the following issues: health promotion, community service, ethical and professional issues, GMERCYU learning outcomes, critical concerns of Mercy, and core values of a distinctive Mercy graduate. | # Take BIO-108 BIO-108L BIO-121 CIS-101 ENG-101 MTH-136 PHY-111 CHM-115 PSY-111 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-240 RC-241 RC-242 RC-250 RC-251 RC-330 RC-331 RC-340 RC-341 RC-350 # Take 1 courses; From Subject SEM # Take 1 courses; From Subject RS. (Required, Previous). \| Take RC-332 RC-337 RC-342 RC-351. (Required, Previous or concurrent). \| Take ENG-200. (Required, Previous or concurrent). |
| RC-336 | Respiratory Pathophysiology | 4 | This course will continue the work of the RC 233 course and provide a more detailed account of selected cardio-respiratory diseases and conditions. It will specifically address in detail: the definition, etiology, clinical manifestations, pathology, radiographic, diagnostic and laboratory findings, prevention, prognosis and treatment of common cardio- respiratory diseases and conditions. Emphasis will be placed on care plans and respiratory protocols commensurate with accepted AARC guidelines. | Take BIO-108 BIO-108L BIO-121 CHM-115 CIS-101 ENG-101 MTH-136 PSY-111 PHY-111 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-330 RC-331 RC-340 RC-341 RC-350.(Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take RC-332 RC-342 RC-351. (Required, Concurrent). |
| RC-337 | Respiratory Seminar-Capstone | 4 | The emphasis of this course is placed on preparing students for the credentialing process and future employment. Extensive coverage of computerized clinical simulations and case studies will be addressed and critical thinking and independent decision-making skills will be highlighted. Students will engage in the job selection process, develop a professional resume and hone interviewing skills. | # Take BIO-108 BIO-108L BIO-121 CHM-115 CIS-101 ENG-101 MTH-136 PHY-111 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-330 RC-331 RC-340 RC-341 RC-350 # Take 1 courses; From Subject SEM # Take 1 courses; From Subject RS. (Required,Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take RC-332 RC-334 RC-342 RC-351. (Required, Previous or concurrent). \| Take PSY-111. (Required, Previous or concurrent). \| Take ENG-200. (Required, Previous or concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RC-340 | Advanced Respiratory Lab Procedures I | 1 | The application of principles and theory covered in RC 330 will be provided in a campus laboratory setting. Laboratory exercises will include: advanced topics in physical assessment of the adult, child and newborn, care and management of the pediatric and neonatal patient, and equipment and procedures employed in pulmonary rehabilitation, skilled nursing facilities and home care. | Take BIO-108 BIO-108L BIO-121 CIS-101 ENG-101 MTH-136 PHY-111 CHM-115 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-240 RC-241 RC-242 RC-250 RC-251. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take RC-330 RC-331 RC-341 RC-350. (Required, Concurrent). |
| RC-341 | Advanced Respiratory Lab Procedures II | 1 | 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. | Take BIO-108 BIO-108L BIO-121 CIS-101 ENG-101 MTH-136 PHY-111 CHM-115 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-240 RC-241 RC-242 RC-250 RC-251. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take PSY-111. (Required, Previous or concurrent). \| Take RC-330 RC-331 RC-340 RC-350. (Required, Concurrent). |
| RC-342 | Advanced Respiratory Lab Procedures III | 1 | The application of principles and theory covered in RC 332 will be provided in a campus laboratory setting. Laboratory exercises will include: advanced topics in the area of pulmonary diagnostics; such as, body plethysmography, methacholine challenge testing, cardio-pulmonary stress testing, bronchoscopy and sleep studies. | # Take BIO-108 BIO-108L BIO-121 CIS-101 ENG-101 MTH-136 PHY-111 CHM-115 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-240 RC-241 RC-242 RC-250 RC-251 RC-330 RC-331 RC-340 RC-341 RC-350 # Take 1 courses; From Subject SEM # Take 1 courses; From Subject RS. (Required,Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take RC-332 RC-334 RC-337 RC-351. (Required, Previous or concurrent). \| Take PSY-111. (Required, Previous or concurrent). \| Take ENG-200. (Required, Previous or concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RC-350 | Advanced Respiratory Clin Practice I | 2 | 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. | Take BIO-108 BIO-108L BIO-121 CIS-101 ENG-101 MTH-136 PHY-111 CHM-115 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-240 RC-241 RC-242 RC-250 RC-251. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take PSY-111. (Required, Previous or concurrent). \| Take RC-330 RC-331 RC-340 RC-341. (Required, Concurrent). |
| RC-351 | Advanced Respiratory Clin Practice II | 3 | 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. | # Take BIO-108 BIO-108L BIO-121 CIS-101 ENG-101 MTH-136 PHY-111 CHM-115 PSY-111 RC-200 RC-210 RC-230 RC-231 RC-232 RC-233 RC-234 RC-240 RC-241 RC-242 RC-250 RC-251 RC-330 RC-331 RC-340 RC-341 RC-350 # Take 1 courses; From Subject SEM # Take 1 courses; From Subject RS. (Required, Previous). \| Take PSY-202 or PSY-100. (Required, Previous). \| Take RC-332 RC-334 RC-337 RC-342. (Required, Previous or concurrent). \| Take ENG-200. (Required, Previous or concurrent). |
| RDS-100 | Radiologic Technologist Certification/Regsitration | 30 | Pseudo course used to provide students with credit for ARRT (American Registry of Radiologic Technologists) certification/registration documentation. | |
| RDS-300 | Orientation/Introduction Radiologic Tech | 2 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RDS-301 | Patient Care | 3 | 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. | |
| RDS-302 | Radiographic Proc I & Related Anatomy | 3 | 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. | |
| RDS-303 | Principles of Exposure I | 3 | 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. | |
| RDS-305 | Radiographic Procedures II | 3 | 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. | |
| RDS-306 | Digital Image Acquisitions & Display | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RDS-307 | Radiation Physics | 3 | 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. | |
| RDS-308 | Radiation Protection | 2 | 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. | |
| RDS-309 | Clinical Education II | 2 | 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. | |
| RDS-310 | Clinical Education III | 3 | 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. | |
| RDS-311 | Clinical Education I | 2 | 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. | |
| RDS-321 | Ethics:medical Law;human Diversity | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RDS-4000 | Registry Review Capstone | 3 | 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. | |
| RDS-402 | Radiographic Procedures III | 3 | 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.. | |
| RDS-403 | Radiation Biology & Protection | 2 | 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. | |
| RDS-404 | Advanced Imaging Techniques | 2 | This course is designed to provide radiography students with principles related to Computed Tomography (CT) imaging and sectional anatomy. | |
| RDS-406 | Image Evaluation I | 1 | This course is designed so that the student may begin critical analysis of image quality based upon theories learned and practice under direct supervision. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RDS-407 | Clinical Education IV | 3 | 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. | |
| RDS-408 | Radiographic Pathology | 3 | 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. | |
| RDS-409 | Advanced Imaging Techniques II | 3 | 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. | |
| RDS-410 | Radiographic Proccedures IV | 2 | 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. | |
| RDS-411 | Image Evaluation II | 2 | This course is designed so that the student may continue critical analysis of image quality based upon theories learned and practiced under direct supervision. | |
| RDS-413 | Clinical Education V | 3 | 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 in progress. The student should be able to work under indirect supervision per JRCERT and program guidelines. Opportunitites to rotate through advanced modality areas inoften offered. | |
| RDS-415 | Clinical Education VI | 3 | 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. Terminal competencies are completed by the conclusion of the semester if required. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RDS-420 | Pharmacology & Drug Administration | 2 | 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. | |
| RDS-LICENSE | Radiologic Technology License | 1 | Pseudo course used to provide students with credit for a Radiologic Technology License. | |
| RS-000 | Encountering Sacred Writings | 3 | | |
| RS-101 | Introduction to the Old Testament | 3 | This course provides a basic introduction to the Hebrew Bible/Christian Old Testament, the collection of books regarded as sacred Scripture to both Jews and Christians. Special focus is given to the various writing genres found in this literature, such as creation stories, prophetic literature, apocalyptic and wisdom motifs expressed in Hebrew poetry. Emphasis will also be given to the various interpretations that have accrued to these collections of texts, as well as the meaning these texts have for people today. | |
| RS-102 | Introduction to the New Testament | 3 | This course provides a basic introduction to the collection of books regarded as sacred scripture to Christians. Attention is given to the historical setting of these texts, the process by which these writings came into existence, and the structure and content of individual writings. Emphasis will also be given to the various interpretations that have accrued to this collection of books, as well as the meaning these texts have for people today. | |
| RS-105 | Life and Meaning of Jesus | 3 | The spread of Christianity across both centuries and continents has resulted in a rich diversity of ways to express the meaning of Jesus Christ. This course explores how cultural differences shape interpretations of the meaning of Jesus Christ. A consideration of the historical Jesus provides the foundation for further reflections on historical, global, religiously plural, pop-culture, and gender and sexuality inflected interpretations of this foundational religious figure. | |
| RS-111 | History of Christianity | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RS-112 | Sacraments and Spirituality | 3 | 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. | |
| RS-115 | World Religions | 3 | This course considers the major religions of the world, including both Eastern and Western traditions, in a comparative manner. Attention is given to historical developments within each religion, internal diversities within religions, the ways religions both shape and are shaped by the experiences and histories of individuals, communities, nations and regions, and the ways religions make use of the artistic and cultural symbols of their times and contexts. | |
| RS-120 | Contemporary Moral Problems | 3 | The basic principles of ethical decision-making from an interdisciplinary religious perspective and their application to current issues are examined. Some contemporary moral issues discussed include gender, race, and class, among others. | |
| RS-147 | Christian Faith | 3 | 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. | |
| RS-160 | Religions in America | 3 | This course focuses on the diverse traditions and history of religious debate that have contributed to understandings of American culture, social structures, and identity. Major themes may include: colonialism and conquest, Native American religious tradition and subjugation, religion and immigration, religion and oppression, religion and liberation, religion and gender, religion and racial identity, religion and sexuality, religious pluralism, religion and science, religious rights and freedoms, and the intersection between religious and national identities. | |
| RS-165 | Foundations of Christian Sprirtuality | 3 | 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 | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RS-200 | Paul and His Theology | 3 | 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. | |
| RS-2000 | Encountering Sacred Writings | 3 | This course introduces students to the issues involved in reading and understanding sacred tests, 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. | |
| RS-201 | Writings of John | 3 | 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. | |
| RS-203 | The Synoptic Gospels | 3 | 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. | |
| RS-218 | Meaning and Practice of Prayer | 3 | 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. | |
| RS-220 | The Prophets | 3 | 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. | |
| RS-226 | Social Spirituality | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RS-231 | Bioethics | 3 | Exploration of the ethical dilemmas arising from recent advances in the biological sciences, for example, genetic engineering, patients' rights, and the social or private control of research. Designed to give students an in-depth understanding of salient legal, cultural, religious and philosophical issues as those impact the biological sciences. Students will be given the tools with which they can analyze ethical arguments, especially in relation to social responsibility, diversity, equity and inclusion. | |
| RS-241 | Theology of Suffering | 3 | 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. | |
| RS-252 | Contemporary Catholicism | 3 | 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. | |
| RS-256 | Sexuality, Gender, Culture and Religion | 3 | 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. | |
| RS-264 | Theology of Marriage and the Family | 3 | 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. | |
| RS-299 | Selected Topics in Religion | 3 | 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. | |
| RS-437 | Special Topics | 3 | Specialized topics, not covered in the range of topics above are chosen by a professor for presentation on an ad hoc basis. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RTS-100 | Introduction to Radiation Therapy | 3 | 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. | Take BIO-108 BIO-108L CIS-101 MTH-141 or MTH 142 HS-100. (Required, Previous or concurrent). |
| RTS-101 | Orientation to Clinical Education I | 2 | 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. | Take BIO-108 BIO-108L CIS-101 MTH-141 or MTH 142 HS-100. (Required, Previous or concurrent). |
| RTS-101R | Orientation to Clinical Education I-Recitation | 0 | 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. This class meets one hour per week. | Take HS-100 RTS-100. (Required, Previous). \| Take RTS-107 RTS-308 PHY-111. (Required, Previous or Concurrent). |
| RTS-107 | Principles of Medical Imaging | 3 | 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. | Take RTS-100 HS-100. (Required, Previous). \| Take RTS-101 RTS-308 PHY-111. (Required, Previous or Concurrent). |
| RTS-110 | Orientation to the Clinical Education II | 3 | 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. | Take RTS-101 RTS-107 RTS 308 PHY-111. (Required, Concurrent). |
| RTS-200 | Radiation Biology | 3 | 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. | Take RTS-202 RTS-203 RTS-204 RTS-204R RTS-208 RTS-209 RTS-307. (Required, Concurrent). |
| RTS-202 | Prin of Radiation Oncology Patient Care | 2 | 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. | Take RTS-200 RTS-203 RTS-204 RTS-204R RTS-208 RTS-209 RTS-307. (Required, Concurrent). |
| RTS-203 | Technical Radiation Therapy Principles | 2 | 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. | Take RTS-200 RTS-202 RTS-204 RTS-204R RTS-208 RTS-209 RTS-307. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RTS-204 | Clinical Education I | 3 | 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. | Take RTS-200 RTS-202 RTS-203 RTS-204R RTS-208 RTS-209 RTS-307. (Required, Concurrent). |
| 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. | Take RTS-200 RTS-202 RTS-203 RTS-204 RTS-208 RTS-209 RTS-307. (Required, Concurrent). |
| RTS-208 | Technical Radiation Therapy I | 3 | 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. | Take RTS-200 RTS-202 RTS-203 RTS-204 RTS-204R RTS-209 RTS-307. (Required, Concurrent). |
| RTS-209 | Clinical Oncology I | 1 | 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. | Take RTS-200 RTS-202 RTS-203 RTS-204 RTS-204R RTS-208 RTS-307. (Required, Concurrent). |
| RTS-303 | Clinical Education II | 3 | 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. | Take RTS-200 RTS-202 RTS-203 RTS-204 RTS-208 RTS-209 RTS-307. (Required, Previous). \| Take RTS-303R RTS-304 RTS-305 RTS-306. (Required, Concurrent). |
| 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. | Take RTS-200 RTS-202 RTS-203 RTS-204 RTS-208 RTS-209 RTS-307. (Required, Previous). \| Take RTS-303 RTS-304 RTS-305 RTS-306. (Required, Concurrent). |
| RTS-304 | Technical Radiation II | 3 | 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. | Take RTS-200 RTS-202 RTS-203 RTS-204 RTS-208 RTS-209 RTS-307. (Required, Previous). \| Take RTS-303 RTS-303R RTS-305 RTS-306. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RTS-305 | Clinical Oncology II | 1 | 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. | Take RTS-200 RTS-202 RTS-203 RTS-204 RTS-208 RTS-209 RTS-307. (Required, Previous). \| Take RTS-303 RTS-304 RTS-306. (Required, Concurrent). |
| RTS-306 | Applied Radiation Physics I | 3 | 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. | Take RTS-200 RTS-202 RTS-203 RTS-204 RTS-208 RTS-209 RTS-307. (Required, Previous). \| Take RTS-303 RTS-303R RTS-304 RTS-305. (Required, Concurrent). |
| RTS-307 | Principles of Medical Dosimetry | 3 | 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. | Take RTS-200 RTS-202 RTS-203 RTS-204 RTS-204R RTS-208 RTS-209. (Required, Concurrent). |
| RTS-308 | Cross-Sectional Anatomy | 2 | 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. | Take RTS-100 HS-100 RTS-101 RTS-107 PHY-111. (Required, Previous or Concurrent). |
| RTS-320 | Clinical Education III | 3 | 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 | Take RTS-303 RTS-303R RTS-304 RTS-305 RTS-306 RTS-307 HS-208. (Required, Previous or concurrent). |
| RTS-400 | Technical Radiation Therapy III | 1 | 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. | Take RTS-320 HS-208. (Required, Previous). \| Take RTS-402 RTS-403 RTS-404 HS-305. (Required, Concurrent). |
| RTS-4000 | Capstone Res Project | 3 | 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. | Take RTS-400 RTS-402 RTS-403 RTS-404 HS-305 PSY-111. (Required, Previous or concurrent). \| Take RTS-406 RTS-407 RTS-408 RTS-410 HS-403. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| RTS-402 | Applied Radiation Physics II | 3 | 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. | Take RTS-320 HS-208. (Required, Previous). \| Take RTS-400 RTS-403 RTS-404 HS-305 PSY 111. (Required, Previous or Concurrent). |
| RTS-403 | Clinical Education IV | 2 | 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. | Take RTS-320 HS-208. (Required, Previous). \| Take RTS-400 RTS-402 RTS-404 HS-305 PSY 111. (Required, Previous or Concurrent). |
| RTS-404 | Advanced Medical Dosimetry | 1 | 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. | Take RTS-320 HS-208. (Required, Previous). \| Take RTS-400 RTS-402 RTS-403 HS-305 PSY 111. (Required, Previous or Concurrent). |
| RTS-406 | TQM in Radiation Oncology | 1 | This course will discuss the development and implementation of quality control programs in providing quality patient care. 15 lecture hours. | Take RTS-400 RTS-402 RTS-403 RTS-404 HS-305 PSY-111. (Required, Previous or concurrent). \| Take RTS-407 RTS-408 RTS-4000 RTS-410 HS-403. (Required, Concurrent). |
| RTS-407 | Clinical Education V | 2 | 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 | Take RTS-400 RTS-402 RTS-403 RTS-404 HS-305 PSY-111. (Required, Previous or concurrent). \| Take RTS-406 RTS-408 RTS-4000 RTS-410 HS-403. (Required, Concurrent). |
| RTS-408 | Applied Physics of Adv Treatment Tech | 2 | 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. | Take RTS-400 RTS-402 RTS-403 RTS-404 HS-305 PSY-111. (Required, Previous or concurrent). \| Take RTS-406 RTS-407 RTS-4000 RTS-410 HS-403. (Required, Concurrent). |
| RTS-410 | Capstone Seminar in Radiation Therapy | 2 | 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. | Take RTS-400 RTS-402 RTS-403 RTS-404 HS-305 PSY-111. (Required, Previous or concurrent). \| Take RTS-406 RTS-407 RTS-408 RTS-4000 HS-403. (Required, Concurrent). |
| RTS-LICENSE | Radiation Therapy License | 3 | Pseudo course used to provide transfer Radiography students with credit for an American Registry of Radiologic Technologists (ARRT) License. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
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| SCI-100 | The Environment | 3 | 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. | |
| SCI-105 | The Science of Forensics | 3 | 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. | |
| SCI-2000 | From Telescope to Microscope | 3 | 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. | Take ENG-101. (Required, Previous). |
| SCI-299 | Selected Topics in Science | 3 | 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. | |
| SCI-4000 | Planet Earth | 3 | 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. | Take ENG-101 CHM-151 CHM-152 BIO-203 BIO-204 PHY-241 PHY-242. (Required, Previous). |
| SEM-111 | Women and the Many Faces of Imprisonment | 3 | 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-112 | Sustainability | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-113 | Non-Violent Change in the Digital Age | 3 | 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-114 | Childhood Obesity | 3 | 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 do, 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. | Take ENG-101. (Required, Previous). |
| SEM-115 | Examining 'Post-Racial' America | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-116 | Immigration & Criminal Justice System | 3 | 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 polices 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 | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
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| SEM-118 | Psychology of Nonviolence | 3 | This course presents the issues of interpersonal (domestic/sexual) and intrapersonal (suicidality) violence through a psychological lens with special focus on strategies for the promotion of nonviolence and social justice through advocacy. As a Community Based and Engaged Learning (CBEL) course, students will study related topics through academic research and engage in a minimum of 12 meaningful hours of training and project planning with Community Partners during the semester (typically during class hours). Student teams will plan and implement service/advocacy projects which deepen their understanding of the topics addressed and which benefit the Community Partner and affected populations. Community Partners may consist of on-campus entities (i.e., Title IX Office, Counseling Services) and/or off-campus community-based agencies. This course focuses on Nonviolence as a Critical Concern of the Sisters of Mercy. 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. | Take ENG-101. (Required, Previous). |
| SEM-120 | The Power of Story | 3 | 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 their 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-162 | Rise of Atlantic World | 3 | 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. | ENG-101 (Required, Previous). |
| SEM-163 | Immigration & Ethnicity in Amer. History | 3 | 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-164 | Capitalism & Socialism in Modern Britian | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-165 | Peacemaking Past & Present | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-191 | Psychology of Spirituality | 3 | This course draws on an interdisciplinary approach to explore various spiritualties 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-192 | Middle East Conflict: Exile & Belonging | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-213 | Literature & Environment | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-214 | Divas of Music: From Bingen to Beyonce | 3 | 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-215 | The Bible as Literature | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-216 | Role of Women in the Graphic Novel | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-217 | Conflict & Peace in Science Fiction | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-218 | Women in the Christian Scriptures | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-220 | The Ethics and Politics of Capitalism | 3 | 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-315 | Personal Finance | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-316 | Wonder Women: Guardians for Galaxy & You | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-317 | Happy and Healthy! For Whom? | 3 | 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-318 | Leadership: a Question of Chromosomes? | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-361 | Embracing Indiv W Sp Needs Prof Practice | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-362 | Personal/Profess Ethics Mercy Perspectiv | 3 | 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-363 | Critical Consciousness-Understand Oursel | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-364 | Spirituality of the Child | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-407 | Human Trafficking | 3 | 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-453 | Caring & Human Experience in Society | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-454 | Global Learning: Why Does It Matter? | 3 | 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. | Take ENG-101. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SEM-455 | Women in Science | 3 | 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. | Take ENG-101. (Required, Previous). |
| SEM-460 | Environmental Feminisms | 3 | 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. ENG101 is a pre-requisite. | Take ENG-101. (Required, Previous). |
| SOC-100 | Principles of Sociology | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SOC-101 | Social Problems | 3 | Analysis of social factors in the persistent problems of disorganization, conflict, and culture lag. Attention to problem resolution and social policies. | Take SOC-100. (Required, Previous). |
| SOC-102 | Introduction to Criminal Justice | 3 | (Cross-referenced - for description see CRJ 102.) | |
| SOC-120 | Cultural Anthropology | 3 | 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. | Take SOC-100. (Required, Previous). |
| SOC-150 | Social Psychology | 3 | (Cross-referenced - for description see PSY 150. | |
| SOC-2000 | Society and Global Diversity | 3 | 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". | Take ENG-101. (Required, Previous). |
| SOC-201 | Introduction to Human Services | 3 | 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) | Take SOC-100. (Required, Previous). |
| SOC-203 | History & Culture of New Orleans | 3 | 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. | |
| SOC-241 | Marriage and Family Systems | 3 | (Cross-referenced - for description see HIS 240. | |
| SOC-246 | Issues in Gerontology | 3 | 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. | Take SOC-100. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
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| SOC-260 | Death and Dying | 3 | 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.) | |
| SOC-280 | Ethical Issues in the Beh & Soc Sciences | 3 | (For description see PSY 280.) | |
| SOC-299 | Selected Topics in Sociology | 3 | This course provides students the opportunity to explore topics selected by the instructor. Course may be repeated if the topic changes. | |
| SOC-300 | Addictions, Dynamics and Interventions | 3 | | |
| SOC-303 | Policy & Social Change | 3 | | |
| SOC-308 | The Good Society | 3 | | |
| SOC-311 | Sociology of Medicine | 3 | 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. | |
| SOC-321 | Group Processes | 3 | (for description see PSY 321) | |
| SOC-330 | The Healing Journey | 3 | (For description see PHL 330.) | |
| SOC-331 | The Middle Adult Years | 3 | (For description see PSY 331.) | |
| SOC-335 | Human Service Administration | 3 | 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. | |
| SOC-338 | Global Perspectives on Women | 3 | This course explores women's issues in international law and policy, in third world development, and in cross-cultural and multi-cultural contexts. | |
| SOC-341 | Social Psychology of Aging | 3 | 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.) | Take PSY-100 SOC-100. (Required, Previous). |
| SOC-400 | Social Work Research Methods | 3 | 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.) | |

| Course Name | Long Title | Min Credits | Description | Requisites |
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| SOC-4000 | Capstone | 3 | With the permission of the Human Services Program Coordinator, senior level students will be provided the opportunity to demonstrate skills learned throughout the Human Services degree program. Through writing assignments, role play, lecture, site visits, portfolio development, and a service project that contributes to the field, students will demonstrate their mastery of the program goals for the Human Services degree. | |
| SOC-410 | Social Data Analysis | 4 | This course introduces the logic and practice of secondary data analysis in social research. It focuses on five topics: (1) how to formulate research problems based on literature review; (2) how to turn research problems into hypotheses that are empirically testable; (3) how to test research hypotheses through statistical analysis of survey data; (4) how to use a mixed methodology with both interview and survey data, and (5) how to present research findings in written as well as oral form. | |
| SOC-435 | Sociology - Social Work Practicum I | 4 | (For description, see HSV 435) | |
| SOC-436 | Sociology - Social Work Practicum II | 3 | (For description, see HSV 436) | |
| SOC-437 | Special Topics | 3 | Investigation of a selected topic designed to integrate and deepen the students' comprehension and application of sociology. | |
| SOC-439 | Independent Study | 3 | 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. | |
| SOC-442 | Gerontology Field Placement I | 3 | 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. | Take 90 credits. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
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| SOC-443 | Gerontology Field Placement II | 3 | 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. | Take SOC-442. (Required, Previous). |
| SPA-101 | Basic Spanish I | 3 | This beginning course introduces the Spanish language. The four basic skills of listening, speaking, reading, and writing are taught. No prerequisites | |
| SPA-102 | Basic Spanish II | 3 | 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. | Take SPA-101. (Required, Previous). |
| SPA-205 | Intermediate Spanish I | 3 | 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. | Take SPA-101 SPA-102. (Required, Previous). |
| SPA-206 | Intermediate Spanish II | 3 | 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. | Take SPA-101 SPA-102 SPA-205. (Required, Previous). |
| SPA-210 | Spanish for Health Personnel I | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SPA-299 | Selected Topics in Spanish | 3 | 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. | |
| SPA-400 | Advanced Spanish | 3 | 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. | Take SPA-101 SPA-102 SPA-205 SPA-206. (Required, Previous). |
| SPA-439 | Independent Study | 3 | Qualified students may arrange independent study in areas not covered by existing courses. Topics are to be determined by consultation with instructor. | Take SPA-101 SPA-102. (Required, Previous). |
| SPE-205 | Exceptional Person | 3 | 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. | |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SPE-215 | Exceptional Person for Secondary Educ | 3 | 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. | |
| SPE-231 | Mild/Moderate Disabilities | 3 | Educational and medical definitions, etiology, identification criteria, as well as educational challenges for students who are included in the general education environment for 85% of the school day. are presented. Field experience is required. | SPE-205 |
| 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. | SPE-205 |
| SPE-300 | Pre-Student Teaching | 3 | | |
| SPE-331 | Implem Inclus Pract Mild/Moderate Pop | 3 | Applications of best practices for teaching students with mild to moderate disabilities are presented. Students develop skills which allow them to assess, plan and execute research-based practices within the general education classroom as well as in resource rooms. Students create environments conducive to learning through an applied behavior analysis perspective. | SPE-205, SPE-231 |
| SPE-332 | Assess/Instruc for Students with Complex Needs | 1 | Authentic and alternative assessment techniques used with students with complex needs are presented. The assessments are the basis for Emphasis in this course is on identifying strengths and needs while monitoring the progress of students with complex needs. Students develop a systematic approach to the modification/adaptation planning for instruction within a curriculum. Practical, ethical, legal and philosophical approaches to inclusion are clearly addressed. | SPE-205 SPE232. |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SPE-405 | Research & Field Experience | 1 | 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. | |
| STA-999 | Study Abroad Temp | 3 | | |
| SWK-100 | Principles of Sociology | 3 | 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. | |
| SWK-201 | Introduction to Social Work | 3 | 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. | |
| SWK-202 | Human Behavior & Social Environment I | 3 | 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 global human rights, poverty, education, racism, sexism, ageism, and other contextual areas that contribute to unjust social problems. | Take SOC-100 PSY-100. (Required, Previous or concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SWK-203 | Difference and Diversity | 3 | 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. Violations of human rights of global populations will also be discussed. 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. | Take SOC-100 PSY-100. (Previous or concurrent). |
| SWK-205 | Human Behavior & Social Environment II | 3 | 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 groups, communities, and organizational resources. Utilizing the social work community organizing model and the United Nations Sustainable Development Goals, the course will promote student understanding about social problems that result from human rights violations, and will learn skills for how to engage in human-rights based practice. A service-learning assignment collaborating with a local non-profit is a major part of this course. | Take SWK-202. (Required, Previous). |
| SWK-206 | Introduction to Trauma Informed Care | 3 | 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. | # Take PSY-100 or PSY-202 # Take SOC-100. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SWK-212 | Counseling and Communication Skills | 3 | 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. | Take SWK-202. (Required, Previous). |
| SWK-241 | Marriage and Family Systems | 3 | 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. | |
| SWK-299 | Special Topics in Social Work | 3 | | |
| SWK-301 | Generalist Social Work Practice | 3 | Principles of methods of practice in all areas of social work will be explored including techniques in casework, group work, community organization, planning and administration. Field observations will be held in various social work settings throughout the metropolitan suburban area. | Take SWK-201. (Required, Previous). |
| SWK-304 | Social Work Policy and Administration | 3 | 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 inhuman service agencies. Students will learn about various agencies andtheir 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. | Take SWK-201. (Required, Previous). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SWK-305 | Mental Health Practice | 3 | 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. | Take PSY-100 SOC-100. (Required, Previous). |
| SWK-400 | Social Work Research Methods | 3 | 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 | Take PSY-111 SWK-201. (Required, Previous). |
| SWK-4000 | Social Work Capstone | 5 | 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) | Take 90 credits. (Required, Previous). |
| SWK-435 | Social Work Field Placement I | 5 | 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. | Take SWK-445. (Required, Concurrent). |

| Course Name | Long Title | Min Credits | Description | Requisites |
|---|---|---|---|---|
| SWK-436 | Social Work Field Placement II | 1 | 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. | Take SWK-446. (Required, Concurrent). |
| SWK-445 | Field Placement Seminar I | 1 | 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. | Take SWK-435. (Required, Concurrent). |
| SWK-446 | Field Placement Seminar II | 1 | 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. | Take SWK-436. (Required, Concurrent). |
| UNV-002 | Major Exploration | 1 | This course 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 University Studies first-year students are required to take UNV-002 during their first semester; although, it is open to all students. Please note this course will not count towards a student's total credits for graduation | |

# CURRICULUM SHEETS

## School of Arts and Sciences
## 2022-2023 Curriculum Sheets

BS in Biology
BS in Computer Information Science- Artificial Intelligence option
BS in Computer Information Science- Cyber Security option
BS in Computer Information Science- Web Design option
BS in Criminal Justice
BA in History
BA in History with Secondary Education Certification in Social Studies
BA in History with Secondary Education Certification in Special Education
AA in Liberal Studies
AS in Natural Science
BA in Philosophy
BA in Psychology
BS in Public Health
BS in Social Work

Minors

Biological Sciences
Chemistry
Computer Information Science
Counseling Interpersonal Relations
Criminal Justice
History
Mathematics
Microbiology
Music
Philosophy
Psychology
Religious Studies

## School of Business and Education
## 2022-2023 Curriculum Sheets

BS in Accounting
BS in Accounting-4+1 MBA
BS in Accounting CPA track
BS in Accounting CPA track 4+1 MBA
BS in Business Administration with a concentration in Healthcare Administration

BS in Business Administration with a concentration in Organizational Management
BS in Digital Communications
BS in Digital Communications – 4+1 MBA
BS in Early Education PreK-4 Certification
BS in Early Education- Early and Special Education BS in Finance
BS in Education Studies
BS in Finance
BS in Finance- 4+1 MBA
BS in Management
BS in Management- 4+1 MBA
BS in Marketing
BS in Marketing with a concentration in Digital Communications
BS in Marketing- 4+1 MBA
BS in Sports Management
BS in Sports Management- 4+1 MBA

Minors

Digital Communications
HealthCare Administration
Special Education

Integrated Studies- 4 year
Integrated Studies-2 year

## Frances M. Maguire School of Nursing and Health Professions
## 2022-2023 Curriculum Sheets

BS in Nursing
BS in Nursing ABSN 2nd Degree- Day option
BS in Nursing ABSN 2nd Degree- Weekend option

BS in Medical Laboratory Science
BS in Radiation Therapy
BS in Radiologic Technology
BS in Radiologic Technology- 2+2 with Thomas Jefferson University

BHS in Occupational Science
BHS in Radiation Therapy
BHS in Radiologic Technology

AS and BHS in Respiratory Care

Gwynedd Mercy University

**School of Arts and Sciences**

**Biology**
**Bachelor of Science**
**2022-2023 Curriculum**
**BIO.BS**

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

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

### Signature Seminar - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

### Exploring Society and Global Diversity - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | HIS Elective | 3 | | | |
| | PSY or SOC Elective | 3 | | | |
| | HIS, PSY, SOC, POL or GEO Elective | 3 | | | |

### Exploring the Natural World, Mathematics &Technology - 10 Credits

| | | | | | |
|---|---|---|---|---|---|
| **SCI4000** | Planet Earth | 3 | | | |
| **MTH234** | Probability & Statistics | 3 | | | |
| **MTH245** | Calculus I | 4 | | | |

### Exploring the Spiritual World - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | PHL Elective | 3 | | | |
| | RS Elective | 3 | | | |
| | RS or PHL Elective | 3 | | | |

### Exploring the Arts and the Imagination - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | ENG Elective | 3 | | | |
| | ENG, MUS, ART or Language elective | 3 | | | |
| | ENG, MUS, ART or Language elective | 3 | | | |

### Open Electives - 10 Credits

| | | | | | |
|---|---|---|---|---|---|
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 1 | | | |

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). This includes MTH234 and 245. The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 125 credits is required for this degree.

## MAJOR

### Biology - 35-37 Credits

| | | | | | |
|---|---|---|---|---|---|
| **BIO203** | General Biology I | 3 | | | |
| **BIO203L** | General Biology I Lab | 1 | | | |
| **BIO204** | General Biology II | 3 | | | |
| **BIO204L** | General Biology II Lab | 1 | | | |
| **BIO230** | Principles of Ecology | 2 | | | |
| **BIO230L** | Principles of Ecology Lab | 1 | | | |
| **BIO251** | Genetics | 3 | | | |
| **BIO251L** | Genetics Techniques Lab | 1 | | | |
| **BIO402** | Molecular Biology of Cell | 3 | | | |
| **BIO402L** | Molecular Biology of Cell Lab | 1 | | | |
| **BIO415** | Developmental Biology | 3 | | | |
| **BIO415L** | Developmental Biology Lab | 1 | | | |
| **BIO421** | Biology Research* | 3 | | | |
| **BIO** | Elective | 3-4 | | | |
| **BIO** | Elective | 3-4 | | | |
| **BIO4000** | Biology Seminar I - Capstone | 1 | | | |
| **BIO4001** | Biology Seminar II - Capstone | 1 | | | |
| **BIO4002** | Biology Seminar III - Capstone | 1 | | | |

*May be satisfied by BIO440 Internship

### Chemistry - 23 Credits

| | | | | | |
|---|---|---|---|---|---|
| **CHM151** | Principles of Chemistry I | 3 | | | |
| **CHM151L** | Principles of Chemistry I Lab | 1 | | | |
| **CHM152** | Principles of Chemistry II | 3 | | | |
| **CHM152L** | Principles of Chemistry II Lab | 1 | | | |
| **CHM203** | Organic Chemistry I | 3 | | | |
| **CHM203L** | Organic Chemistry I Lab | 1 | | | |
| **CHM204** | Organic Chemistry II | 3 | | | |
| **CHM204L** | Organic Chemistry II Lab | 1 | | | |
| **CHM301** | Biochemistry | 3 | | | |
| **CHM301L** | Biochemical Techniques Lab | 1 | | | |
| **CHM302** | Biochemistry II | 3 | | | |

### Physics - 8 Credits

| | | | | | |
|---|---|---|---|---|---|
| **PHY241** | General Physics I | 3 | | | |
| **PHY241L** | General Physics I Lab | 1 | | | |
| **PHY242** | General Physics II | 3 | | | |
| **PHY242L** | General Physics II Lab | 1 | | | |

Students are required to take the Biology Field Test as a requirement for consideration for graduation.

Students approved for Early Entry to the Master of Public Health program may take up to 12 credits of coursework from the Master of Public Health degree program. These PUB-600 level courses may be substituted for undergraduate open electives to count towards the required credit hours of the bachelor's degree.

**Highest math completed with C or better_____. Exempt from math placement____yes____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

Mary H. Van Brunt

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Office of the Registrar
6/24/2022

Gwynedd Mercy University
School of Arts and Sciences

**Computer Information Science**
Bachelor of Science
2021-2022 Curriculum
CIS.AI.BS

## Artificial Intelligence and Machine Learning
Professional Option

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

### GMC: Growing Mercy Connections

### GENERAL EDUCATION AND CORE CURRICULUM

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

**Signature Seminar - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

**Exploring Society and Global Diversity - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | HIS Elective | 3 | | | |
| | PSY Elective | 3 | | | |
| | SOC Elective | 3 | | | |

**Exploring the Natural World, Mathematics &Technology - 15 Credits**

**MTH231 Discrete Mathematics 3**

| | | | | | |
|---|---|---|---|---|---|
| **MTH234** | **Probability & Statistics** | **3** | | | |
| **MTH235** | **Linear Algebra** | **3** | | | |
| **MTH245** | **Calculus 1** | **3** | | | |
| **MTH261** | **Programming for Math** | **3** | | | |

**Exploring the Spiritual World - 12 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | PHL Elective | 3 | | | |
| | **PHL Elective** | 3 | | | |
| | RS Elective | 3 | | | |
| | RS Elective or PHL Elective | 3 | | | |

**Exploring the Arts and Imagination - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| | ART, MUS or Language Elective | 3 | | | |
| | ENG Elective | 3 | | | |

### MAJOR

**Computer Information Science - 45 Credits**

| | | |
|---|---|---|
| **CIS104** | **Programming 1** | **3** |
| **CIS110** | **Information Systems** | **3** |
| **CIS114** | **Web Design 1** | **3** |
| **CIS116** | **Intro to Python** | **3** |
| **CIS203** | **System Analysis & Design** | **3** |
| **CIS204** | **Programming II** | **3** |
| **CIS215** | **Intro Relational Databases** | **3** |
| **CIS230** | **Intro to Networking** | **3** |
| **CIS301** | **Algorithms & Data Structures** | **3** |
| **CIS304** | **Event-Driven Programming** | **3** |
| **CIS318** | **Unix & Linux** | **3** |
| **CIS321** | **Computer Organization** | **3** |
| **CIS330** | **Network Admin & Security** | **3** |
| **CIS410** | **Operating Systems** | **3** |
| **CIS4000** | **Capstone** | **3** |

**Artificial Intelligence and Machine Learning 18 Credits**

| | | |
|---|---|---|
| **CIS115** | **Intro Artificial I Intelligence** | **3** |
| **CIS205** | **Machine Learning** | **3** |
| **CIS311** | **Application and Embedded ML** | **3** |
| **CIS312** | **Data Analytics** | **3** |
| **CIS420** | **Mobile App Development** | **3** |
| **CIS401** | **Deep Learning** | **3** |

Min. grade of C for MTH 231, 234, 235, 245 and 261

Mary H. Van Brunt

**INTERNSHIP -** The School of Arts and Sciences recommends that all students complete a minimum of one internship for the bachelor degree program. An internship requires approval of the Dean.

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). 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 degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Arts and Sciences**

**Computer Information Science**
Bachelor of Science
2021-2022 Curriculum
CIS.CSEC.BS

## Cybersecurity and Computer Forensics

Professional Option

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

### GMC: Growing Mercy Connections

### GENERAL EDUCATION AND CORE CURRICULUM

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

**Signature Seminar - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

**Exploring Society and Global Diversity - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | HIS Elective | 3 | | | |
| | PSY Elective | 3 | | | |
| | SOC Elective | 3 | | | |

**Exploring the Natural World, Mathematics &Technology - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **MTH231** | **Discrete Mathematics** | **3** | | | |
| **MTH234** | **Probability & Statistics** | **3** | | | |
| **MTH261** | **Programming for Math** | **3** | | | |

**Exploring the Spiritual World - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | PHL Elective | 3 | | | |
| | RS Elective | 3 | | | |
| | PHL/RS Elective | 3 | | | |

**Exploring the Arts and Imagination -12 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| **ENG215** | **Technical Writing** | **3** | | | |
| | ART, MUS or Language Elective | 3 | | | |
| | ENG Elective | 3 | | | |

**Open Electives - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |

### MAJOR

**Computer Information Science - 45 Credits**

| | | |
|---|---|---|
| **CIS104** | **Programming 1** | **3** |
| **CIS110** | **Information Systems** | **3** |
| **CIS114** | **Web Design 1** | **3** |
| **CIS116** | **Intro to Python** | **3** |
| **CIS203** | **System Analysis & Design** | **3** |
| **CIS204** | **Programming II** | **3** |
| **CIS215** | **Intro Relational Databases** | **3** |
| **CIS230** | **Intro to Networking** | **3** |
| **CIS301** | **Algorithms & Data Structures** | **3** |
| **CIS304** | **Event-Driven Programming** | **3** |
| **CIS318** | **Unix & Linux** | **3** |
| **CIS321** | **Computer Organization** | **3** |
| **CIS330** | **Network Admin & Security** | **3** |
| **CIS410** | **Operating Systems** | **3** |
| **CIS4000** | **Capstone** | **3** |

**Cybersecurity/Computer Forensics Professional - 15 Credits**

| | | |
|---|---|---|
| **CIS240** | **Cybercrime** | **3** |
| **CIS241** | **Cybersecurity** | **3** |
| **CIS340** | **Comp Forensics** | **3** |
| **CIS341** | **IT Security** | **3** |
| **CRJ102** | **Intro Criminal Justice** | **3** |

Min. grade of C for MTH 231, 234, 235, 245 and 261

Mary H. Van Brunt

**INTERNSHIP -** The School of Arts and Sciences recommends that all students complete a minimum of one internship for the bachelor degree program. An internship requires approval of the Dean.

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). 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 degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

Office of the Registrar
6/24/2022

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Gwynedd Mercy University

**School of Arts and Sciences**

**Computer Information Science**
Bachelor of Science
2021-2022 Curriculum
CIS.WEB.BS

**Web Design and Multimedia**
Professional Option

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

## GMC: Growing Mercy Connections

### GENERAL EDUCATION AND CORE CURRICULUM

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

**Signature Seminar - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

**Exploring Society and Global Diversity - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | HIS Elective | 3 | | | |
| | PSY Elective | 3 | | | |
| | SOC Elective | 3 | | | |

**Exploring the Natural World, Mathematics &Technology - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **MTH231** | **Discrete Mathematics** | **3** | | | |
| **MTH234** | **Probability & Statistics** | **3** | | | |
| **MTH261** | **Programming for Math** | **3** | | | |
| | | | | | |

**Exploring the Spiritual World - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | PHL Elective | 3 | | | |
| | RS Elective | 3 | | | |
| | PHL/RS Elective | 3 | | | |

| **Exploring the Arts and Imagination - 12 Credits** | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| **ENG215** | **Technical Writing** | **3** | | | |
| | ART, MUS or Language Elective | 3 | | | |
| | ENG Elective | 3 | | | |

**Open Electives - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |

### MAJOR

**Web Design & Multimedia - 45 Credits**

| | | |
|---|---|---|
| **CIS104** | **Programming 1** | **3** |
| **CIS110** | **Information Systems** | **3** |
| **CIS114** | **Web Design 1** | **3** |
| **CIS116** | **Intro to Python** | **3** |
| **CIS203** | **System Analysis & Design** | **3** |
| **CIS204** | **Programming II** | **3** |
| **CIS215** | **Intro Relational Databases** | **3** |
| **CIS230** | **Intro to Networking** | **3** |
| **CIS301** | **Algorithms & Data Structures** | **3** |
| **CIS304** | **Event-Driven Programming** | **3** |
| **CIS318** | **Unix & Linux** | **3** |
| **CIS321** | **Computer Organization** | **3** |
| **CIS330** | **Network Admin & Security** | **3** |
| **CIS410** | **Operating Systems** | **3** |
| **CIS4000** | **Capstone** | **3** |

**Web Design and Multimedia - 15 Credits**

| | | |
|---|---|---|
| **CIS350** | **Multimedia I** | **3** |
| **CIS424** | **Web Design II** | **3** |
| **CIS420** | **Mobilr App Development** | **3** |
| **CIS450** | **Multimedia II** | **3** |
| **COMD** | **Elective** | **3** |

**Min. grade of C for MTH 231, 234, 235, 245 and 261**

Mary H. Van Brunt

**INTERNSHIP -** The School of Arts and Sciences recommends that all students complete a minimum of one internship for the bachelor degree program. An internship requires approval of the Dean.

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). 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 degree.
**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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Gwynedd Mercy University

**School of Arts and Sciences**

**Criminal Justice**
Bachelor of Science
2021-2022 Curriculum
CRJ.BS

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

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

### Signature Seminar - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

### Exploring Society and Global Diversity - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| **PSY100** | General Psychology | 3 | | | |
| **SOC100** | Principles of Sociology | 3 | | | |
| | HIS Elective | 3 | | | |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | BIO, CHM, PHY, or SCI Elective | 3 | | | |
| | CIS Elective | 3 | | | |
| | MTH Elective | 3 | | | |

### Exploring the Spiritual World - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | PHL Elective | 3 | | | |
| | RS Elective | 3 | | | |
| | RS Elective or PHL Elective | 3 | | | |

### Exploring the Arts and the Imagination - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| | ENG Elective | 3 | | | |
| | ENG, MUS, ART or Language Elective | 3 | | | |

### Open Electives - 12 Credits

| | | | | | |
|---|---|---|---|---|---|
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |

## MAJOR
## Criminal Justice - 60-63 Credits

| | | | | | |
|---|---|---|---|---|---|
| **CRJ102** | Introduction to Criminal Justice | 3 | | | |
| **CRJ215** | Criminology | 3 | | | |
| **CRJ216** | Race, Class, and Ethnicity | 3 | | | |
| **CRJ220** | Ethics in Criminal Justice | 3 | | | |
| **CRJ225** | Juvenile Delinquency | 3 | | | |
| **CRJ250** | Police & Law Enforcement in America | 3 | | | |
| **CRJ251** | Victimology | 3 | | | |
| **CRJ310** | Introduction to Criminal Justice Research | 3 | | | |
| **CRJ320** | Forensics: Crime Scene Investigation | 3 | | | |
| **CRJ326** | Criminal Procedures | 3 | | | |
| **CRJ327** | Criminal Law | 3 | | | |
| **CRJ370** | Corrections | 3 | | | |
| **CRJ405** | Criminal Investigations | 3 | | | |
| **CRJ410** | Courts in America | 3 | | | |
| **CRJ435** | Criminal Justice Internship | 3-6 | | | |
| **CRJ4000** | CRJ Capstone | 3 | | | |
| **CRJ** | Elective | 3 | | | |
| **CRJ** | Elective | 3 | | | |
| **CRJ** | Elective | 3 | | | |
| **CRJ** | Elective | 3 | | | |

Mary H. VanBuren

**Grade/GPA Requirement** - The minimum passing grade within the major concentration is C (a grade of C- is not acceptable). 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 degree.

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

Processed by:_____

Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Arts and Sciences**

# History

Bachelor of Arts
Pre-Law Option Available
2021-2022 Curriculum
HIS.BA

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Arts in History. Additional policies and procedures may be found in the current University Catalog.

**GMC: Growing Mercy Connections**

**GENERAL EDUCATION AND CORE CURRICULUM**

**Skills for Exploring - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

**Signature Seminar - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

**Exploring Society and Global Diversity - 15 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **POL101** | American Government | 3 | | | |
| **PSY100** | General Psychology | 3 | | | |
| | Economics Elective | 3 | | | |
| | Geography Elective | 3 | | | |
| | SOC Elective | 3 | | | |

**Exploring the Natural World, Mathematics &Technology - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | CIS Elective | 3 | | | |
| | MTH Elective | 3 | | | |
| | BIO, CHM, PHY, or SCI Elective | 3 | | | |

**Exploring the Spiritual World - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | PHL Elective | 3 | | | |
| | RS Elective | 3 | | | |
| | RS Elective or PHL Elective | 3 | | | |

**Exploring the Arts and the Imagination - 12 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| | Foreign Language[1] | 3 | | | |
| | Foreign Language[1] | 3 | | | |
| | ENG Elective[2] | 3 | | | |

[1] *Must be two semesters of the same foreign language (SPA201 does not fulfill this requirement)*

[2] *Students must take a literature-based course*

**Open Electives - 35 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 2 | | | |

**MAJOR**

**History - 33 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **HIS107** | World History I | 3 | | | |
| **HIS109** | World History II | 3 | | | |
| **HIS131** | American Civilization to 1877 | 3 | | | |
| **HIS132** | American Civilization from 1877 | 3 | | | |
| **HIS449** | Historiography | 3 | | | |
| **HIS4000** | Research Seminar - Capstone | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |

**INTERNSHIP** - The School of Arts and Sciences recommends that all students complete a minimum of one internship for the bachelor degree program. An internship requires approval of

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). Furthermore, after a student has completed two 15-week semesters as a declared history major, the student must have achieved and thereafter maintain a minimum GPA of 2.5 in the major in order to remain in the history program. The minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 125 credits is required for this degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

Mary H. Van Brunt

**Highest math completed with C or better_____. Exempt from math placement____yes____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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6/24/2022

Gwynedd Mercy University

**School of Arts and Sciences**

# History

Secondary Education
Certification in Social Studies
Bachelor of Arts
2021-2022 Curriculum
HIS.SED.BA

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Arts in History with Secondary Education Certification and Special Education Certification. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

### Signature Seminar - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

### Exploring Society and Global Diversity - 15 Credits

| | | | | | |
|---|---|---|---|---|---|
| **SOC100** | Principles of Sociology | 3 | | | |
| **POL101** | American Government | 3 | | | |
| **PSY100** | General Psychology | 3 | | | |
| **ECN** | Economic Elective | 3 | | | |
| **GEO** | Geography Elective | 3 | | | |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | CIS, BIO, CHM, PHY or SCI Elective | 3 | | | |
| | MTH Elective | 3 | | | |
| | MTH Elective | 3 | | | |

### Exploring the Spiritual World - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | PHL Elective | 3 | | | |
| | RS Elective | 3 | | | |
| | RS Elective or PHL Elective | 3 | | | |

### Exploring the Arts and the Imagination - 12 Credits

| | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| | Foreign Language[1] | 3 | | | |
| | Foreign Language[1] | 3 | | | |
| | ENG Elective[2] | 3 | | | |

*[1] Must be two semesters of the same foreign language (SPA201 does not fulfill this requirement).*

*[2] Students must take a literature-based course.*

## MAJOR

### History - 30 Credits

| | | | | | |
|---|---|---|---|---|---|
| **HIS107** | World History I | 3 | | | |
| **HIS109** | World History II | 3 | | | |
| **HIS131** | American Civilization to 1877 | 3 | | | |
| **HIS132** | American Civilization from 1877 | 3 | | | |
| **HIS449** | Historiography | 3 | | | |
| **HIS4000** | Research Seminar Capstone | 3 | | | |
| **HIS** | Elective | 3 | | | |
| **HIS** | Elective | 3 | | | |
| **HIS** | Elective | 3 | | | |
| **HIS** | Elective | 3 | | | |

### PA State Certification in Social Studies - 42 Credits

| | | | | | |
|---|---|---|---|---|---|
| **EDU100** | Education in America | 3 | | | |
| **EDU222** | Adolescent Psychology | 3 | | | |
| **EDU300** | Pre-Student Teaching | 3 | | | |
| **EDU301** | Educational Psychology | 3 | | | |
| **EDU319** | Selected Topics in Sec Education | 3 | | | |
| **EDU325** | Secondary Methods & Materials | 3 | | | |
| **EDU351** | Meeting the Needs of English Language | 3 | | | |
| **EDU498** | Student Teaching & Professional Seminar[2] | 12 | | | |
| **SPE215** | Exceptional Person for Secondary Students | 3 | | | |
| **SPE231** | Mild/Moderate Disabilities | 3 | | | |
| **SPE331** | Implementing Inclusionary Practices for Mild/Moderate Population | 3 | | | |

*[2] Students must apply for approval through the School of Business and Education at the beginning of the spring semester (January/February) before the academic year they intend to take this course.*

Mary H. Van Brunt

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

**INTERNSHIP**- The school of Arts and Sciences recommends that all students complete a minimum of one internship for the bachelor degree program. An internship requires approval of the Dean.

**Highest math completed with C or better_____. Exempt from math placement____yes____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Education Requirement** - A student who receives a grade lower than a C+ in an education course will not be able to proceed to any other education course until the deficient course is repeated with a satisfactory grade of C+ or higher.

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). Furthermore, after a student has completed two 15-week semesters as a declared history major, the student must have achieved and thereafter maintain a minimum GPA of 2.5 in the major in order to remain in the history program. The minimum cumulative GPA is 3.0.

**Credit Requirements** - A minimum of 129 credits is required for this degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

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Office of the Registrar
Revised 6/24/2022

Gwynedd Mercy University

**School of Arts and Sciences**

# History

Secondary Education
Certification in Social Studies
Bachelor of Arts
With Special Education Certification Option
2021-2022 Curriculum

HIS.SPE.BA

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Arts in History with Secondary Education Certification and Special Education Certification. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

### Signature Seminar - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

### Exploring Society and Global Diversity - 15 Credits

| | | | | | |
|---|---|---|---|---|---|
| **SOC100** | Principles of Sociology | 3 | | | |
| **POL101** | American Government | 3 | | | |
| **PSY100** | General Psychology | 3 | | | |
| | Economic Elective | 3 | | | |
| | Geography Elective | 3 | | | |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | CIS, BIO, CHM, PHY or SCI Elective | 3 | | | |
| | MTH Elective | 3 | | | |
| | MTH Elective | 3 | | | |

### Exploring the Spiritual World - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | PHL Elective | 3 | | | |
| | RS Elective | 3 | | | |
| | RS Elective or PHL Elective | 3 | | | |

### Exploring the Arts and the Imagination - 12 Credits

| | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| | Foreign Language[1] | 3 | | | |
| | Foreign Language[1] | 3 | | | |
| | ENG Elective[2] | 3 | | | |

[1] *Must be two semesters of the same foreign language (SPA201 does not fulfill this requirement).*

[2] *Students must take a literature-based course*

## MAJOR

### History - 30 Credits

| | | | | | |
|---|---|---|---|---|---|
| **HIS107** | World History I | 3 | | | |
| **HIS109** | World History II | 3 | | | |
| **HIS131** | American Civilization to 1877 | 3 | | | |
| **HIS132** | American Civilization from 1877 | 3 | | | |
| **HIS449** | Historiography | 3 | | | |
| **HIS4000** | Research Seminar Capstone | 3 | | | |
| **HIS** | Elective | 3 | | | |
| **HIS** | Elective | 3 | | | |
| **HIS** | Elective | 3 | | | |
| **HIS** | Elective | 3 | | | |

### PA State Certification in Social Studies - 48 Credits

| | | | | | |
|---|---|---|---|---|---|
| **EDU100** | Education in America | 3 | | | |
| **EDU222** | Adolescent Psychology | 3 | | | |
| **EDU300** | Pre-Student Teaching | 3 | | | |
| **EDU301** | Educational Psychology | 3 | | | |
| **EDU319** | Selected Topics in Sec Education | 3 | | | |
| **EDU325** | Secondary Methods & Materials | 3 | | | |
| **EDU351** | Meeting the Needs of English Language | 3 | | | |
| **EDU498** | Student Teaching & Professional Seminar[3] | 12 | | | |
| **SPE215** | Exceptional Person for Secondary Students | 3 | | | |
| **SPE231** | Mild/Moderate Disabilities | 3 | | | |
| **SPE232** | Students with Complex Needs in the Educational Setting | 3 | | | |
| **SPE331** | Implementing Inclusionary Practices for Mild/Moderate Population | 3 | | | |
| **SPE332** | Assessment and Instruction for Students with Complex Needs | 3 | | | |

[3] *Students must apply for approval through the School of Business and Education at the beginning of the spring semester (January/February) before the academic year they intend to take this course.*

Mary H. Van Brunt

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

**INTERNSHIP**- The school of Arts and Sciences recommends that all students complete a minimum of one internship for the bachelor degree program. An internship requires approval of the Dean.

**Highest math completed with C or better_____. Exempt from math placement_____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Education Requirement** - A student who receives a grade lower than a C+ in an education course will not be able to proceed to any other education course until the deficient course is repeated with a satisfactory grade of C+ or higher.

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). Furthermore, after a student has completed two 15-week semesters as a declared history major, the student must have achieved and thereafter maintain a minimum GPA of 2.5 in the major in order to remain in the history program. The minimum cumulative GPA is 3.0.

**Credit Requirements** - A minimum of 135 credits is required for this degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

Processed by:_____

Office of the Registrar
Revised 6/24/2022

Gwynedd Mercy University

**School of Arts and Sciences**

# Liberal Studies

Associate of Arts
2022-2023 Curriculum
LIB.AA

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Associate of Arts in Liberal Studies. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 3 Credits

| | | |
|---|---|---|
| | SOC Elective | 3 |

### Exploring the Natural World, Mathematics & Technology - 3 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY or SCI Elective | 3 |

### Exploring the Spiritual World - 6 Credits

| | | |
|---|---|---|
| | PHL Elective | 3 |
| | RS Elective | 3 |

### Exploring the Arts and the Imagination - 6 Credits

| | | |
|---|---|---|
| | ENG, MUS, ART or Language Elective | 3 |
| | ENG, MUS, ART or Language Elective | 3 |

### Open Electives - 12 Credits

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |

## MAJOR

### Language, Literature and Fine Arts - 6 Credits

| | | |
|---|---|---|
| **ENG** | Literature Elective | 3 |
| | LLFA Elective | 3 |

### Humanities - 12 Credits

| | | |
|---|---|---|
| | HIS Elective | 3 |
| | GEO, HIS, PHL, POL or RS Elective | 3 |
| | GEO, HIS, PHL, POL or RS Elective | 3 |
| | GEO, HIS, PHL, POL or RS Elective | 3 |

### Behavioral & Social Sciences - 3 Credits

| | | |
|---|---|---|
| **PSY100** | General Psychology | 3 |

Mary H. Van Brunt

**Grade/GPA Requirement** - The minimum passing grade within the concentration is C (a grade of C- is not acceptable). The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 63 credits is required for this degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Arts and Sciences**

# Natural Science
# Associate of Science
2022-2023 Curriculum
NSC.AS

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

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 3 Credits

| | | |
|---|---|---|
| | HIS, PSY or SOC | 3 |

### Exploring the Natural World, Mathematics &Technology - 7 Credits

| | | |
|---|---|---|
| **MTH234** | Probability & Statistics | 3 |
| **MTH245** | Calculus I | 4 |

### Exploring the Spiritual World - 6 Credits

| | | |
|---|---|---|
| | PHL Elective | 3 |
| | RS Elective | 3 |

### Exploring the Arts and the Imagination - 3 Credits

| | | |
|---|---|---|
| | ENG Elective | 3 |

## MAJOR

### Biology - 8 Credits

| | | |
|---|---|---|
| **BIO203** | General Biology I | 3 |
| **BIO203L** | General Biology I Lab | 1 |
| **BIO204** | General Biology II | 3 |
| **BIO204L** | General Biology II Lab | 1 |

### Chemistry - 16 Credits

| | | |
|---|---|---|
| **CHM151** | Principles of Chemistry I | 3 |
| **CHM151L** | Principles of Chemistry I Lab | 1 |
| **CHM152** | Principles of Chemistry II | 3 |
| **CHM152L** | Principles of Chemistry II Lab | 1 |
| **CHM203** | Organic Chemistry I | 3 |
| **CHM203L** | Organic Chemistry I Lab | 1 |
| **CHM204** | Organic Chemistry II | 3 |
| **CHM204L** | Organic Chemistry II Lab | 1 |

### Science Electives - 7-8 credits

**Select science electives from the courses listed below.**

| | | |
|---|---|---|
| | Elective | 3-4 |
| | Elective | 4 |

**Science Electives:**

BIO302 Vertebrate Anatomy/Lab
BIO305 Biology of Microorganisms/Lab
BIO230 Ecology/Lab
BIO402 Mol Biology of Cell/Lab
BIO251 Genetics/Lab
BIO415 Dev Biology/Lab
CHM301 Biochemistry I/Lab
PHY241 General Physics I/Lab
PHY242 General Physics II/Lab
CHM302 Biochemistry II

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). This includes MTH 234 and MTH 245. The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 62 credits is required for this degree.

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

Mary H. Van Brunt

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Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Arts and Sciences**

# Philosophy

Bachelor of Arts
2021-2022 Curriculum
PHL.BA

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Arts in Philosophy. Additional policies and procedures may be found in the current University Catalog. See Pre-Law Curriculum Sheet for option requirements.

**GMC: Growing Mercy Connection**

**GENERAL EDUCATION AND CORE CURRICULUM**

**Skills for Exploring - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

**Signature Seminar - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

**Exploring Society and Global Diversity - 18 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **PSY100** | General Psychology | 3 | | | |
| **SOC100** | Principles of Sociology | 3 | | | |
| **SOC150** | Social Psychology | 3 | | | |
| | HIS Elective | 3 | | | |
| | SOC Elective | 3 | | | |
| | HIS, GEO, ECO, POL Elective | 3 | | | |

**Exploring the Natural World, Mathematics &Technology - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | CIS Elective | 3 | | | |
| | MTH Elective | 3 | | | |
| | BIO, CHM, PHY or SCI Elective | 3 | | | |

**Exploring the Spiritual World - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | PHL Elective | 3 | | | |
| | RS Elective | 3 | | | |
| | RS or PHL Elective | 3 | | | |

**Exploring the Arts and the Imagination - 15 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| | Foreign Language[1] | 3 | | | |
| | Foreign Language[1] | 3 | | | |
| | ENG, MUS, or ART Elective | 3 | | | |
| | ENG, MUS, or ART Elective | 3 | | | |

[1] *must be two semesters of the same foreign language (SPA201 does not fulfill this requirement)*

**Open Electives - 32 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 2 | | | |

**MAJOR**

**Philosophy - 30 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **PHL201** | Ancient Philosophy | 3 | | | |
| **PHL202** | Medieval Philosophy | 3 | | | |
| **PHL240** | Logic | 3 | | | |
| **PHL305** | Contemporary Philosophy | 3 | | | |
| **PHL313** | Modern Philosophy | 3 | | | |
| **PHL4000** | Capstone Seminar | 3 | | | |
| **PHL** | Elective (200-level or higher)* | 3 | | | |
| **PHL** | Elective (200-level or higher)* | 3 | | | |
| **PHL** | Elective (200-level or higher)* | 3 | | | |
| **PHL** | Elective (200-level or higher)* | 3 | | | |

**Choose from the following options: PHL207, 211, 225, 234, 250, 299, 308, 310, 314, 325, 330, 420, 430, 437, 439.*

Mary H. Van Brunt

**Grade/GPA Requirement -** The minimum passing grade within the major is C (a grade of C- is not acceptable). The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.
**Credit Requirements -** A minimum of 125 credits is required for this degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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Gwynedd Mercy University

**School of Arts and Sciences**

# Psychology

Bachelor of Arts or Science

Pre-Law Option Available

2022-2023 Curriculum

PSY.BA, PSY.BS

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

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **PSY100** | General Psychology | 3 |
| **SOC100** | Principles of Sociology | 3 |
| | HIS Elective | 3 |

### Exploring the Natural World, Mathematics &Technology

**BS requries - 15 credits** **BA requires - 9 credits**

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI Elective [1] | 3 |
| | MTH Elective [1] | 3 |
| | CIS Elective [1] | 3 |
| | Natural & Computational Science Elective [2] | 3 |
| | Natural & Computational Science Elective [2] | 3 |

[1] *Electives for both majors*

[2] *Electives for BS majors only*

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| | PHL Elective | 3 |
| | RS Elective | 3 |
| | RS Elective or PHL Elective | 3 |

### Exploring the Arts and the Imagination

**BS requires - 12 credits** **BA requires - 15 credits**

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| | ENG, MUS, ART or Language Elective | 3 |
| | ENG, MUS, ART or Language Elective (BA only)[1] | 3 |
| | ENG Elective[2] | 3 |
| | ENG, MUS, ART or Language Elective | 3 |

[1] *BA students must take two semesters of a same foreign language.*

[2] *Students must take a literature based course.*

### Open Electives

**BS requires 19-20 credits** **BA requires 22-23 credits**

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 2 |

## MAJOR

### Psychology - 48-49 Credits

| | | |
|---|---|---|
| **PSY111** | Statistics | 3 |
| **PSY150** | Social Psychology | 3 |
| **PSY200** | Developmental Psychology | 3 |
| **PSY210** | Abnormal Psychology | 3 |
| **PSY211** | Fund of Biopsychology | 3 |
| **PSY312** | Research Methods | 3 |
| **PSY314** | Ethical Issues in Behavioral/Social Sciences | 3 |
| **PSY320** | Experimental Psychology | 3 |
| **PSY322** | Psychology of Personality | 3 |
| **PSY370** | History of Psychology | 3 |
| **PSY435** | Psychology Practicum | 3-4 |
| **PSY4000** | Capstone | 3 |
| **PSY** | Elective | 3 |
| **PSY** | Elective | 3 |
| **PSY** | Elective | 3 |
| **PSY** | Elective | 3 |

**Credit Requirements** - A minimum of 125 credits is required for this degree.

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

**Highest math completed with C or better_____.**
**Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____.**
**Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

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Gwynedd Mercy University

**School of Arts and Sciences**

# Public Health

Bachelor of Science
2022-2023 Curriculum
PUBHLT.BS

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

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE 1000** | First Year Experience | 2 |
| **FYE 1001** | First Year Experience Service | 1 |
| **ENG 101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| | HIS Elective | 3 |
| **SOC 100** | Principles of Sociology | 3 |
| **PSY 111** | Statistics<br>(or HIS, PSY, SOC, POL or GEO Elective if take MTH 234) | 3 |

### Exploring the Natural World, Mathematics &Technology - 10 Credits

| | | |
|---|---|---|
| **MTH 234** | Probability & Statistics<br>(or MTH elective if take PSY 111) | 3 |
| **BIO107 & 107L or BIO 203 & 203L** | Human Anatomy and Physiology I &<br>Human Anatomy and Physiology I Lab<br>or<br>General Biology &<br>General Biology Lab | 4 |
| **CIS 102** | Emerging Internet Technologies | 3 |

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| | PHL Elective | 3 |
| | RS Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 12 Credits*

| | | |
|---|---|---|
| **ENG 200** | Public Speaking | 3 |
| | ENG elective - Literature | 3 |
| | ENG, MUS, ART or Language elective | 3 |
| | ENG, MUS, ART or Language elective | 3 |

* Students are encouraged, but not required, to complete 6 credits of Language electives if not fluent in a second language

## MAJOR

### Public Health - 48 Credits

| | | |
|---|---|---|
| **PUB 100** | Introduction to Public Health | 3 |
| **PUB 200** | Health Behavior & Health Education | 3 |
| **PUB 210** | Public Health Policy & Advocacy | 3 |
| **PUB 220** | Community Needs & Capacity Assessment | 3 |
| **PUB 230** | Environmental Health | 3 |
| **PUB 240** | Human Disease & Disease Prevention | 3 |
| **PUB 250** | Health Communication Strategies | 3 |
| **PUB 300** | Managing Public Health Organizations | 3 |
| **PUB 310** | Introduction to Epidemiology | 3 |
| **PUB 320** | Public Health Research Methods | 3 |
| **PUB 330** | Planning & Evaluating Public Health Interventio | 3 |
| **PUB** | Public Health Elective | 3 |
| **PUB** | Public Health Elective | 3 |
| **PUB 480** | Public Health Professional Seminar | 3 |
| **PUB 490** | Public Health Internship | 3 |
| **PUB 495** | Public Health Capstone | 3 |

### Open Electives - 21 Credits*

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |

* Students are encouraged, but not required, to select a minor

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**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). This includes MTH 234 or PSY 111. The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 121 credits is required for this degree.

Students approved for Early Entry to the Master of Public Health program may take up to 12 credits of coursework from the Master of Public Health degree program. These PUB-600 level courses may be substituted for undergraduate public health or open electives to count towards the required credit hours of the bachelor's degree.

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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Gwynedd Mercy University

# Social Work

Bachelor of Social Work
2021-2022 Curriculum
SWK.BSW

## School of Arts and Sciences

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Social Work. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

### Signature Seminar - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

### Exploring Society and Global Diversity - 12 Credits

| | | | | | |
|---|---|---|---|---|---|
| SOC 100 | Principles of Sociology | 3 | | | |
| **PSY100** | General Psychology | 3 | | | |
| **PSY111** | Statistics | 3 | | | |
| | HIS Elective | 3 | | | |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | BIO, CHM, PHY or SCI Elective | 3 | | | |
| | | | | | |
| | CIS Elective | 3 | | | |
| | MTH Elective | 3 | | | |

### Exploring the Spiritual World - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | PHL Elective | 3 | | | |
| | RS Elective | 3 | | | |
| | RS Elective or PHL Elective | 3 | | | |

### Exploring the Arts and the Imagination- 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| | ENG Elective- Literature | 3 | | | |
| | Foreign Language | 3 | | | |

### Open Electives- 15 Credits

| | | | | | |
|---|---|---|---|---|---|
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |

## MAJOR

### Social Work - 54 Credits

| | | | | | |
|---|---|---|---|---|---|
| **SWK201** | Intro to Social Work | 3 | | | |
| **SWK202** | Human Behavior in the Social Environment I | 3 | | | |
| **SWK203** | Difference and Diversity | 3 | | | |
| **SWK205** | Human Behavior in the Social Environment II | 3 | | | |
| **SWK212** | Counseling and Communication Skills | 3 | | | |
| **SWK241** | Marriage and Family Systems | 3 | | | |
| **SWK301** | Generalist Social Work Practice | 3 | | | |
| **SWK304** | Social Work Policy and Administration | 3 | | | |
| **SWK305** | Mental Health Practice | 3 | | | |
| **SWK400** | Social Work Research Methods | 3 | | | |
| **SWK435** | Social Work Field Placement I | 5 | | | |
| **SWK436** | Social Work Field Placement II | 5 | | | |
| **SWK445** | Field Placement Seminar I | 1 | | | |
| **SWK446** | Field Placement Seminar II | 1 | | | |
| **PSY 321** | Group Processes | 3 | | | |
| **SWK4000** | Capstone | 3 | | | |
| | PSY,SOC, CRJ, SWK Elective | 3 | | | |
| | PSY,SOC, CRJ, SWK Elective | 3 | | | |

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**Grade/GPA Requirement** - The minimum passing grade within the major concentration is C (a grade of C- is not acceptable). The student must maintain a minimum overall GPA of 2.5 with a GPA of 2.67 in the major courses in order to remain in the social work program.

**Credit Requirements** - A minimum of 120 credits is required for the bachelor degree.

**Highest math completed with C or better_____. Exempt from math placement____yes____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

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Gwynedd Mercy University

**School of Arts and Sciences**

# Biological Sciences

Minor

2022-2023 Curriculum

BIO

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into a baccalaureate program other than Biology may earn a minor in Biological Sciences by completing 20-24 credits in Biology and Chemistry.**

| | | |
|---|---|---|
| BIO203 | General Biology I | 3 |
| BIO203L | General Biology I Lab | 1 |
| BIO204 | General Biology II | 3 |
| BIO204L | General Biology II Lab | 1 |
| BIO | 300 or 400 Level Elecitve* | 3-4 |
| BIO | 300 or 400 Level Elecitve* | 3-4 |
| BIO | 300 or 400 Level Elecitve | 3-4 |
| BIO | 300 or 400 Level Elecitve | 3-4 |

*may include BIO230/230L and BIO251/251L

A maximum of 6 credits may be transferred from another University.
A minimum grade of "C" must be earned for each course.
"C-" is not acceptable.

Mary H. VanBuren

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6/24/2022

Gwynedd Mercy University

**School of Arts and Sciences**

**Chemistry**
Minor
2022-2023 Curriculum
CHM

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into a baccalaureate program may earn a minor in Chemistry by completing 23 credits in Chemistry.**

| | | | | | |
|---|---|---|---|---|---|
| CHM151 | Principles of Chemistry I | 3 | | | |
| CHM151L | Principles of Chemistry I Lab | 1 | | | |
| CHM152 | Principles of Chemistry II | 3 | | | |
| CHM152L | Principles of Chemistry II Lab | 1 | | | |
| CHM203 | Organic Chemistry I | 3 | | | |
| CHM203L | Organic Chemistry I Lab | 1 | | | |
| CHM204 | Organic Chemistry II | 3 | | | |
| CHM204L | Organic Chemistry II Lab | 1 | | | |
| CHM301 | Biochemistry I | 3 | | | |
| CHM301L | Biochemical Techniques Lab | 1 | | | |
| CHM302 | Biochemistry II | 3 | | | |

A maximum of 6 credits may be transferred from another University.
A minimum grade of "C" must be earned for each course.
"C-" is not acceptable.

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Gwynedd Mercy University

**School of Arts and Sciences**

# Computer Information Science

Minor

2022-2023 Curriculum

CIS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

A minimum of 18 credits is required for the minor in CIS.

A maximum of 6 credits may be transferred from another University.

All prerequisites for the chosen courses must be satisfied.

A minimum grade of "C" must be earned for each course.

"C-" is not acceptable.

**Course substitutions will be considered at the discretion of the Program Coordinator.**

### Minor - 18 credits

| | | |
|---|---|---|
| CIS104 | Programming I | 3 |
| CIS114 | Web Design I | 3 |
| CIS215 | Intro to Relational Databases | 3 |
| CIS321 | Computer Organization | 3 |
| CIS | Elective (200 level or higher) | 3 |
| CIS | Elective (200 level or higher) | 3 |

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Gwynedd Mercy University

**School of Arts and Sciences**

# Counseling and Interpersonal Relations

Minor

2022-2023 Curriculum

CNSIP

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

Students accepted into a baccalaureate program may earn a minor in Counseling and Interpersonal Relations with courses totaling 18 credits.

PSY100 General Psychology is a pre-requisite for the minor in Counseling and Interpersonal Relations.

A maximum of 6 credits may be transferred into the minor from another institution.

Transfer credits are not accepted for foundation courses: Counseling and Communication Skills (212) and Group Process (321).

A minimum grade of C must be earned for each course. A C- is not acceptable.

Students must maintain a minimum cumulative gpa of 2.0 to successfully complete the minor.

Mary H. Van Brunt

**Foundation courses (required) - 9 credits**

| | | |
|---|---|---|
| **PSY 200, SWK 202 or PSY 202 (Nursing only)** | | 3 |
| **PSY212** | Counseling & Communication Skills | 3 |
| **PSY321** | Group Processes | 3 |

**Concentration - 9 credits**

**Complete all three courses in one concentration or any three courses from across concentrations**

**Mental Health Concentration**

| | | |
|---|---|---|
| **PSY/SWK 206** | Intro to Trauma Informed Care | 3 |
| **PSY 210** | Abnormal Psychology | 3 |
| **PSY 304** | Positive Psychology and Mindfulness | 3 |

**Child and Family Concentration**

| | | |
|---|---|---|
| **PSY 221** | Child Psychology | 3 |
| **PSY 222** | Adolescent Psychology | 3 |
| **SWK 241** | Marriage and Family | 3 |

**Special Populations Concentration**

| | | |
|---|---|---|
| **PSY 300** | Addictions, Dynamcs, and Interventions | 3 |
| **PSY 437** | Psychology of Diversity or | 3 |
| **SWK 203** | Difference and Diversity | 3 |
| **CRJ 205** | Domestic Violence and Stalking | 3 |

Gwynedd Mercy University

**School of Arts and Sciences**

# Criminal Justice

Minor

2022-2023 Curriculum

CRJ

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into the baccalaureate program other than Criminal Justice may earn a minor in Criminal Justice by completing 18 credits.**

| | | |
|---|---|---|
| CRJ102 | Introduction to Criminal Justice | 3 |
| CRJ215 | Criminology | 3 |
| CRJ216 | Race, Class, and Ethnicity | 3 |
| CRJ | Elective | 3 |
| CRJ | Elective | 3 |
| CRJ | Elective | 3 |

A minimum of 18 credits is required for the minor in Criminal Justice.

A maximum of 6 credits may be transferred from another University.

All prerequisites for the chosen courses must be satisfied.

A minimum grade of "C" must be earned for each course.
"C-" is not acceptable.

Mary H. Van Brunt

Students approved for Early Entry to the Master of Public Health program may take up to 12 credits of coursework from the Master of Public Health degree program. These PUB-600 level courses may be substituted for undergraduate open electives to count towards the required credit hours of the bachelor's degree.

Gwynedd Mercy University

**School of Arts and Sciences**

**History**
Minor
2022-2023 Curriculum
HIS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into a baccalaureate program other than History may earn a minor in history by completing 6 courses (18 credits) in History.**

| | | |
|---|---|---|
| HIS107 | World History I | 3 |
| HIS109 | World History II | 3 |
| HIS131 | American Civilization to 1877 | 3 |
| HIS132 | American Civilization from 1877 | 3 |
| HIS | Elective | 3 |
| HIS | Elective | 3 |

A maximum of 6 credits may be transferred from another University.
A minimum grade of "C" must be earned for each course.
"C-" is not acceptable.

Mary H. Van Brunt

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Gwynedd Mercy University

**School of Arts and Sciences**

# Mathematics

Minor

2022-2023 Curriculum

MTH

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into a baccalaureate program other than Mathematics may earn a minor in Mathematics by completing 20 credits in Mathematics.**

A maximum of 8 credits may be transferred
All prerequisites for the chosen courses must be satisfied.

A minimum grade of "C" must be earned for "C-" is not acceptable.

### Minor - 20 credits

| | | |
|---|---|---|
| MTH245 | Calculus I | 4 |
| MTH246 | Calculus II | 4 |
| | MTH Elective | 3 |
| | MTH Elective | 3 |
| | MTH Elective | 3 |
| | MTH Elective | 3 |

**12 credits of electives selected from the following:**

| | | |
|---|---|---|
| MTH231 | Discrete Mathematics | 3 |
| MTH234 | Probability and Statistics | 3 |
| MTH235 | Linear Algebra | 3 |
| MTH301 | Multivariable Calculus | 3 |
| MTH302 | Differential Equations | 3 |
| MTH303 | College Geometry | 3 |
| MTH304 | Number Theory | 3 |
| MTH305 | Sets, Relations and Functions | 3 |
| MTH401 | Abstract Algebra | 3 |
| MTH407 | Probability Theory | 3 |
| MTH437 | Special Topcs | 3 |

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Gwynedd Mercy University

**School of Arts and Sciences**

**Microbiology**
Minor
2022-2023 Curriculum
MCBIO

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into a baccalaureate program may earn a minor in microbiology by completing 19 credits in biology.**

**All students complete all of the following:**

| | | | |
|---|---|---|---|
| BIO305 | Biology of Microorganisms[1] | 3 | |
| BIO305L | Biology of Microorganisms Lab[1] | 1 | |
| BIO311 | Virology | 3 | |
| BIO307 | Eukaryotic Microbiology | 3 | |
| BIO 313 | Immunology | 3 | |
| BIO 414 | Infectious Disease | 3 | |
| BIO421 or BIO440 | Biology Research or Internship[2] | 3 | |

[1] *BIO305 and 305L must be taken together.*

[2] *Internship or Research must be in microbiology research.*

A maximum of 6 credits may be transferred from another University.
A minimum grade of "C" must be earned for each course.
"C-" is not acceptable.

Mary H. VanBuren

Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Arts and Sciences**

**Music**
Minor
2022-2023 Curriculum

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into a baccalaureate program may earn a minor in Music by completing 18 credits in Music**

| | | |
|---|---|---|
| MUS100 | Glee Club | 6 |
| MUS104 | Music Appreciation I | 3 |
| MUS107 | Music Therapy | 3 |
| MUS203 | Intro to Broadway Musicals | 3 |
| MUS299 | Piano Class | 3 |

A maximum of 6 credits may be transferred from another University.
A minimum grade of "C" must be earned for each course.
"C-" is not acceptable.

**If 3 credits in Glee Club - the following course is required:**

| | | |
|---|---|---|
| SEM214 | Divas of Music: From Bingen to Beyonce | 3 |

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Gwynedd Mercy University

**School of Arts and Sciences**

# Philosophy

Minor

2022 -2023 Curriculum

PHL

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into the baccalaureate program may earn a minor in Philosophy by completing 18 credits in Philosophy**

| | | |
|---|---|---|
| PHL201 | Ancient Philosophy[1] | 3 |
| PHL313 | Modern Philosophy[2] | 3 |
| PHL240 | Logic | 3 |
| | PHL Elective | 3 |
| | PHL Elective | 3 |
| | PHL Elective | 3 |

[1] PHL 202 Medieval Philosophy may be substituted.

[2] PHL 305 Contemporary Philosophy may be substituted.

A minimum of 18 credits is required for the minor in Philosophy.

A maximum of 6 credits may be transferred from another University.

All prerequisites for the chosen courses must be satisfied.

A minimum grade of "C" must be earned for each course.
"C-" is not acceptable.

Mary H. VanBuren

Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Arts and Sciences**

**Psychology**
Minor
2022-2023 Curriculum
PSY

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into the baccalaureate program may earn a minor in Psychology by completing 18 credits in Psychology.**

| | | |
|---|---|---|
| PSY100 | General Psychology | 3 |
| PSY111 | Statistics | 3 |
| PSY | Psych Elective | 3 |
| PSY | Psych Elective | 3 |
| PSY | Psych Elective | 3 |
| PSY | Psych Elective | 3 |

A minimum of 18 credits is required for the minor in Psychology.

A maximum of 6 credits may be transferred from another University.

All prerequisites for the chosen courses must be satisfied.

A minimum grade of "C" must be earned for each course.
"C-" is not acceptable.

Mary H. Van Brunt

Gwynedd Mercy University

**School of Arts and Sciences**

**Religious Studies**
Minor
2022-2023 Curriculum
RS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Arts and Sciences. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into a baccalaureate program may earn a minor in Religious Studies by completing 6 courses (18 credits) in Religious Studies.**

A maximum of 6 credits may be transferred from another University.
A minimum grade of "C" must be earned for each course.
"C-" is not acceptable.

| | | |
|---|---|---|
| RS2000 | Encountering Sacred Writings | 3 |
| RS111 | History of Christianity | 3 |
| RS231 | Bioethics | 3 |

***Select one of the following***

| | | |
|---|---|---|
| RS105 | Life & Meaning of Jesus | 3 |
| RS120 | Contemporary Moral Problems | 3 |

***Select one of the following***

| | | |
|---|---|---|
| RS241 | Theology of Suffering | 3 |
| RS256 | Christian Feminism | 3 |

***Select one of the following***

| | | |
|---|---|---|
| RS115 | World Religions | 3 |
| RS160 | Religions in America | 3 |

Mary H. Van Brunt

Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Business and Education**

**Accounting**
Bachelor of Science
2022-2023 Curriculum
ACC.BS

**(Non-CPA Track)**

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

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Exploring the Natural World, Mathematics &Technology - 9 Cedits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

**Internship -** One internship is required.

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Accounting Core - 33 Credits

| | | |
|---|---|---|
| **ACC205** | Intermediate Accounting I | 3 |
| **ACC206** | Intermediate Accounting II | 3 |
| **ACC301** | Managerial Accounting | 3 |
| **ACC305** | Cost Accounting | 3 |
| **ACC315** | Personal Taxes | 3 |
| **ACC316** | Investment & Business Taxation | 3 |
| **ACC405** | Advanced Accounting | 3 |
| **ACC406** | Auditing/Fraud | 3 |
| **ACC317** | Accounting Information Systems | 3 |
| **ACC440** | Internship | 6 |

### Management Core - 24 Credits

| | | |
|---|---|---|
| **BUS207** | Principles of Marketing | 3 |
| **BUS230** | Business Law | 3 |
| **BUS205** | Principles of Management | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies - Capstone | 3 |

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). 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 BS degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**
**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

Mary H. Van Brunt

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Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Business and Education**

# Accounting

Bachelor of Science
**(Non-CPA Track)**
2022-2023 Curriculum
ACC.41MBA.BS

**MBA 4+1 Option**

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Accounting with MBA 4+1 option. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 6 Credits**

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

**Signature Seminar - 6 Credits**

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

**Exploring Society and Global Diversity - 9 Credits**

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

**Exploring the Natural World, Mathematics &Technology - 9 Cedits**

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

**Exploring the Spiritual World - 9 Credits**

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

**Exploring the Arts and the Imagination - 9 Credits**

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

## MAJOR

**Prerequisites - 15 Credits**

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

Accounting Core - 33 Credits

| | | |
|---|---|---|
| **ACC205** | Intermediate Accounting I | 3 |
| **ACC206** | Intermediate Accounting II | 3 |
| **ACC301** | Managerial Accounting | 3 |
| **ACC305** | Cost Accounting | 3 |
| **ACC315** | Personal Taxes | 3 |
| **ACC316** | Investment & Business Taxation | 3 |
| **ACC405** | Advanced Accounting | 3 |
| **ACC406** | Auditing/Fraud Accounting | 3 |
| **ACC317** | Accounting Information Systems | 3 |
| **ACC440** | Internship | 6 |

**Management Core - 24 Credits**

| | | |
|---|---|---|
| **BUS207** | Principles of Marketing | 3 |
| **BUS230** | Business Law | 3 |
| **BUS205** | Principles of Management | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies and Strategies - Capstone | 3 |

**MBA 4+1 Option - 12 Credits**

| | | |
|---|---|---|
| **MBA610** | Strategic Management | 3 |
| **MBA620** | Accounting for Decision Makers | 3 |
| **MBA630** | Marketing Planning | 3 |
| **MBA640** | Managing Business Operations | 3 |

**Internship -** One internship is required.

**Grade/GPA Requirement** - The minimum passing grade within the undergraduate major is C (a grade of C- is not acceptable). (A minimum passing grade in the MBA courses is B (a grade of B- is not acceptable). The minimum major GPA is 2.0, minimum MBA option GPA is 3.0, and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 120 credits is required for the bachelor degree. Students must take 132 credits to complete the MBA 4+1 option.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**
**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

Mary H. VanBuren

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Gwynedd Mercy University

**School of Businessand Education**

# Accounting CPA Track

Bachelor of Science
2022-2023 Curriculum
ACC.CPA.BS

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

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

### Exploring the Spiritual World- 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG** | ENG Elective | 3 |
| **ENG200** | Public Speaking | 3 |
| | ENG, MUS, ART, or Language | 3 |

### Open Electives - 6 Credits

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Accounting Core - 33 Credits

| | | |
|---|---|---|
| **ACC205** | Intermediate Accounting I | 3 |
| **ACC206** | Intermediate Accounting II | 3 |
| **ACC301** | Managerial Accounting | 3 |
| **ACC305** | Cost Accounting | 3 |
| **ACC315** | Personal Taxes | 3 |
| **ACC316** | Investment & Business Taxation | 3 |
| **ACC317** | Accounting Information Systems | 3 |
| **ACC405** | Advanced Accounting | 3 |
| **ACC406** | Auditing/Fraud | 3 |
| **ACC440** | Internship | 6 |

### Management Core - 24 Credits

| | | |
|---|---|---|
| **BUS207** | Principles of Marketing | 3 |
| **BUS230** | Business Law | 3 |
| **BUS205** | Principles of Management | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies - Capstone | 3 |

### CPA Track Option - 24 Credits

| | | |
|---|---|---|
| **ACC207** | Intermediate Accounting III | 3 |
| **ACC408** | Advanced Accounting II | 3 |
| **ACC441** | Intership in Public Accounting | 3 |
| **BUS313** | Investments | 3 |
| **BUS314** | International Finance | 3 |
| **BUS318** | Operations Management | 3 |
| **BUS212** | International Business | 3 |
| **BUS376** | Employee Benefits | 3 |

**INTERNSHIP** - The School of Business and Education recommends that all students complete a minimum of one internship for the bachelor degree program. An internship requires approval of the Dean.

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable).

**Credit Requirements** - A minimum of 150 credits is required for the CPA option. The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

Mary H. Van Brunt

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Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Business and Education**

# Accounting

Bachelor of Science
(CPA Track)
MBA 4+1
2022-2023 Curriculum
ACC.CPA.41MBA.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Accounting with MBA 4+1 option. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

### Exploring the Spiritual World- 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

Mary H. Van Brunt

**INTERNSHIP** - One Internship is required.

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Accounting Core - 33 Credits

| | | |
|---|---|---|
| **ACC205** | Intermediate Accounting I | 3 |
| **ACC206** | Intermediate Accounting II | 3 |
| **ACC301** | Managerial Accounting | 3 |
| **ACC305** | Cost Accounting | 3 |
| **ACC315** | Personal Taxes | 3 |
| **ACC316** | Investment & Business Taxation | 3 |
| **ACC317** | Accounting Information Systems | 3 |
| ACC405 | Advanced Accounting | 3 |
| **ACC406** | Auditing/Fraud | 3 |
| **ACC 440** | INTERNSHIP | 6 |

### Management Core - 24 Credits

| | | |
|---|---|---|
| **BUS207** | Principles of Marketing | 3 |
| **BUS230** | Business Law | 3 |
| **BUS205** | Principles of Management | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies - Capstone | 3 |

### CPA Track Option - 18 Credits

| | | |
|---|---|---|
| **ACC207** | Intermediate Accounting III | 3 |
| **ACC408** | Advanced Accounting II | 3 |
| **ACC441** | Intership in Public Accounting | 3 |
| **BUS313** | Investments | 3 |
| **BUS314** | International Finance | 3 |
| **BUS376** | Employee Benefits | 3 |

### MBA 4+1 Option - 12 Credits

| | | |
|---|---|---|
| **MBA610** | Strategic Management | 3 |
| **MBA620** | Accounting for Decision Makers | 3 |
| **MBA630** | Marketing Planning | 3 |
| **MBA640** | Managing Business Operations | 3 |

**Highest math completed with C or better_____. Exempt from math placement_____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Grade/GPA Requirement** - The minimum passing grade within the undergraduate major is C (a grade of C- is not acceptable). A minimum passing grade in the MBA courses is B (a grade of B- is not acceptable). The minimum major GPA is 2.0, minimum MBA option GPA is 3.0, and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 138 credits is required for the bachelor degree. Twelve (12) MBA credits would be included in the 150 credit requirement

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

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Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Business and Education**

# Business Administration

Concentration in Healthcare Admin
Bachelor of Science
2022-2023 Curriculum
BUSAD.HCA.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Business Administration with a Concentration in Health Administration. Additional policies and procedures may be found in the current ***University Catalog*** .

## GMercyU: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### General Education - 45 credits

**Skills for Exploring - 3 credits**

| | | |
|---|---|---|
| **ENG101** | College English | 3 |

**Signature Seminar - 6 credits**

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

**Exploring Society and Global Diversity - 9 credits**

| | | |
|---|---|---|
| **HIS** | HIS Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

**Exploring the Natural World, Mathematics and Technology - 9 credits**

| | | |
|---|---|---|
| **MTH120** | Contemporary Math for Business[3] | 3 |
| | CIS, MTH, or a Natural Science | 3 |
| | CIS, MTH, or a Natural Science | 3 |

**Exploring the Spiritual World - 9 credits**

| | | |
|---|---|---|
| | REL/PHL Elective | 3 |
| | REL/PHL Elective | 3 |
| | REL/PHL Elective | 3 |

**Exploring the Arts and the Imagination - 9 credits**

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| | ENG/MUS/ART/COM or Language | 3 |
| | ENG/MUS/ART/COM or Language | 3 |

**Open Electives - 29 credits**

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 2 |

### MAJOR

**Business Pre-Requisite - 12 credits**

| | | |
|---|---|---|
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |
| **ACC105** | Principles of Accounting I[4] | 3 |
| **ACC106** | Principles of Accounting I[4] | 3 |

**Business Core - 34 credits**

| | | |
|---|---|---|
| **BUS213** | Principles of Human Resources Mgt | 3 |
| **BUS310** | Principles of Finance[3] | 3 |
| **BUS323** | Business Management & Leadership | 3 |
| **BUS342** | Business Statistics | 3 |
| **BUS378** | Healthcare Risk Management | 3 |
| **BUS405** | Marketing Management | 3 |
| **BUS4001** | Seminar: Bus Pol & Strategies | 4 |
| **ACC302** | Financial Accounting[4] | 3 |
| **HA312** | Health Care Planning | 3 |
| **HA401** | Health Care Financial Planning | 3 |
| **HA402** | Legal Issues in Health Administration | 3 |

**Credit Requirement**

**A minimum of 120 credits is required for this degree.**

**A minimum of 45 credits completed at GMercyU is required for the bachelor degree.**

**Grade Requirement**

**The minimum passing grade within the major is C. A grade of C- is not acceptable.**

**GPA Requirement**

**The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.**

Mary H. Van Brunt

**Notations**

[1]Pre and co-requisites may be satisfied through transfer credits, course completion, challenge examinations, and/or portfolio analysis.

[3]MTH120 Contemporary Math for Business (or an equivalent mathematics course) is a pre-requisite for BUS310 Principles of Finance.

[4]ACC105 Principles of Accounting I and ACC106 Principles of Accounting II are pre-requisites for ACC302 Financial Accounting. ACC302 may not be taken until ACC105 and ACC106 are satisfactorily completed.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**
**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

Processed by:_____Date:_____

Office of the Registrar
6/24/2022

Gwynedd Mercy University

School of Business and Education

# Business Administration

Concentration in Organizational Management
Bachelor of Science
2022-2023 Curriculum
BUSAD.ORG

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Business Administration with a Concentration in Organizational Management. Additional policies and procedures may be found in the current ***University Catalog*** .

## GMercyU: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM
## General Education - 45 Credits

### Skills for Exploring - 3 credits

| | | |
|---|---|---|
| **ENG101** | College English | 3 |

### Signature Seminar - 6 credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 credits

| | | |
|---|---|---|
| | HIS Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Exploring the Natural World, Mathematics and Technology - 9 credits

| | | |
|---|---|---|
| **MTH120** | Contemporary Math for Business | 3 |
| | CIS/MTH or Natural Science | 3 |
| | CIS/MTH or Natural Science | 3 |

### Exploring the Spiritual World - minimum of 9 credits

| | | |
|---|---|---|
| | REL/PHL Elective | 3 |
| | REL/PHL Elective | 3 |
| | REL/PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| | ENG/MUS/ART/COM | 3 |
| | ENG/MUS/ART/COM | 3 |

### Open Electives - 29 credits

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 2 |

## MAJOR
### Business Pre-Requisite - 12 credits

| | | |
|---|---|---|
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |
| **ACC105** | Principles of Accounting I[4] | 3 |
| **ACC106** | Principles of Accounting II[4] | 3 |

### Business Core - 34 credits

| | | |
|---|---|---|
| **BUS214** | Business Ethics | 3 |
| **BUS310** | Principles of Finance[3] | 3 |
| **BUS312** | Managerial Finance | 3 |
| **BUS212** | International Business | 3 |
| **BUS323** | Business Management & Leadership | 3 |
| **BUS342** | Business Statistics | 3 |
| **BUS405** | Marketing Management | 3 |
| **BUS4001** | Seminar: Bus Pol & Strategies | 4 |
| **ACC302** | Financial Accounting[4] | 3 |
| **ACC301** | Managerial Accounting | 3 |
| **BUS213** | Principles of Human Rescources Mgt | 3 |

Mary H. Van Brunt

**Credit Requirement**
**A minimum of 120 credits is required for this degree.**

**A minimum of 45 credits completed at GMercyU is required for the bachelor degree.**

**Grade Requirement**
**The minimum passing grade within the major is C. A grade of C- is not acceptable.**

**GPA Requirement**

**The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.**

**Notations**

[1]Pre and co-requisites may be satisfied through transfer credits, course completion, challenge examinations, and/or portfolio analysis.

[3]MTH120 Contemporary Math for Business (or an equivalent mathematics course) is a pre-requisite for BUS310 Principles of Finance. BUS310

[4]ACC105 Principles of Accounting I and ACC106 Principles of Accounting II are pre-requisites for ACC302 Financial Accounting. ACC302 may not be taken until ACC105 and ACC106 are satisfactorily completed.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**
**Highest math completed with C or better . Exempt from math placement yes no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

Processed by:_____Date:_____

Office of the Registrar
6/24/2022

Gwynedd Mercy University

# Digital Communications

Bachelor of Science
2022-2023 Curriculum
COMD.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Digital Communication. Additional policies and procedures may be cound in the current Univeristy Catalog.

## GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 6 credits**

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Yr Exp Service | 1 |
| **ENG101** | College English | 3 |

**Signature Seminar - 6 credits**

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

**Exploring Society and Global Diversity - 9 credits**

| | | |
|---|---|---|
| | HIS Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

**Exploring the Natural World, Math & Technology - 9 credits**

| | | |
|---|---|---|
| **CIS114** | Web Design I | 3 |
| | Math Elective | 3 |
| | BIO, CHEM, PHY, or SCI Elective | 3 |

**Exploring the Spiritual World - 9 credits**

| | | |
|---|---|---|
| | PHL Elective | 3 |
| | RS Elective | 3 |
| | RS or PHL Elective | 3 |

**Exploring the Arts & the Imagination -- 9 credits**

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG215** | Technical Writing | 3 |
| | ART, ENG or MUS Elective | 3 |

**Open Electives - 15 credits**

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |

## MAJOR

**Pre-Requisites - 12 credits**

| | | |
|---|---|---|
| **BUS207** | Principles of Marketing | 3 |
| **COMD115** | Intro to Digital Communications | 3 |
| **COMD217** | Digital Media, Culture & Society | 3 |
| **COMD201** | Mobile Content Creation | 3 |

**Social Media & Digital Communications Core - 33 credits**

| | | |
|---|---|---|
| **COMD304** | Social Media Law & Ethics | 3 |
| **COMD301** | Podcasting | **3** |
| **COMD302** | Video Production & Editing | **3** |
| **COMD200** | Digital Analytics & Visualization | **3** |
| **COMD300** | Strategies & Tactics for Digital and Social Media | **3** |
| **COMD310** | DigComCrew Production - 1 credit course, take 3 times | **3** |
| **COMD400** | Digital Media Economics & Budgeting | **3** |
| **COMD405** | Internship | **3** |
| **COMD4000** | Capstone | **3** |
| **CIS350** | Multimedia | **3** |
| **CIS424** | Web Design II | **3** |

Major Electives: Select 4 of the following - 12 credits

| | | |
|---|---|---|
| BUS101 | Business Theory | 3 |
| **BUS350** | Introduction to Sports Management | 3 |
| **BUS333** | Advertising | 3 |
| **COMD206** | Public Relations | **3** |
| **COMD437** | Special Topics | 3 |
| **BUS334** | Consumer Behavior | 3 |
| **BUS410** | Online Bus Marketing | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

Mary H. Van Brunt

**Credit Requirement -** A minimum of 120 credits is required for this degree
Submit all transcripts prior to enrollment for accurate transfer evaluation
Highest math with C or better_____Exempt from mat placements_____yes_____no
ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no

Processed by: _____

Gwynedd Mercy University
*School of Business and Education*

# Digital Communication

Bachelor of Science
MBA4+1
2022-2023 curriculum

COMD.41MBA.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Digital Communication with MBA 4+1 option. Additional policies and procedures may be found in the current ***University Catalog*** .

## GMercyU: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM
## General Education - Credits

### Skills for Exploring - 6 credits

| | | |
|---|---|---|
| FYE1000 | First Year Experience | 2 |
| FYE1001 | First Year Experience Service | 1 |
| ENG101 | College English | 3 |

### Signature Seminar - 6 credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 credits

| | | |
|---|---|---|
| | HIS Elective | 3 |
| | PSY Elective | 3 |
| | SOC Elective | 3 |

### Exploring the Natural World, Mathematics and Technology - 9 credits

| | | |
|---|---|---|
| CIS114 | Web Design I | 3 |
| | Math Elective | 3 |
| | BIO, CHEM, PHY, or SCI Elective | 3 |

### Exploring the Spiritual World - 9 credits

| | | |
|---|---|---|
| | PHL Elective | 3 |
| | RS Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 credits

| | | |
|---|---|---|
| ENG200 | Public Speaking | 3 |
| | ART, ENG or MUS Elective | 3 |
| | ART, ENG or MUS Elective | 3 |

### Open Electives - 3 credits

| | | |
|---|---|---|
| | | |

**Grade/GPA Requirement** - The minimum passing grade within the undergraduate major is C (a grade of C- is not acceptable). A minimum passing grade in the MBA courses is B (a grade of B- is not acceptable). The minimum major GPA is 2.0, minimum MBA option GPA is 3.0, and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 120 credits is required for the Bachelor degree. Students must complete 132 credits to complete the MBA 4+1 option.

## MAJOR

### Pre-Requisites - 9 credits

| | | |
|---|---|---|
| COMD115 | Intro to Digital Communications | 3 |
| COMD217 | Digital Media, Culture & Society | 3 |
| COMD201 | Mobile Content Creation | 3 |

### Social Media & Digital Communications Core - 36 credits

| | | |
|---|---|---|
| COMD200 | Digital Analytics & Visualization | 3 |
| COMD206 | Public Relations | 3 |
| COMD300 | Strategies & Tactics for Digital and Social Media | 3 |
| COMD301 | Podcasting | 3 |
| COMD302 | Video Production & Editing | 3 |
| COMD304 | Social Media Policy & Regulation | 3 |
| COMD400 | Digital Media Economics & Budgeting | 3 |
| COMD4000 | Capstone | 3 |
| COMD405 | Internship | 3 |
| COMDXXX | DigComCrew Content | 3 |
| CIS350 | Multimedia | 3 |
| CIS424 | Web Design II | 3 |

### MBA 4+1 Pre-Reqs - 24 credits

| | | |
|---|---|---|
| BUS101 | Business Theory | 3 |
| ACC105 | Accounting I | 3 |
| ACC106 | Accounting II | 3 |
| ECN102 | Microeconomics | 3 |
| BUS209 | Business Stats 1 | 3 |
| BUS310 | Finance | 3 |
| BUS207 | Principles of Marketing | 3 |
| BUS205 | Pinciples of Management | 3 |

### MBA 4+ 1 Requirements - Senior Year - 12 credits

| | | |
|---|---|---|
| MBA610 | Strategic Management | 3 |
| MBA620 | Accounting for Decision Makers | 3 |
| MBA630 | Marketing Planning | 3 |
| MBA640 | Managing Business Operations | 3 |

### GPA Requirement

The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

Mary H. VanBrunt

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7/27/2022

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Gwynedd Mercy University

**School of Business and Education**

**Early Education**
Pre K-4 Certification
Bachelor of Science
2022-2023 Curriculum
EDUP4.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Early Education with Pre K-4 Certification. Additional policies and procedures may be found in the current University Catalog and the School of Education Handbook.

**GMC: Growing Mercy Connections**

**GENERAL EDUCATION AND CORE CURRICULUM**

**Skills for Exploring - 6 credits**

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

**Signature Seminar - 6 Credits**

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

**Exploring Society and Global Diversity - 12 Credits**

| | | |
|---|---|---|
| **SOC** | Elective | 3 |
| **PSY200**[1] | Developmental Psychology | 3 |
| **HIS131 or HIS132** | American Civilization | 3 |
| **GEO** | Geography Elective | 3 |

**Exploring the Natural World, Mathematics &Technology - 9 Credits**

| | | |
|---|---|---|
| **SCI** | BIO, CHM, PHY, SCI Elective | 3 |
| **MTH103** | Fundamentals of Math I | 3 |
| **MTH104** | Fundamentals of Math II | 3 |

**Exploring the Spiritual World - 9 Credits**

| | | |
|---|---|---|
| **PHL** | Elective | 3 |
| **RS** | Elective | 3 |
| **RS/PHL** | Elective | 3 |

**Exploring the Arts and the Imagination - 9 Credits**

| | | |
|---|---|---|
| **ART,ENG, or Language** | Elective | 3 |
| **ENG** | Literature Elective[2] | 3 |
| **MUS104** | Music Appreciation[3] | 3 |

[1] *Child Psychology can be transferred in to replace this course.*

*2 must be a literature course with an ENG prefix*

[3] *or ART115 or ART116*

**MAJOR**

**Core Courses for BS in Early Education - 69 Credits**

| | | |
|---|---|---|
| **EDU100** | Education in America | 3 |
| **EDU104** | Health & Motor Development Pre K-4 | 3 |
| **EDU216** | Foundations of Teaching & Learning Pre K-4 | 3 |
| **EDU223** | Teaching Science Pre K-4 | 3 |
| **EDU224** | Teaching Social Studies Pre K-4 | 3 |
| **EDU226** | Reading Sequence I - Foundation of Early Literacy Research | 3 |
| **EDU227** | Math Methods for Pre K-4 | 3 |
| **EDU228** | Art and Humanities | 3 |
| **EDU229** | Reading Sequence II - Lang Dev. & Early Literacy, Instruction & Assessment | 3 |
| **EDU309** | Technology Integration in Education Pre K-8 | 3 |
| **EDU314** | Reading Sequence III - Early Literacy Instruction & Assessment | 3 |
| **EDU316** | Reading Literacy Instruction, Assessment & Intervention | 3 |
| **EDU351** | Meeting the Needs of English Language Learners | 3 |
| **SPE205** | Exceptional Person | 3 |
| **SPE231** | Mild/Moderate Disabilities in the Inclusionary Setting | 3 |
| **SPE** | Special Education Elective | 3 |
| **EDU414** | Classroom Management for Pre K-4 | 3 |
| **EDU415** | Pre-Student Teaching PreK-8 | 3 |
| **EDU498** | Student Teaching Pre K-8 | 12 |
| **EDU4000** | Capstone Seminar | 3 |

| | **TAP** | |
|---|---|---|
| | Semester | Validation |
| Freshmen | | |
| Sophomore | | |
| Transfer | | |
| Junior | | |
| Senior | | |

Mary H. Van Brunt

**PA Certification** - To qualify for Pennsylvania instructional I certification a student must complete all certification specific coursework, pass required qualifying tests (Pearson: PAPA & PECT), and validate clearances.

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

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Grade/GPA Requirement** - The minimum passing grade within the major is C+. A minimum major GPA and cumulative GPA of 3.0 is required to be considered in good academic standing and remain a student within the School of Education.

**Credit Requirements** - A minimum of 120 credits is required for this degree. An evaluation of transcripts will be necessary to determine the required coursework for transfer students.

***Course substitutions may be made at the discretion of the School.***

Processed by:_____

Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Business and Education**

# Early Special Education

Pre K-4/PK-12Special Education Certification

Bachelor of Science

2022-2023 Curriculum

EDUP4.SPE.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Early Education with Pre K-8 Special Education Certification. Additional policies and procedures may be found in the current University Catalog and the School of Education Handbook.

## GMC: Growing Mercy Connections

### GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 6 credits**

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

**Signature Seminar - 6 Credits**

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

**Exploring Society and Global Diversity - 12 Credits**

| | | |
|---|---|---|
| **SOC** | Elective | 3 |
| **PSY200**[1] | Developmental Psychology | 3 |
| **HIS131 or HIS 132** | American Civilization | 3 |
| **GEO** | Geography Elective | 3 |

**Exploring the Natural World, Mathematics &Technology - 9 Credits**

| | | |
|---|---|---|
| **SCI** | BIO, CHM, PHY, SCI Elective | 3 |
| **MTH103** | Fundamentals of Math I | 3 |
| **MTH104** | Fundamentals of Math II | 3 |

**Exploring the Spiritual World - 9 Credits**

| | | |
|---|---|---|
| **PHL** | Elective | 3 |
| **RS** | Elective | 3 |
| | RS Elective of PHL Upper Level Elective | 3 |

**Exploring the Arts and the Imagination - 9 Credits**

| | | |
|---|---|---|
| **ART,ENG, or Language** | Elective | 3 |
| **ENG** | Literature Elective[2] | 3 |
| **MUS104** | Music Appreciation[3] | 3 |

[1] *Child Psychology can be transferred in to replace this course.*

*2 Any literature course with an ENG prefix*

[3] *or ART115 or ART116*

### MAJOR

**PreK-4 and PreK-8 Special Education - 75 credits**

| | | |
|---|---|---|
| **EDU100** | Education in America | 3 |
| **EDU104** | Health & Motor Development Pre K-4 | 3 |
| **EDU216** | Foundations of Teaching & Learning Pre K-4 | 3 |
| **EDU223** | Teaching Science Pre K-4 | 3 |
| **EDU224** | Teaching Social Studies Pre K-4 | 3 |
| **EDU226** | Reading Sequence I - Foundation of Early Literacy Research | 3 |
| **EDU227** | Math Methods for Pre K-4 | 3 |
| **EDU228** | Art and Humanities | 3 |
| **EDU229** | Reading Sequence II - Lang Dev. & Early | 3 |
| **EDU309** | Technology Integration in Education Pre K-8 | 3 |
| **EDU314** | Reading Sequence III - Early Literacy Instruction & Assessment | 3 |
| **EDU316** | Reading Literacy Instruction, Assessment & Intervention | 3 |
| **EDU351** | Meeting with Needs of English Language Learners | 3 |
| **SPE205** | Exceptional Person | 3 |
| **SPE231** | Mild/Moderate Disabilities in the Inclusionary Setting | 3 |
| **SPE232** | Students with Complex Needs in the Educational Setting | 3 |
| **SPE331** | Implementing Inclusionary Practices for Mild/Moderate Poplulation | 3 |
| **SPE332** | Assessment and Instruction of Students with Complex Needs | 3 |
| **EDU414** | Classroom Management for Pre K-4 | 3 |
| **EDU415** | Pre-Student Teaching PreK-8 | 3 |
| **EDU498** | Student Teaching Pre K-8 | 12 |
| **EDU4000** | Capstone Seminar | 3 |

| | **TAP** | |
|---|---|---|
| | Semester | Validation |
| Freshmen | | |
| Sophomore | | |
| Transfer | | |
| Junior | | |
| Senior | | |

**PA Certification** - To qualify for Pennsylvania instructional I certification a student must complete all certification specific coursework, pass required qualifying tests (Pearson: PAPA & PECT), and validate clearances.

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

Mary H. VanBrunt

**Grade/GPA Requirement** - The minimum passing grade within the major is C+. A minimum major GPA and minimum cumulative GPA of 3.0 is required to be considered in good academic standing and remain a student within the Certification program.

**Credit Requirements** - A minimum of 126 credits is required for this degree

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

***Course substitutions may be made at the discretion of the School.***

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6/24/2022

Gwynedd Mercy University

**School of Business and Education**

**Education Studies**
Bachelor of Science
2022-2023 Curriculum
EDUS.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Education Studies. Additional policies and procedures may be found in the current University Catalog and the School of Education Handbook.

## GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 6 credits**

| | | |
|---|---|---|
| FYE 1000 | First Year Experience | 2 |
| FYE 1001 | First Year Experience Service | 1 |
| ENG 101 | College English | 3 |

**Signature Seminar - 6 credits**

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

**Exploring Society and Global Diversity - 12 credits**

| | | |
|---|---|---|
| HIS131 or 132 | American Civilization | 3 |
| PSY 200[1] | Developmental Psychology | 3 |
| SOC | Sociology Elective | 3 |
| GEO | Geography Elective | 3 |

**Exploring the Natural World, Mathematics and Technology - 9 credits**

| | | |
|---|---|---|
| SCI | BIO, CHM, PHY, SCI Elective | 3 |
| MTH 103 | Fundamentals of Math I | 3 |
| MTH 104 | Fundamentals of Math II | 3 |

**Exploring the Spiritual World - 9 credits**

| | | |
|---|---|---|
| PHL | Philosophy Elective | 3 |
| RS | Religious Study Elective | 3 |
| RS/PHL | RS elective OR PHL upper level elective | 3 |

**Exploring the Arts and the Imagination - 9 credits**

| | | |
|---|---|---|
| ART,ENG, or Language | Elective | 3 |
| ENG | Literature Elective[2] | 3 |
| MUS 104 | Music Appreciation[3] | 3 |

[1] *Child Psychology can be transferred in to replace this course.*
[2] must be ENG201, 216, 217 or literature elective
[3] or ART115 or 116

**Open Electives 15 credits**

| | | |
|---|---|---|
| Elective | | 3 |
| Elective | | 3 |
| Elective | | 3 |
| Elective | | 3 |
| Elective | | 3 |

## MAJOR

**Core Courses for BS in Education Studies - 54 Credits**

| | | |
|---|---|---|
| EDU100 | Education in America | 3 |
| EDU104 | Health & Motor Development Pre K-4 | 3 |
| EDU216 | Foundations of Teaching & Learning Pre K-4 | 3 |
| EDU226 | Reading Sequence I | 3 |
| EDU227 | Math Methods for Pre K-4 | 3 |
| EDU228 | Art and Humanities | 3 |
| EDU301 | Educational Psychology | 3 |
| EDU | Elective (229, 314, 316) | 3 |
| EDU309 | Educational Technology | 3 |
| EDU351 | Meeting the Needs of English Language Learners | 3 |
| EDU395 | Field Experience I | 6 |
| SPE205 | Exceptional Person | 3 |
| SPE231 | Mild/Moderate Disabilities in the Inclusionary Setting | 3 |
| EDU495 | Field Experience II | 6 |
| EDU4000 | Capstone Seminar | 3 |
| EDU/SPE | Elective | 3 |

| | **TAP** | |
|---|---|---|
| | Semester | Validation |
| Freshmen | | |
| Sophomore | | |
| Transfer | | |

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 the Pennsylvania Instructional I teaching certificate.

Mary H. Van Brunt

**PA Certification Requirement** - Students interested in Pennsylvania Certification will apply for Official entry into the Teacher Professional Core curriculum on or before the 48 credit mark by succeeding with one of the four Basic Skills test options and an appropriate GPA of 3.0 or higher. The minimum passing grade within the major is C+ to move into the certification track. Students who do not successfully meet all of the Basic Skills Testing requirements will not be accepted into the Professional Core Major at that time, and, based on Departmental discretion, may be advised to choose another program, Education Studies or an Arts & Science program at the University.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the Pennsylvania Department of Education.

**Grade/GPA Requirement** - A minimum major GPA and minimum cumulative GPA of 2.0 is required to be considered in good academic standing and remain a student within the Education Studies Program. A minimum grade of C is required in each of the major's courses.

**Credit Requirements** - A minimum of 120 credits is required for this degree. An evaluation of transcripts will be necessary to determine the required coursework for transfer students.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**
***Course substitutions may be made at the discretion of the School.***

Processed by:_____

Office of the Registrar
7/27/2022

Gwynedd Mercy University

**School of Business and Education**

# Finance

Bachelor of Science
2022-2023 Curriculum
FIN.BS

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

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC,POL, or GEO | 3 |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

[1] *or higher-level math*

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

### Open Elective-6 credits

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |

**INTERNSHIP - One is required**

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Management Core - 30 Credits

| | | |
|---|---|---|
| **ACC301** | Managerial Accounting | 3 |
| **BUS207** | Principles of Marketing | 3 |
| **BUS230** | Business Law | 3 |
| **BUS205** | Principles of Management | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS318** | Operations Management | 3 |
| **BUS212** | International Business | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies - Capstone | 3 |

### Finance Concentration - 21 Credits

| | | |
|---|---|---|
| **BUS310** | Principles of Finance | 3 |
| **BUS441** | Internship (Required) | 3 |

**Select 5 of the following 3-credit courses -15 Credits**

| | | |
|---|---|---|
| **ACC315** | Personal Taxes | 3 |
| **ACC316** | Investment & Business Taxation | 3 |
| **BUS311** | Money, Banking & Financial Institutions | 3 |
| **BUS312** | Managerial Finance | 3 |
| **BUS313** | Investments | 3 |
| **BUS314** | International Finance | 3 |
| **BUS352** | Sport Business & Finance | 3 |
| **BUS375** | Risk Management | 3 |
| **BUS410** | Digital Marketing Management | 3 |
| **BUS324** | Derivatives | 3 |
| **BUS325** | Investments II (Portfolio Management) | 3 |

Mary H. Van Brunt

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). 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 degree.

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

Processed by:_____

Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Business and Education**

# Finance

Bachelor of Science
2022-2023 Curriculum
FIN.41MBA.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Finance with MBA 4+1 option. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

*[1] or higher-level math*

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

### Open Elective - 6 credits

| | | |
|---|---|---|
| | Open Elective or Internship | 3 |
| | Open Elective or Internship | 3 |

**INTERNSHIP -** The school of Business recommends that all students complete a minimum of one internship for the bachelor degree program. An internship requires approval of the Dean.

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Management Core - 30 Credits

| | | |
|---|---|---|
| **ACC301** | Managerial Accounting | 3 |
| **BUS207** | Principles of Marketing | 3 |
| **BUS230** | Business Law | 3 |
| **BUS205** | Principles of Management | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS318** | Operations Management | 3 |
| **BUS212** | International Business | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies - Capstone | 3 |

### Finance Concentration - 21 Credits

| | | |
|---|---|---|
| **BUS310** | Principles of Finance | 3 |
| **BUS441** | **Internship Required** | 3 |

**Select 5 of the following 3-credit courses -15 Credits**

| | | |
|---|---|---|
| **ACC315** | Personal Taxes | 3 |
| **ACC316** | Investment & Business Taxation | 3 |
| **BUS311** | Money, Banking & Financial Institutions | 3 |
| **BUS312** | Managerial Finance | 3 |
| **BUS313** | Investments | 3 |
| **BUS314** | International Finance | 3 |
| **BUS352** | Sport Business & Finance | 3 |
| **BUS375** | Risk Management | 3 |
| **BUS410** | Digital Marketing Management | 3 |
| **BUS324** | Derivatives | 3 |
| **BUS325** | Investments II | 3 |

### MBA 4+1 Option - 12 Credits

| | | |
|---|---|---|
| **MBA610** | Strategic Management | 3 |
| **MBA620** | Accounting for Decision Makers | 3 |
| **MBA630** | Marketing Planning | 3 |
| **MBA640** | Managing Business Operations | 3 |

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Grade/GPA Requirement** - The minimum passing grade within the undergraduate major is C (a grade of C- is not acceptable). A minimum passing grade in the MBA courses is B (a grade of B- is not acceptable). The minimum major GPA is 2.0, minimum MBA option GPA is 3.0, and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 120 credits is required for the bachelor degree. Students must take 132 credits to complete the MBA 4+1 option.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

Mary H. Van Brunt

Office of the Registrar
6/24/2022

Processed by:_____

Gwynedd Mercy University

**School of Business and Education**

# Management

Bachelor of Science
2022-2023 Curriculum
MGMT.BS

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

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math elective | 3 |
| **CIS** | CIS elective | 3 |

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

### Open Electives 6 credits

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Management Core - 30 Credits

| | | |
|---|---|---|
| **ACC301** | Managerial Accounting | 3 |
| **BUS207** | Principles of Marketing | 3 |
| **BUS230** | Business Law | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS318** | Operations Management | 3 |
| **BUS212** | International Business | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies - Cap | 3 |

### Management - 21 Credits

| | | |
|---|---|---|
| **BUS205** | Principles of Management | 3 |
| **BUS441** | Internship | 3 |

**Choose 5 courses from list below:**

| | |
|---|---|
| **BUS311** | Money, Banking and |
| **BUS312** | Managerial Finance |
| **BUS313** | Investments |
| **BUS314** | International Finance |
| **BUS324** | Derivatives |
| **BUS319** | Purchasing and Contracting |
| **BUS320** | Small Business Management |
| **BUS350** | Principles of Sports Management |
| **BUS351** | Sports Marketing |
| **BUS352** | Sports Business and Finance |

| | |
|---|---|
| **BUS353** | Sports Law |
| **BUS354** | Athletics Administration |
| **BUS355** | Facility Management |
| **BUS373** | Labor and Industrial Relations |
| **BUS375** | Risk Management |
| **BUS376** | Employee Benefits |
| **BUS377** | Training and Development |
| **BUS381** | Org Theory and Behavior |
| **BUS410** | Online Marketing and Management |
| **BUS421** | Corporate Studies |
| **BUS437** | Special Topics (with advisor's approval) |
| **BUS438** | Social Media Marketing |

Mary H. VanBuren

**Internship-One Internship is required**

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). 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 degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Business and Education**

# Management

Bachelor of Science

**MBA 4+1 Option**

2022-2023 Curriculum
MGMT.41MBA.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Management with MBA 4+1 Option. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |
| | HIS Elective | 3 |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

### Open Ele ctives-6 credits

| | | |
|---|---|---|
| | Open Elective | 3 |
| | Open Elective | 3 |

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Management Core - 30 Credits

| | | |
|---|---|---|
| **ACC301** | Managerial Accounting | 3 |
| **BUS207** | Principles of Marketing | 3 |
| **BUS230** | Business Law | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS318** | Operations Management | 3 |
| **BUS212** | International Business | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies - Capstone | 3 |

### Management 21 credits

| | | |
|---|---|---|
| **BUS205** | Principles of Management | 3 |
| **BUS 441** | Internship | 3 |

### Choose 5 electives from the list on the back

| | | |
|---|---|---|
| | Management Major Elective | 3 |
| | Management Major Elective | 3 |
| | Management Major Elective | 3 |
| | Management Major Elective | 3 |
| | Management Major Elective | 3 |

### MBA 4+1 Options - 12 Credits

| | | |
|---|---|---|
| **MBA610** | Strategic Management | 3 |
| **MBA620** | Accounting for Decision Makers | 3 |
| **MBA630** | Marketing Planning | 3 |
| **MBA640** | Managing Business Operations | 3 |

Mary H. Van Brunt

**INTERNSHIP**- **One Internship is required**

**Grade/GPA Requirement** - The minimum passing grade within the undergraduate major is C (a grade of C- is not acceptable). A minimum passing grade in the MBA courses is a B (minimum of B- is not acceptable). The minimum major GPA is 2.0, minimum MBA option GPA is 3.0, and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 120 credits is required for the bachelor degree. Students must take 132 credits to complete the MBA 4+1 option.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement_____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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Gwynedd Mercy University

**School of Business and Education**

# MARKETING

Bachelor of Science
2022-2023 Curriculum
MKTG.BS

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

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

### Open Elective - 6 credits

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Management Core - 27 Credits

| | | |
|---|---|---|
| **BUS205** | Principles of Management | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS212** | International Business | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS230** | Business Law | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS318** | Operations Management | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies | 3 |

### Marketing - 21 Credits

| | | |
|---|---|---|
| **BUS207** | Principles of Marketing | 3 |
| **BUS333** | Advertising/Digital Promotion Design | 3 |
| **BUS334** | Consumer Behavior | 3 |
| **BUS441** | Intersnhip | 3 |

**Choose 3 courses from the following:**

| | | |
|---|---|---|
| **BUS334** | Consumer Behavior | 3 |
| **BUS407** | Marketing Research | 3 |
| **BUS410** | Online Marketing Management | 3 |
| **BUS421** | Corporate Studies | 3 |
| **BUS438** | Social Media Marketing | 3 |
| **BUS351** | Sports Marketing | 3 |
| **BUS437** | Special Topics (with advisor approval) | 3 |

### Digital Communications - 3 Credits

| | | |
|---|---|---|
| **COMD200** | Digital Analytics & Visual | 3 |

Mary H. Van Brunt

**Internship -** One internship is required.

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). 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 degree.

**Highest math completed with C or better_____. Exempt from math placement____yes____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

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6/24/2022

Gwynedd Mercy University

**School of Business and Education**

**MARKETING**
**Concentration in Digital Communications**
Bachelor of Science

2022-2023 Curriculum
MKDC.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Marketing with a concentration in Digital Communications . Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Exploring the Natural World, Mathematics &Technology -9 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

### Open Elective -3 credits

| | | |
|---|---|---|
| | Elective | 3 |

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Management Core - 21 Credits

| | | |
|---|---|---|
| **BUS205** | Principles of Management | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS212** | International Business | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS230** | Business Law | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies- | 3 |

### Marketing - 21 Credits

| | | |
|---|---|---|
| **BUS207** | Principles of Marketing | 3 |
| **BUS333** | Advertising/Digital Promotion Design | 3 |
| **BUS334** | Consumer Behavior | 3 |
| **BUS441** | Intersnhip | 3 |

**Choose 3 courses from the following:**

| | | |
|---|---|---|
| **BUS407** | Marketing Research | 3 |
| **BUS410** | Online Marketing Management | 3 |
| **BUS421** | Corporate Studies | 3 |
| **BUS438** | Social Media Marketing | 3 |
| **BUS351** | Sports Marketing | 3 |
| **BUS437** | Special Topics (with advisor approval) | 3 |

### Digital Communications - 12 Credits

| | | |
|---|---|---|
| **COMD115** | Intro to Digital Communications | 3 |
| **COMD200** | Digital Analytics & Visual | 3 |
| **COMD201** | Mobile Content Creation | 3 |
| **COMD300** | Strategies & Tactics Dig/Social Media | 3 |

**Internship -** One intership is required

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). 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 degree.

**Highest math completed with C or better_____. Exempt from math placement____yes____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

Mary H. Van Brunt

Office of the Registrar
6/24/2022

Processed by: _____

Gwynedd Mercy University

**School of Business and Education**

# MARKETING

Bachelor of Science
**MBA 4+1 Option**
2022-2023 Curriculum
MKTG.41MBA.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Marketing with MBA 4+1 Option. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Exploring the Natural World, Math &Technology - 9 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

### Open Elective - 6 credits

| | | |
|---|---|---|
| | Open Elective | 3 |
| | Open Elective | 3 |

Mary H. Van Brunt

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Management Core - 27 Credits

| | | |
|---|---|---|
| **BUS205** | Principles of Management | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS212** | International Business | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS230** | Business Law | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS318** | Operations Management | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies | 3 |

### Marketing - 21 Credits

| | | |
|---|---|---|
| **BUS207** | Principles of Marketing | 3 |
| **BUS333** | Advertising/Digital Promotion Design | 3 |
| **BUS334** | Consumer Behavior | 3 |
| **BUS441** | Intersnhip | 3 |

**Choose 3 courses from the following:**

| | | |
|---|---|---|
| **BUS407** | Marketing Research | 3 |
| **BUS410** | Online Marketing Management | 3 |
| **BUS421** | Corporate Studies | 3 |
| **BUS438** | Social Media Marketing | 3 |
| **BUS351** | Sports Marketing | 3 |
| **BUS437** | Special Topics (with advisor approval) | 3 |

### Digital Communications - 3 credits

| | | |
|---|---|---|
| **COMD200** | Digital Analytics & Visual | 3 |

### MBA 4+1 Option - 12 Credits

| | | |
|---|---|---|
| **MBA610** | Strategic Management | 3 |
| **MBA620** | Accounting for Decision Makers | 3 |
| **MBA630** | Marketing Planning | 3 |
| **MBA640** | Managing Business Operations | 3 |

**Internship -** One intership is required

**Grade/GPA Requirement** - The minimum passing grade within the undergraduate major is C (a grade of C- is not acceptable). A minimum passing grade in the MBA courses is B (a grade of B- is not acceptable). The minimum major GPA is 2.0, minimum MBA option GPA is 3.0, and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 120 credits is required for the bachelor degree. Students must take 132 credits to complete the MBA 4+1 option.

Submit all transcripts prior to enrollment for accurate transfer evaluation.

**Highest math completed with C or better_____. Exempt from math placement_____yes____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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Gwynedd Mercy University

**School of Business and Education**

**Sports Management**

Bachelor of Science
2022-2023 Curriculum
SPMG.BS

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

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

### Open Electives 6 Credits

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Management Core - 30 Credits

| | | |
|---|---|---|
| **ACC301** | Managerial Accounting | 3 |
| **BUS207** | Principles of Marketing | 3 |
| **BUS230** | Business Law | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS318** | Operations Management | 3 |
| **BUS212** | International Business | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies- Capst | 3 |

### Sports Management 21 credits

| | | |
|---|---|---|
| **BUS205** | Principles of Management | 3 |
| **BUS350** | Principles of Sports Management | 3 |
| **BUS441** | Internship | 3 |

### Choose 4 courses from the following

| | | |
|---|---|---|
| **BUS351** | Sports Marketing | 3 |
| **BUS352** | Sports Business and Finance | 3 |
| **BUS353** | Sports Law | 3 |
| **BUS354** | Athletics Administration | 3 |
| **BUS355** | Facility Management | 3 |
| **BUS455** | Sports Management Seminar | 3 |
| **BUS437** | Special Topics (with advisor's approval) | 3 |

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). 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 degree.

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

Mary H. VanBrunt

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Office of the Registrar
6/24/2022

Gwynedd Mercy University

**School of Business and Education**

**Sports Management**
Bachelor of Science
**MBA 4+1 Option**
2022-2023 Curriculum
SPMG.41MBA.BS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Sports Management with MBA 4+1 option. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 9 Credits

| | | |
|---|---|---|
| **HIS** | History Elective | 3 |
| | PSY, SOC, POL, or GEO | 3 |
| | HIS, PSY, SOC, POL, or GEO | 3 |

### Exploring the Natural World, Mathematics &Technology - 9 Credits

| | | |
|---|---|---|
| | BIO, CHM, PHY, or SCI | 3 |
| **MTH** | Math Elective | 3 |
| **CIS** | CIS Elective | 3 |

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS** | Religious Studies Elective | 3 |
| | RS or PHL Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| **ENG200** | Public Speaking | 3 |
| **ENG** | ENG Elective | 3 |
| | ENG, MUS, ART, or Language | 3 |

### Open Elective - 6 credits

| | | |
|---|---|---|
| | Open Elective | 3 |
| | Open Elective | 3 |

## MAJOR

### Prerequisites - 15 Credits

| | | |
|---|---|---|
| **ACC105** | Principles of Accounting I | 3 |
| **ACC106** | Principles of Accounting II | 3 |
| **BUS101** | Business Theory | 3 |
| **ECN102** | Microeconomics | 3 |
| **ECN103** | Macroeconomics | 3 |

### Management Core - 30 Credits

| | | |
|---|---|---|
| **ACC301** | Managerial Accounting | 3 |
| **BUS207** | Principles of Marketing | 3 |
| **BUS230** | Business Law | 3 |
| **BUS214** | Business Ethics | 3 |
| **BUS209** | Business Statistics I | 3 |
| **BUS310** | Principles of Finance | 3 |
| **BUS318** | Operations Management | 3 |
| **BUS212** | International Business | 3 |
| **BUS340** | Business Statistics II | 3 |
| **BUS4000** | Seminar: Business Policies & Strategies-Capstone | 3 |

### Sports Management - 21 Credits

| | | |
|---|---|---|
| **BUS205** | Principles of Management | 3 |
| **BUS 350** | Principles of Sports Management | 3 |
| **BUS 441** | Internship | 3 |

**Choose 4 courses from list on reverse side**

| | | |
|---|---|---|
| | Sports Management Major Elective | 3 |
| | Sports Management Major Elective | 3 |
| | Sports Management Major Elective | 3 |
| | Sports Management Major Elective | 3 |

### MBA Option - 12 Credits

| | | |
|---|---|---|
| **MBA610** | Strategic Management | 3 |
| **MBA620** | Accounting for Decision Makers | 3 |
| **MBA630** | Marketing Planning | 3 |
| **MBA640** | Managing Business Operations | 3 |

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**INTERNSHIP** - **One intership is required**

**Grade/GPA Requirement** - The minimum passing grade within the undergraduate major is C (a grade of C- is not acceptable). A mimimum passing grade in the MBA courses is B (a grade of B- is not acceptable). The minimum major GPA is 2.0, minimum MBA option GPA is 3.0, and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 120 credits is required for the bachelor degree. Students must take 132 credits to complete the MBA 4+1 option.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

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Office of the Registrar
Revised 6/24/2022

Gwynedd Mercy University

**School of Business and Education**

# Digital Communications

Minor

2022-2023 Curriculum

DIGCM

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Business and Education. Additional policies and procedures may be found in the current University Catalog.

## MINOR

**Students accepted into a baccalaureate program other than Digital Communications may earn a minor in Digital Communications by completing the 6 courses (18 credits) listed on this sheet.**

A maximum of 6 credits may be transferred from another University.
A minimum grade of "C" must be earned for each course.
"C-" is not acceptable.

| | | |
|---|---|---|
| COMD115 | Intro to Digital Communicati | 3 |
| COMD201 | Mobile Content Creation | 3 |
| COMD301 | Podcasting | 3 |
| COMD302 | Video Production & Editing | 3 |
| COMD310 | DigComCrew 1 credit/seme | 3 |
| COMD304 | Social Media Law & Ethics | 3 |

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Gwynedd Mercy University

**School of Business and Education**

Health Care Administration
Minor
2022-2023 Curriculum
HCA

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Business. Additional policies and procedures may be found in the current University Catalog.

MINOR

Students accepted into the baccalaureate program other than business may earn a minor in Health Care Administration by completing 6 courses (18 credits).

| | | |
|---|---|---|
| **BUS101** | Business Theory | 3 |
| **ECN103** | Macroeconomics | 3 |
| **HA301** | Health Care Delivery Systems | 3 |
| **HA302** | Health Care Administration | 3 |
| **HA401** | Health Care Financial Management | 3 |
| **HA402** | Legal Issues in Health Administration | 3 |

A maximum of 6 credits may be transferred from another University. A minimum grade of "C" must be earned for each

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Gwynedd Mercy University

**School of Business and Education**

# Special Education
Minor
2022-2023 Curriculum
SPE

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for one of the Minors in School of Education. Additional policies and procedures may be found in the current University Catalog.

**Students accepted into a baccalaureate program other than Special Education may earn a minor in Special Education by completing 6 courses (18 credits) in Special Education.**

## MINOR

| | | |
|---|---|---|
| | SPE 200, 300 or 400 Level Special Education | 3 |
| | SPE 200, 300 or 400 Level Special Education | 3 |
| | SPE 200, 300 or 400 Level Special Education | 3 |
| | SPE 200, 300 or 400 Level Special Education | 3 |
| **SEM 361** | Embracing Special Needs | 3 |
| **EDU 316** | Reading-Literacy Inst Assess & Intervention | 3 |

A maximum of 6 credits may be transferred from another University.

A minimum grade of "B" must be earned for each course.

Any combination of 18 credits from the above courses.

"B-" is not acceptable.

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Gwynedd Mercy University

**Integrated Studies**
Four Year
2022-2023 Curriculum

This non-credit, non-degree audit option is for students enrolled in the Integrated Studies Curriculum.

**GMC: Growing Mercy Connections**

## GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 9 Credits**

| | | |
|---|---|---|
| **FYE 1000** | First Year Experience | 2 |
| **FYE 1001** | First Year Experience Service | 1 |
| **ENG 002/ 101** | Developmental Writing or College English | 3 |

**Signature Seminar - 3 credits**

| | | |
|---|---|---|
| **SEM** | Signature Seminar Course | 3 |

**Exploring Society and Global Diversity - 3 credits**

| | | |
|---|---|---|
| **HIS, PSY, SOC, GEO** | History, Psychology, Sociology or Geography Elective | 3 |

**Exploring the Natural World, Mathematics and Technology - 6 credits**

| | | |
|---|---|---|
| **BIO, CHM, PHY or SCI** | Biology, Chemistry, Physics or Science El | 3 |
| **MTH or CIS** | Math or Computer Information Science Ele | 3 |

**Exploring the Spiritual World - 3 credits**

| | | |
|---|---|---|
| **REL or PHL** | Religion or Philosophy Elective | 3 |

**Exploring the Arts and Imagination - 3 credits**

| | | |
|---|---|---|
| **LLFA, MUS, ART, ENG** | Literature, Art, Music, or Theater Elective | 3 |

**Internships- Internal and External - 21 credits**

| | | |
|---|---|---|
| | Internship | 3 |
| | Internship | 3 |
| | Internship | 3 |
| | Internship | 3 |
| | Internship | 3 |
| | Internship | 3 |
| | Internship | 3 |

**Open Electives - 18 Credits**

| | | |
|---|---|---|
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |
| | Elective | 3 |

## AREA OF CONCENTRATION - CORE COURSES

**30 Credits**

| | | |
|---|---|---|
| | | 3 |
| | | 3 |
| | | 3 |
| | | 3 |
| | | 3 |
| | | 3 |
| | | 3 |
| | | 3 |
| | | 3 |
| | | 3 |

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**Credit Requirements (Audit)-** 93

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Gwynedd Mercy University

PROGRAM
Integrated Studies
2 Year Program
2019-2020 Curriculum

This non-credit, non-degree audit option is for students enrolled in the Integrated Studies Curriculum.

**GMC: Growing Mercy Connections**

## GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 6 Credits**

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG002** | Developmental Writing | 3 |

**Arts & Sciences Courses - 12 Credits**

| | | |
|---|---|---|
| **BIO, CHM, PHY, SCI, CIS or MTH** | Biology, Chemistry, Physics, Science, Computer Information Science or Math Elective | 3 |
| **HIS, SOC, PSY, GEO, COM** | History, Psychology, Sociology, Communications or Geography Elective | 3 |
| **PHL or REL** | Religious Studies or Philosophy Elective | 3 |
| **LLFA, MUS, ART or ENG** | Literature, Music, Art or Theater Elective | 3 |

**Internships- Internal and External - 9 credits**

| | | |
|---|---|---|
| | Internship | 3 |
| | Internship | 3 |
| | Internship | 3 |

**Open Electives 3 Credits**

| | | |
|---|---|---|
| | | 3 |

## AREA OF CONCENTRATION - CORE COURSES

**15 Credits**

| | | | |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |

Mary H. Van Brunt

**Credit Requirements (Audit)** - 45

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Gwynedd Mercy University

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

# Nursing

Bachelor of Science

2022- 2023 Curriculum

NUR.BSN

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Nursing. Additional policies and procedures may be found in the current University Catalog. Refer to The BSN Student Guide Book for policies regarding progression.

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | |
|---|---|---|
| **FYE1000** | First Year Experience | 2 |
| **FYE1001** | First Year Experience Service | 1 |
| **ENG101** | College English | 3 |

### Signature Seminar - 6 Credits

| | | |
|---|---|---|
| | Seminar | 3 |
| | Seminar | 3 |

### Exploring Society and Global Diversity - 12 Credits

| | | |
|---|---|---|
| **SOC*** | Sociology Elective | 3 |
| **PSY202** | Developmental Psychology | 3 |
| **HIS** | History Elective | 3 |
| **PSY111** | Statistics | 3 |

**Transfer students can take any SOC, all others must take SOC100*

### Exploring the Natural World, Mathematics &Technology - 18 Credits

| | | |
|---|---|---|
| **MTH103** | Fundamentals of Mathematics I | 3 |
| **CHM 111** | Chemistry for Allied Health Professions | 3 |
| **CHM 111** | Chemistry for Allied Health Professions | 1 |
| | | |
| | | |
| **BIO107** | Anatomy & Physiology I | 3 |
| **BIO107L** | Anatomy & Physiology I Lab | 1 |
| **BIO108** | Anatomy & Physiology II | 3 |
| **BIO108L** | Anatomy & Physiology II Lab | 1 |
| **BIO121** | Microbiology for Health Sciences | 3 |

### Nutrition - 3 Credits

| | | |
|---|---|---|
| **NUT200** | Principles of Nutrition** | 3 |

### Exploring the Spiritual World - 9 Credits

| | | |
|---|---|---|
| **PHL** | Philosophy Elective | 3 |
| **RS231** | Bioethics | 3 |
| **RS or PHL** | Religious Studies or Philosophy Elective | 3 |

### Exploring the Arts and the Imagination - 9 Credits

| | | |
|---|---|---|
| | ENG, MUS, ART or Language | 3 |
| **ENG** | English Elective | 3 |
| | ENG, MUS, ART or Language | 3 |

## MAJOR

### Requirements - 64 Credits

| | | |
|---|---|---|
| **NUR208** | Introduction to Professional Nursing | 2 |
| **NUR209** | Fundamentals of Nursing Practice | 4 |
| **NUR212** | Health Assessment in Nursing | 3 |
| **NUR 219** | Nursing Medication Mathematics | 1 |
| **NUR307** | Nursing Care of Adults | 6 |
| **NUR313** | Contemporary Issues in Professional Nursing | 2 |
| **NUR316** | Nursing Care of Clients with Alterations in Behavioral Health | 4 |
| **NUR317** | Nursing Care of Women, Children & Families | 5 |
| **NUR319** | Nursing Care of Adults with Complex Health Care Problems | 5 |
| **NUR 324** | Pathophysiology and Pharmacological Integrated Concepts | 4 |
| **NUR413** | The Older Adult | 3 |
| **NUR417** | Genomics in Nursing | 3 |
| **NUR419** | Synthesis of Learning for Nursing Practice | 6 |
| **NUR422** | Health and Illness in the Community | 5 |
| **NUR423** | Global Health & Health Policy | 2 |
| **NUR 460** | Nursing Research & Evidenced -Based Pr | 3 |
| **NUR4001** | Professional Nursing - Capstone | 3 |
| **NUR** | Nursing Elective | 3 |

****Nutrition must be taught by a Registered Dietician. Submit Verification of instructor's credentials.**

**Sciences Must Be Within 7 years Old**

**Virtual labs for required sciences are not transferrable.**

Mary H. Van Brunt

**Grade/GPA Requirement** - The minimum passing grade within the major is C (a grade of C- is not acceptable). A minimum grade of C (C- is not acceptable) must also be earned in nutrition, psychology, statistics and all natural science requirements. The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 127 credits is required for the BSN.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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Gwynedd Mercy University

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

# Nursing

Bachelor of Science

2022-2023 Curriculum

NUR.BSN.2DEG

ABSN 2nd Degree

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Nursing. Additional policies and procedures may be found in the current University Catalog. Refer to The BSN Student Guide Book for policies regarding progression.

## Advanced Standing - 64

Students who have earned a bachelor degree from a regionally accredited college or university who has been accepted into the Accelerated BSN program will be awarded 64 credits of advanced standing credits.

Submit all transcripts prior to enrollment for accurate transfer evaulation
**Nutrition must be taught by a Registered Dietician. Submit Verification of instructor's credentials.
** Sciences must be within 7 years to be transferred
** Virtual labs for required sciences are NOT transferrable

Mary H. Van Brunt

## MAJOR

**Requirements - 67 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **NUR208** | Introduction to Professional Nursing | 2 | | | |
| **NUR209** | Fundamentals of Nursing Practice | 4 | | | |
| **NUR212** | Health Assessment in Nursing | 3 | | | |
| **NUR219** | Nursing Medication Mathematics | 1 | | | |
| **NUR307** | Nursing Care of Adults | 6 | | | |
| **NUR313** | Contemporary Issues in Professional Nursing | 2 | | | |
| **NUR316** | Nursing Care of Clients with Alterations in Behavioral Health | 4 | | | |
| **NUR317** | Nursing Care of Women, Children & Families | 5 | | | |
| **NUR319** | Nursing Care of Adults with Complex Health Care Problems | 5 | | | |
| **NUR324** | Pathophysiology and Pharmacological Integrated Concepts | 4 | | | |
| **NUR413** | The Older Adult | 3 | | | |
| **NUR417** | Genomics in Nursing | 3 | | | |
| **NUR419** | Synthesis of Learning for Nursing Practice | 6 | | | |
| **NUR422** | Health and Illness in the Community | 5 | | | |
| **NUR423** | Global Health & Health Policy | 2 | | | |
| **NUR460** | Nursing Research & Evidence- Based Pra | 3 | | | |
| **NUR4001** | Leadership and Management in | 3 | | | |
| **NUR** | Nursing Elective | 3 | | | |
| **RS231** | Bioethics | 3 | | | |

**Grade/GPA Requirement:** The minimal passing within the major is "C" ( A grade of "C-" is not acceptable). The minimum major GPA s a 2.0 and minimum Cummulative GPA is a 2.0.
**Credit Requirements:** A minimum of 131 credits is required for the BSN degree

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6/24/2022

Gwynedd Mercy University

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

# Nursing

Bachelor of Science

2022-2023 Curriculum

NUR.BSN.2DEG

**BSN Weekend 2nd Degree**

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Science in Nursing. Additional policies and procedures may be found in the current University Catalog. Refer to The BSN Student Guide Book for policies regarding progression.

## Advanced Standing - 64

Students who have earned a bachelor degree from a regionally accredited college or university who has been accepted into the Accelerated BSN program will be awarded 64 credits of advanced standing credits.

Submit all transcripts prior to enrollment for accurate transfer evaulation
**Nutrition must be taught by a Registered Dietician. Submit Verification of instructor's credentials.
** Sciences must be within 7 years to be transferred
** Virtual labs for required sciences are NOT transferrable

Mary H. Van Brunt

## MAJOR

**Requirements - 67 Credits**

| | | |
|---|---|---|
| **NUR208** | Introduction to Professional Nursing | 2 |
| **NUR209** | Fundamentals of Nursing Practice | 4 |
| **NUR212** | Health Assessment in Nursing | 3 |
| **NUR219** | Nursing Medication Mathematics | 1 |
| **NUR307** | Nursing Care of Adults | 6 |
| **NUR313** | Contemporary Issues in Professional Nursing | 2 |
| **NUR316** | Nursing Care of Clients with Alterations in Behavioral Health | 4 |
| **NUR317** | Nursing Care of Women, Children & Families | 5 |
| **NUR319** | Nursing Care of Adults with Complex Health Care Problems | 5 |
| **NUR324** | Pathophysiology and Pharmacological Integrated Concepts | 4 |
| **NUR413** | The Older Adult | 3 |
| **NUR417** | Genomics in Nursing | 3 |
| **NUR419** | Synthesis of Learning for Nursing Practice | 6 |
| **NUR422** | Health and Illness in the Community | 5 |
| **NUR423** | Global Health & Health Policy | 2 |
| **NUR460** | Nursing Research & Evidence- Based Pra | 3 |
| **NUR4001** | Leadership and Management in | 3 |
| **NUR** | Nursing Elective | 3 |
| **RS231** | Bioethics | 3 |

**Grade/GPA Requirement:** The minimal passing within the major is "C" ( A grade of "C-" is not acceptable). The minimum major GPA s a 2.0 and minimum Cummulative GPA is a 2.0.
**Credit Requirements:** A minimum of 131 credits is required for the BSN degree

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Gwynedd Mercy University

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

**Medical Laboratory Science**
Bachelor of Science

**2022-2023** Curriculum
MLS.BS

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

## United in Mercy: Non-violence begins with me

## GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101*** | College English | 3 | | | |

**Signature Seminar - 6 credits**

| | | | | | |
|---|---|---|---|---|---|
| SEM | Seminar I | 3 | | | |
| SEM | Seminar II | 3 | | | |

**Exploring Society and Global Diversity - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **HIS** | Elective | 3 | | | |
| **PSY100** | General Psychology | 3 | | | |
| **PSY111*** | Statistics | 3 | | | |

**Exploring the Natural World, Mathematics &Technology - 3 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **MTH136**** | Topics of Math | 3 | | | |

**Exploring the Spiritual World - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **PHL** | Elective | 3 | | | |
| **RS** | Elective | 3 | | | |
| **RS/PHL** | RS elective or PHL upper level elective | 3 | | | |

**Exploring the Arts and Imagination - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **ENG** | Literature Elective | 3 | | | |
| **ENG 200** | Public Speaking | 3 | | | |
| **ENG/ART/MUS/** | ENG/ART/MUS/LANG Elective | 3 | | | |

**Open Electives - 0 - 30 Credits**

| | | | | | |
|---|---|---|---|---|---|
| Only students with an associate degree in Medical Laboratory complete 30 credits of open electives. | | | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |
| | Elective | 3 | | | |

*Students transferring to Thomas Jefferson University must take 70 credits for 3+1 and 55 credits for 2+2. All starred* courses plus 26 credits for 3+1. All starred* courses plus 11-12 credits for 2+2.

**Students transferring to Thomas Jefferson University take Math 142 (needs level 4 placement score)

**NOTE:** Science courses must be less than 7 years old at the beginning of the senior clinical year.

Online labs for required sciences are not transferrable.

## MAJOR

**Medical Laboratory Science - 35 Credits**

All students must complete:

| | | | | | |
|---|---|---|---|---|---|
| **MLS410** | Medical Immunohematology | 2 | | | |
| **MLS425** | Advanced Hematology & Coagulation | 2 | | | |
| **MLS435** | Immunology | 2 | | | |
| **MLS445** | Medical Chemistry | 4 | | | |
| **MLS455** | Medical Microbiology | 5 | | | |
| **MLS415** | Clinical Immunohematology | 2 | | | |
| **MLS420** | Basic Hematology & Coagulation | 2 | | | |
| **MLS430** | Clinical Hematology & Coagulation | 2 | | | |
| **MLS440** | Urinalysis & Other Body Fluid | 2 | | | |
| **MLS450** | Clinical Chemistry | 4 | | | |
| **MLS460** | Clinical Microbiology | 4 | | | |
| **MLS475** | Clinical Seminar/Capstone | 4 | | | |
| **Natural & Computational Sciences - 38-43 Credits** | | | | | |
| **BIO203*** | General Biology I | 3 | | | |
| **BIO203L*** | General Biology I Lab | 1 | | | |
| **BIO402** | Molecular Biology of Cells[1] | 3 | | | |
| **BIO402L** | Molecular Biology of Cells Lab[1] | 1 | | | |
| **BIO305*** | Biology of Microorganisms | 4 | | | |
| **BIO313** | Immunology | 3 | | | |
| **CHM151*** | Principles of Chemistry I | 3 | | | |
| **CHM151L*** | Principles of Chemistry I Lab | 1 | | | |
| **CHM152*** | Principles of Chemistry II | 3 | | | |
| **CHM152L*** | Principles of Chemistry II Lab | 1 | | | |
| **CHM203*** | Organic Chemistry I | 3 | | | |
| **CHM203L*** | Organic Chemistry I Lab | 1 | | | |
| **CHM204*** | Organic Chemistry II | 3 | | | |
| **CHM204L*** | Organic Chemistry II Lab | 1 | | | |
| **CHM301** | Biochemistry | 3 | | | |
| **CHM301L** | Biochemistry Lab | 1 | | | |
| **Requirement for students who possess an associate degree in Medical Laboratory Technology (3 Credits)** | | | | | |
| **BIO103** | Human Anatomy | 3 | | | |
| **Requirement for students who do not possess an associate degree in Medical Laboratory Technology (8 Credits)** | | | | | |
| **BIO107*** | Anatomy & Physiology I | 3 | | | |
| **BIO107L*** | Anatomy & Physiology I Lab | 1 | | | |
| **BIO108*** | Anatomy & Physiology II | 3 | | | |
| **BIO108L*** | Anatomy & Physiology II Lab | 1 | | | |

[1]Or BIO251 Genetics/Lab

**Credit Requirements** - A minimum of 120 credits is required for this degree.

**Grade/GPA Requirement** - The minimum passing grade within the major concentration is C (a grade of C- is not acceptable). The minimum major GPA is 2.5 and minimum cumulative GPA is 2.8.

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

Mary H. Van Brunt

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

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6/24/2022

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Gwynedd Mercy University

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

# Radiation Therapy

Bachelor of Science

2022-2023 Curriculum

RTT.BS

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

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

### Signature Seminar - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

### Exploring Society and Global Diversity - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| **HIS** | Elective | 3 | | | |
| **PSY100** | General Psychology | 3 | | | |
| **PSY111*** | Statistics | 3 | | | |

### Exploring the Natural World, Mathematics &Technology - 14 credits

| | | | | | |
|---|---|---|---|---|---|
| | MTH 141 OR 142 | 3 | | | |
| **BIO107** | Anatomy & Physiology I | 3 | | | |
| **BIO107L** | Anatomy & Physiology I Lab | 1 | | | |
| **BIO108** | Anatomy & Physiology II | 3 | | | |
| **BIO108L** | Anatomy & Physiology II Lab | 1 | | | |
| **CIS101** | Intro to Desktop Computing | 3 | | | |

### Exploring the Spiritual World - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| **PHL** | Elective | 3 | | | |
| **RS** | Elective | 3 | | | |
| **RS or PHL** | RS Elective or PHL Upper Level Elective | 3 | | | |

### Exploring the Arts and Imagination - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| **LLFA** | Elective | 3 | | | |
| **ENG** | Literature Elective | 3 | | | |

## MAJOR

### *Radiation Therapy - 69 Credits*

| | | | | | |
|---|---|---|---|---|---|
| **HS100** | Introduction to Allied Health | 2 | | | |
| **RTS100** | Introduction to Radiation Therapy | 3 | | | |
| **RTS101** | Orientation to Clinical Education I | 2 | | | |
| **RTS107** | Prin. of Medical Imaging | 3 | | | |
| **RTS110** | Orientation to Clinical Education II | 3 | | | |
| **PHY111** | Physics for AH Science | 3 | | | |
| **RTS200** | Radiation Biology | 3 | | | |
| **RTS202** | Principles of Radiation Oncology Patient Care | 2 | | | |
| **RTS203** | Principles of Technical RT | 2 | | | |
| **RTS204** | Clinical Education I | 3 | | | |
| **RTS208** | Tech Radiation Therapy I | 3 | | | |
| **RTS209** | Clinical Oncology I | 1 | | | |
| **RTS303** | Clinical Education II | 3 | | | |
| **RTS304** | Tech Radiation Therapy II | 3 | | | |
| **RTS305** | Clinical Oncology II | 1 | | | |
| **RTS306** | Applied Radiation Physics I | 3 | | | |
| **RTS307** | Principles of Medical Dosimetry | 3 | | | |
| **RTS308** | Cross-Sectional Anatomy | 2 | | | |
| **RTS320** | Clinical Education III | 3 | | | |
| **RTS400** | Tech Radiation Therapy III | 1 | | | |
| **RTS402** | Applied Radiation Physics II | 3 | | | |
| **RTS403** | Clinical Education IV | 3 | | | |
| **RTS404** | Advanced Medical Dosimetry | 2 | | | |
| **RTS406** | TQM in Radiation Oncology | 1 | | | |
| **RTS407** | Clinical Education V | 4 | | | |
| **RTS408** | App Phys of Advanced Treat Tech | 2 | | | |
| **RTS410** | Capstone Seminar in RT | 2 | | | |
| **RTS4000** | Capstone Research Project | 3 | | | |
| ***Additional Courses - 9 Credits*** | | | | | |
| **HS305** | Teaching in Health Profession | 3 | | | |
| **HS403** | Current Topics Healthcare | 3 | | | |
| **HS208** | Basic Pathophysiology | 3 | | | |

Mary H. Van Brunt

**Online labs for required sciences are not transferrable.**

**Grade/GPA Requirement:** The minimum passing grade is C (a grade of C- is not acceptable) for all courses in the Natural World, Mathematics and Technology, Statistics and Public Speaking as well as and the major. The minimum major GPA is 3.0 and minimum cumulative GPA is 3.0.

**Credit Requirements** - A minimum of 131 credits is required for this degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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6/24/2022

Gwynedd Mercy University

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

# Radiologic Technology

Bachelor of Science
2022-2023 Curriculum
RAD.BS

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

## United in Mercy: Non-violence begins with me

### GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

**Signature Seminar - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **SEM** | Seminar | 3 | | | |
| **SEM** | Seminar | 3 | | | |

**Exploring Society and Global Diversity - 12 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **SOC** | Elective | 3 | | | |
| **HIS** | Elective | 3 | | | |
| **PSY100** | General Psychology | 3 | | | |
| **PSY111** | Statistics | 3 | | | |

**Exploring the Natural World, Mathematics &Technology - 18 credits**

| | | | | | |
|---|---|---|---|---|---|
| **BIO107** | Anatomy & Physiology I | 3 | | | |
| **BIO107L** | Anatomy & Physiology I Lab | 1 | | | |
| **BIO108** | Anatomy & Physiology II | 3 | | | |
| **BIO108L** | Anatomy & Physiology II Lab | 1 | | | |
| **CIS101** | Intro to Desktop Computing | 3 | | | |
| **MTH*** | 141 or 142 | 3 | | | |
| **PHY111** | Physics for Allied Health | 3 | | | |
| **PHY111L** | Physics for Allied Health Lab | 1 | | | |

*Some hospital programs may also require two math courses and students need to check the admissions requirements of programs to which they are planning to apply. Students must have taken two years of high school algebra and score a "4" on the placement test in order to be eligible for MTH141 or 142. If a student does not meet these requirements, the student will need to complete math modules in the Academic Resource Center and/or take MTH002 prior to enrolling in MTH141 or 142.

**Exploring the Spiritual World - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **PHL** | Elective | 3 | | | |
| **RS231** | Bioethics | 3 | | | |
| **RS / PHL** | Elective | 3 | | | |

**Exploring the Arts and the Imagination - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **ENG/ART/MUS/LA** | ENG/ART/MUS/LANG Elective | 3 | | | |
| **ENG200** | Public Speaking | 3 | | | |
| **ENG** | Literature Elective | 3 | | | |

## MAJOR

**Radiological Technology - 62 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **HS109** | Medical Terminology & Acute Care Record | 3 | | | |
| **RDS300** | Orientation/Intro to Rad Tech | 2 | | | |
| **RDS301** | Patient Care | 3 | | | |
| **RDS302** | Radiographic Procedures I | 3 | | | |
| **RDS303** | Principles of Exposure I | 3 | | | |
| **RDS311** | Clinical Education I | 2 | | | |
| **RDS305** | Radiographic Procedures II | 3 | | | |
| **RDS306** | Digital Image Acq. & Display | 3 | | | |
| **RDS307** | Radiation Physics | 3 | | | |
| **RDS309** | Clinical Education II | 2 | | | |
| **RDS310** | Clinical Education III | 3 | | | |
| **RDS321** | Ethics/Medical Law/Human Diversity | 3 | | | |
| **RDS402** | Radiographic Procedures III | 3 | | | |
| **RDS403** | Radiation Biology & Protection | 2 | | | |
| **RDS404** | Advanced Imaging Techniques I | 2 | | | |
| **RDS407** | Clinical Education IV | 3 | | | |
| **RDS408** | Radiographic Pathology | 3 | | | |
| **RDS409** | Advanced Imaging Techniques II | 3 | | | |
| **RDS410** | Radiographic Procedures IV | 2 | | | |
| **RDS413** | Clinical Education V | 3 | | | |
| **RDS415** | Clinical Education VI | 3 | | | |
| **RDS420** | Pharmacology & Drug Administration | 2 | | | |
| **RDS4000** | Capstone Course | 3 | | | |

Please note: No more than one (1) Seminar Course may be taken in any semester. Also, all GMercyU general education requirements must be completed prior to attending an accredited Radiologic Technology Program.

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Online labs for required sciences are not transferrable.**

**Grade/GPA Requirement** - The minimum passing grade C (a grade of C- is not acceptable) for all courses in the Natural World, Mathematics and Technology and the major. The minimum major GPA is 2.5 and minimum cumulative GPA is 2.8.

**Credit Requirements** - A minimum of 122 credits is required for this degree.

Mary H. Van Brunt

**Must take 36 credits minimum at GMercyU.**
**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

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6/24/2022

Gwynedd Mercy University

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

# Radiologic Technology

Bachelor of Science

**2022-2023** Curriculum
RAD.BS

2+2 with JRCERT Approved Program
Transfer Articulation with Thomas Jefferson University

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

## United in Mercy: Non-violence begins with me

## GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

**Signature Seminar - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **SEM** | Seminar | 3 | | | |
| **SEM** | Seminar | 3 | | | |

**Exploring Society and Global Diversity - 12 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **SOC** | Elective | 3 | | | |
| **HIS** | Elective | 3 | | | |
| **PSY100** | General Psychology | 3 | | | |
| **PSY111** | Statistics | 3 | | | |

**Exploring the Natural World, Mathematics &Technology - 18 credits**

| | | | | | |
|---|---|---|---|---|---|
| **BIO107** | Anatomy & Physiology I | 3 | | | |
| **BIO107L** | Anatomy & Physiology I Lab | 1 | | | |
| **BIO108** | Anatomy & Physiology II | 3 | | | |
| **BIO108L** | Anatomy & Physiology II Lab | 1 | | | |
| **CIS101** | Intro to Desktop Computing | 3 | | | |
| **MTH*** | 141 or 142 | 3 | | | |
| **PHY111** | Physics for Allied Health | 3 | | | |
| **PHY111L** | Physics for Allied Health Lab | 1 | | | |

*Some hospital programs may also require two math courses and students need to check the admissions requirements of programs to which they are planning to apply. Students must have taken two years of high school algebra and score a "4" on the placement test in order to be eligible for MTH141 or 142. If a student does not meet these requirements, the student will need to complete math modules in the Academic Resource Center and/or MTH002 prior to enrolling in MTH141 or 142.

**Exploring the Spiritual World - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **PHL** | Elective | 3 | | | |
| **RS231** | Morality & Contemporary Health Care | 3 | | | |
| **RS/PHL** | Elective | 3 | | | |

**Exploring the Arts and the Imagination - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **ENG/ART/MUS** | ENG/ART/MUS/LANG Elective | 3 | | | |
| **ENG200** | Public Speaking | 3 | | | |
| **ENG** | Literature Elective | 3 | | | |

Please note: Only one (1) Seminar Course may be taken in any semester. Also, all GMercyU general education requirements must be completed prior to attending an accredited Radiologic Technology Program.

## MAJOR

**Radiological Technology - 62 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **HS109** | Medical Terminology & Acute Care Record | 3 | | | |
| **RDS300** | Orientation/Intro to Rad Tech | 2 | | | |
| **RDS301** | Patient Care | 3 | | | |
| **RDS302** | Radiographic Procedures I | 3 | | | |
| **RDS303** | Principles of Exposure I | 3 | | | |
| **RDS311** | Clinical Education I | 2 | | | |
| **RDS305** | Radiographic Procedures II | 3 | | | |
| **RDS306** | Digital Image Acq. & Display | 3 | | | |
| **RDS307** | Radiation Physics | 3 | | | |
| **RDS309** | Clinical Education II | 2 | | | |
| **RDS310** | Clinical Education III | 3 | | | |
| **RDS321** | Ethics/Medical Law/Human Diversity | 3 | | | |
| **RDS402** | Radiographic Procedures III | 3 | | | |
| **RDS403** | Radiation Biology & Protection | 2 | | | |
| **RDS404** | Advanced Imaging Techniques I | 2 | | | |
| **RDS407** | Clinical Education IV | 3 | | | |
| **RDS408** | Radiographic Pathology | 3 | | | |
| **RDS409** | Advanced Imaging Techniques II | 3 | | | |
| **RDS410** | Radiographic Procedures IV | 2 | | | |
| **RDS413** | Clinical Education V | 3 | | | |
| **RDS415** | Clinical Education VI | 3 | | | |
| **RDS420** | Pharmacology & Drug Administration | 2 | | | |
| **RDS4000** | Capstone Course | 3 | | | |

**Jefferson Prerequisites - 16 credits**

| | | | | | |
|---|---|---|---|---|---|
| **CHM151** | Principles of Chemistry I | 3 | | | |
| **CHM151L** | Principles of Chemistry I Lab | 1 | | | |
| **CHM151R** | Principles of Chemistry I Rec | 0 | | | |
| **MTH245** | Calculus I | 4 | | | |
| **PHY241**** | General Physics I | 3 | | | |
| **PHY241L**** | General Physics I Lab | 1 | | | |
| **PHY241R**** | General Physics I Recitation | 0 | | | |
| **PHY242**** | General Physics II | 3 | | | |
| **PHY242L**** | General Physics II Lab | 1 | | | |
| **PHY242R**** | General Physics II Recitation | 0 | | | |

***PHY241/242 Replaces PHY111 from above.*

**Online labs for required sciences are not transferrable.**

**Grade/GPA Requirement** - The minimum passing grade C (a grade of C- is not acceptable) for all courses in the Natural World, Mathematics and Technology and the major. The minimum major GPA is 2.5 and minimum cumulative GPA is 2.8.

**Credit Requirements** - A minimum of 122 credits is required for this degree.

Mary H. VanBrunt

**Must take 36 credits minimum at GMercyU.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**

**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

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6/24/2022

Gwynedd Mercy University

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

# Occupational Science

Bachelor of Health Science
OCC
2022-2023 Curriculum

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

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 6 Credits**

| | | |
|---|---|---|
| **FYE 1000** | First Year Experience | 2 |
| **FYE 1001** | First Year Experience Service | 1 |
| **ENG 101** | College English | 3 |

**Signature Seminar - 6 Credits**

| | | |
|---|---|---|
| **SEM** | Seminar | 3 |
| **SEM** | Seminar | 3 |

**Exploring Society and Global Diversity - 24 Credits**

| | | |
|---|---|---|
| **SOC 100** | Principles of Sociology***** | 3 |
| **PSY 100** | General Psychology* | 3 |
| **PSY 111** | Statistics* | 3 |
| **PSY 200** | Developmental Psychology* | 3 |
| **PSY 210** | Abnormal Psychology* | 3 |
| **PSY 211** | Fundamentals of Biopsychology | 3 |
| **PSY 260** | Death and Dying | 3 |
| **HIS** | History Elective | 3 |

**Exploring the Natural World, Mathematics &Technology - 11 Credits**

| | | |
|---|---|---|
| **MTH 136** | Topics in Mathematics | 3 |
| **BIO 107** | Anatomy & Physiology I* | 3 |
| **BIO 107L** | Anatomy & Physiology I Lab* | 1 |
| **BIO 108** | Anatomy & Physiology II* | 3 |
| **BIO 108L** | Anatomy & Physiology II Lab* | 1 |

**Nutrition - 3 Credits**

| | | |
|---|---|---|
| **NUT 200** | Principles of Nutrition | 3 |

**Exploring the Spiritual World - 9 Credits**

| | | |
|---|---|---|
| **RS 115** | World Religions | 3 |
| **PHL** | Philosophy Elective | 3 |
| **RS or PHL** | Religious Studies or Philosophy Elective | 3 |

**Exploring the Arts and the Imagination - 9 Credits**

| | | |
|---|---|---|
| **COM 101** | Public Speaking | 3 |
| **ENG** | English Elective | 3 |
| | ENG, MUS, ART or Language Elective | 3 |

**Open Elective - 3 Credits**

| | | |
|---|---|---|
| | Open Elective | 3 |

## MAJOR

**Pre-Professional Phase: 17 Credits**

| | | |
|---|---|---|
| **OSC 100** | Introduction to Occupation and Occupational Science | 3 |
| **OSC 201** | The Nature and Meaning of Human Occupation | 3 |
| **OSC 301** | Occupational Perspective of Health | 3 |
| **OSC 302** | Neuroscience of Occupational Behavior | 3 |
| **HS 100** | Introduction to Allied Health | 2 |
| **HS 305** | Teaching in the Health Professions | 3 |

**Professional Phase: 38 Credits**

| | | |
|---|---|---|
| **OSC 404** | Therapeutic Use of Self | 2 |
| **OSC 405** | Foundations of Occupational Therapy | 3 |
| **OSC 406** | Creativity and Activity Analysis | 2 |
| **OSC 410** | Ethics, Values, and Responsibilities | 3 |
| **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 414** | Research Methods I: Evidence-based Practice | 3 |
| **OSC 415** | Skills for Occupation-based Practice | 3 |
| **OSC 416** | Health Care, Policy, and Advocacy | 3 |
| **OSC 417** | Management and Leadership | 3 |
| **OSC 419** | Functional Anatomy & Kinesiology for OT | 4 |
| **OSC 4000** | Research Methods II: Occupation-based Program Development | 3 |

**Minor in Psychology:** students meeting minor Psychology course and credit requirements may be eligible to earn a minor in Psychology.

**Change of Major:** GMercyU students need a minimum of a 3.1 cumulative university GPA by the end of the spring semester to be eligible to apply for an interview. Students must submit a Program application to the Program Director between April 1-May1. Seat availability is limited. Meeting GPA requirements alone does not guarantee acceptance of a change of major to the BHS in Occupational Science Program.

Mary H. Van Brunt

**Grade Requirements:** A 3.1 overall university GPA and a 3.1 combined GPA in select courses***** must be attained prior to registration of OSC 400 level courses.
A 3.0 GPA is required for each academic term while taking OSC 400 level courses. Failure to meet this standard will result in academic probation.
Up to 2 non-OSC 400 level courses may be re-taken. A&P I & II courses must be completed within 5 years and 10 years for other courses prior to graduation.
**Technical Standards for OT Practice:** All students must meet these standards with or without reasonable accommodation prior to taking any OSC 400 level courses.
**Health and Clearance Requirements:** All students must be in timely compliance with all health and clearance requirements outlined in the undergraduate course catalog.
**Deceleration:** a "C" or greater is required of all major courses above, earning less than a "C" will require the course to be retaken with a "B" or better earned on the retake.
**Dismissal:** Earning two or more OSC 400 grades of less than a "C" or not earning a "B" or better on a major course retake will result in dismissal from the Program.
**Observation Hours Requirement:** ≥50 verified hours of OT observation or completion of equivalent assignment is required prior to taking any 400 level OSC course.
**Credit/Graduation Requirements:** 126 credits and a 3.0 GPA or greater is required to graduate with a BHS in Occupational Science.
**Submit all transcripts prior to enrollment for accurate transfer evaluation.** Maximum of 35 credits can be transferred.
**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

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6/24/2022

Gwynedd Mercy University

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

# Radiation Therapy

for Radiological Technologists
Bachelor of Health Science
2022-2023 Curriculum
RTT.BHS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Bachelor of Health Science in Radiation Therapy for Radiological Technologists. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections

## GENERAL EDUCATION AND CORE CURRICULUM

**Skills for Exploring - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000** | First Year Experience | 2 | | | |
| **FYE1001** | First Year Experience Service | 1 | | | |
| **ENG101** | College English | 3 | | | |

**Signature Seminar - 6 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Seminar | 3 | | | |
| | Seminar | 3 | | | |

**Exploring Society and Global Diversity - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **HIS** | Elective | 3 | | | |
| **PSY100** | General Psychology | 3 | | | |
| **PSY111*** | Statistics | 3 | | | |

**Exploring the Natural World, Mathematics &Technology - 14 credits**

| | | | | | |
|---|---|---|---|---|---|
| **BIO107** | Anatomy & Physiology I | 3 | | | |
| **BIO107L** | Anatomy & Physiology I Lab | 1 | | | |
| **BIO108** | Anatomy & Physiology II | 3 | | | |
| **BIO108L** | Anatomy & Physiology II Lab | 1 | | | |
| **CIS101** | Intro to Desktop Computing | 3 | | | |
| | MTH 141 OR 142 | 3 | | | |

**Exploring the Spiritual World - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **PHL** | Elective | 3 | | | |
| **RS** | Elective | 3 | | | |
| **PHL or RS** | RS Elective or PHL Upper Level Elective | 3 | | | |

**Exploring the Arts and Imagination - 9 Credits**

| | | | | | |
|---|---|---|---|---|---|
| **ENG200** | Public Speaking | 3 | | | |
| **LLFA** | Elective | 3 | | | |
| **ENG** | Literature Elective | 3 | | | |

**Open Electives - 30 Credits**

| | | | | | |
|---|---|---|---|---|---|
| | Physics | 3 | | | |
| | Radiography Courses & ARRT Certification | 27 | | | |

**MAJOR**

***Radiation Therapy Technology - 53 Credits***

| | | | | | |
|---|---|---|---|---|---|
| **RTS200** | Radiation Biology | 3 | | | |
| **RTS202** | Principles of Radiation Oncology Patient Care | 2 | | | |
| **RTS203** | Principles of Technical RT | 2 | | | |
| **RTS204** | Clinical Education I | 3 | | | |
| **RTS208** | Tech Radiation Therapy I | 3 | | | |
| **RTS209** | Clinical Oncology I | 1 | | | |
| **RTS303** | Clinical Education II | 3 | | | |
| **RTS304** | Tech Radiation II | 3 | | | |
| **RTS305** | Clinical Oncology II | 1 | | | |
| **RTS306** | Applied Radiation Physics I | 3 | | | |
| **RTS307** | Principles of Medical Dosimetry | 3 | | | |
| **RTS308** | Cross- Sectional Anatomy | 2 | | | |
| **RTS320** | Clinical Education III | 3 | | | |
| **RTS400** | Tech Radiation Therapy III | 1 | | | |
| **RTS402** | Applied Radiation Physics II | 3 | | | |
| **RTS403** | Clinical Education IV | 3 | | | |
| **RTS404** | Advanced Medical Dosimetry | 2 | | | |
| **RTS406** | TQM in Radiation Oncology | 1 | | | |
| **RTS407** | Clinical Education V | 4 | | | |
| **RTS408** | App Phys of Advanced Treat Tech | 2 | | | |
| **RTS410** | Capstone Seminar in RT | 2 | | | |
| **RTS4000** | Capstone Research Project | 3 | | | |
| ***Additional Courses - 9 Credits*** | | | | | |
| **HS208** | Basic Pathophysiology | 3 | | | |
| **HS305** | Teaching in Health Professions | 3 | | | |
| **HS403** | Current Topics Healthcare | 3 | | | |

**Online labs for required sciences are not transferrable.**

**Grade/GPA Requirement** - The minimum passing grade is C (a grade of C- is not acceptable) for all courses in the Natural World, Mathematics and Technology, Statistics and Public Speaking as well the major. The minimum major GPA is 3.0 and minimum cumulative GPA is 3.0.

**Credit Requirements** - A minimum of 145 credits is required for this degree.

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

Mary H. VanBrunt

Processed by:_____

Office of the Registrar
6/24/2022

Gwynedd Mercy University

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

# Respiratory Care

Associate of Science 3+1 Program
Bachelor of Health Science
2022-2023 Curriculum
RC.AS, RC.BHS

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Associate of Science and/or Bachelor of Health Science in Respiratory Care. Additional policies and procedures may be found in the current University Catalog.

## GMC: Growing Mercy Connections
## GENERAL EDUCATION AND CORE CURRICULUM

### Skills for Exploring - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| **FYE1000*** | First Year Experience | 2 | | | |
| **FYE1001*** | First Year Experience Service | 1 | | | |
| **ENG101*** | College English | 3 | | | |

### Signature Seminar - 6 Credits

| | | | | | |
|---|---|---|---|---|---|
| | Seminar* | 3 | | | |
| | Seminar | 3 | | | |

### Exploring Society and Global Diversity - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| | HIS, SOC, PSY, ECN, GEO, POL Elective | 3 | | | |
| **PSY100*** | General Psychology | 3 | | | |
| **PSY111*** | Statistics | 3 | | | |

### Exploring the Natural World, Mathematics &Technology - 23 credits

| | | | | | |
|---|---|---|---|---|---|
| **BIO107*** | Anatomy & Physiology I | 3 | | | |
| **BIO107L*** | Anatomy & Physiology I Lab | 1 | | | |
| **BIO108*** | Anatomy & Physiology II | 3 | | | |
| **BIO108L*** | Anatomy & Physiology II Lab | 1 | | | |
| **BIO121*** | Microbiology | 3 | | | |
| **CIS101*** | Intro to Desktop Computing | 3 | | | |
| **CHM115*** | Chemistry for Health Professions | 3 | | | |
| **MTH136*** | Topics of Math | 3 | | | |
| **PHY111*** | Physics for Allied Health | 3 | | | |

### Exploring the Spiritual World - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| **PHL** | Elective | 3 | | | |
| **RS*** | Elective | 3 | | | |
| | RS Elective or PHL Upper Level Elective | 3 | | | |

### Exploring the Arts and the Imagination - 9 Credits

| | | | | | |
|---|---|---|---|---|---|
| **ENG** | Eng Elective | 3 | | | |
| **ENG200*** | Public Speaking | 3 | | | |
| | LLFA Elective | 3 | | | |

## MAJOR

### Respiratory Care - 65 Credits

| | | | | | |
|---|---|---|---|---|---|
| **RC200*** | Introduction to AH | 2 | | | |
| **RC210*** | Medical Terminology | 1 | | | |
| **RC230*** | Respiratory Theory I | 4 | | | |
| **RC231*** | Respiratory Theory II | 3 | | | |
| **RC232*** | Respiratory Theory III | 3 | | | |
| **RC233*** | Respiratory & Cardiac Physiology | 3 | | | |
| **RC234*** | Respiratory Pharmacology | 3 | | | |
| **RC240*** | Respiratory Procedures I | 1 | | | |
| **RC241*** | Respiratory Procedures II | 1 | | | |
| **RC242*** | Respiratory Procedures III | 1 | | | |
| **RC250*** | Clinical Respiratory Care I | 3 | | | |
| **RC251*** | Clinical Respiratory Care II | 3 | | | |
| **RC330*** | Advanced Respiratory Theory I | 3 | | | |
| **RC331*** | Advanced Respiratory Theory II | 3 | | | |
| **RC332*** | Advanced Respiratory Theory III | 3 | | | |
| **RC336*** | Respiratory Pathophysiology | 4 | | | |
| **RC334*** | RC Research - Capstone | 3 | | | |
| **RC337*** | Respiratory Seminar - Capstone | 4 | | | |
| **RC340*** | Advanced Respiratory Procedures I | 1 | | | |
| **RC341*** | Advanced Respiratory Procedures II | 1 | | | |
| **RC342*** | Advanced Respiratory Procedures III | 1 | | | |
| **RC350*** | Advanced Clinical Respiratory I | 2 | | | |
| **RC351*** | Advanced Clinical Respiratory II | 3 | | | |
| | HA/HS Elective | 3 | | | |
| | HA/HS Elective | 3 | | | |
| | HA/HS Elective | 3 | | | |

**Prerequisites:** English proficiency and high school chemistry or physics.

*Courses are required for AS program.

Years 1, 2 and 3 qualify student for an Associate Degree in Respiratory Care and NBRC Certification and Registry Eligibility.

**Online labs for required sciences are not transferrable.**

**Grade/GPA Requirement** - The minimum passing grade is C (a grade of C- is not acceptable) for all courses in Core III Natural World, Mathematics and the major. The minimum major GPA is 2.0 and minimum cumulative GPA is 2.0.

**Credit Requirements** - A minimum of 100 credits is required for the AS. A minimum of 127 credits is required for the BHS.

**Highest math completed with C or better_____. Exempt from math placement____yes_____no**
**ENG101 completed with C or better_____. Exempt from writing placement_____yes_____no**

**Submit all transcripts prior to enrollment for accurate transfer evaluation.**

Mary H. VanBrunt

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6/24/2022