GWYNEDD MERCY UNIVERSITY

GRADUATE CATALOG
2015 - 2016

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Graduate Admissions Office: 1-800-205-5900

Sponsored by
The Sisters of Mercy of the Americas

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

Accredited by
The Middle States Association of Colleges and Secondary Schools
Commission on Higher Education
Middle States Association of Colleges and Schools
3624 Market Street
Philadelphia, PA 19104-2680
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Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, NE, Suite 850
Atlanta, GA 30326

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

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

Gwynedd Mercy University does not discriminate on the basis of race, age, national origin, religion, sex, or disability in the administration of its educational, admission, scholarship, or loan policies.

Member of the SouthEastern Pennsylvania Consortium for Higher Education (SEPCHE)
SEPCHE is a consortium of eight independent higher education institutions in the Greater Philadelphia region who engage in a collaborative approach to the challenges of higher education and work together to promote quality and efficiency of academic programming, student access, faculty development, institutional operations and community outreach, through sharing of a range of multi-functional activities, services and information. Other members of SEPCHE are: Arcadia University, Cabrini College, Chestnut Hill College, Holy Family University, Immaculata University, Neumann University and Rosemont College.
Graduate Programs

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

School of Graduate & Professional Studies - Online
  Master of Science in Education: Master Teacher Program
  Master of Science in Educational Administration: K-12 Principal Certification
  Master of Science in Education Administration: in Supervisor of Curriculum and Instruction
  Master of Science in School Counseling
  Master of Science in Special Education
  Doctor of Education

  Master of Business Administration
  Master of Science in Management (Suspended 2014)

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

Graduate Admission: graduate@gmercyu.edu
Graduate & Professional Studies: 1-877-499-6333
Academic Year — 2015-2016

Fall 2015

University Assembly
Saturday Classes Begin
Regular Classes Begin
Labor Day (University Closed)
Last Day to Drop/Add Regular Classes
Deadline for January 2016 Graduation Application
Fall Break (No regular classes)
Spring 2016 Registration
Last Day for Regular Course Withdrawal
Thanksgiving Holidays (University Closed)
Last Day of Regular Classes
Final Exams
Deadline for May 2016 Graduation Application

SPRING 2016

University Assembly
Regular Classes Begin
Graduation – No ceremony
Last Day to Drop/Add Regular Classes
Spring Break (No regular classes)
Summer & Fall 2015 Registration
Easter Holidays (University Closed)
Last Day to Withdraw – Regular Spring Classes
Last Day of Regular Classes
Final Exams
Commencement

SUMMER I SESSION
Memorial Day (University Closed)

SUMMER II SESSION
Holiday (University Closed)
Graduation – No ceremony
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General Information

Gwynedd Mercy University, an independent co-educational Catholic institution sponsored by the Sisters of Mercy, was founded in 1948 as a junior University. The campus is located in Gwynedd Valley, Montgomery County, Pennsylvania. The University is accredited by the Middle States Association, Commission on Higher Education, and is approved to grant master, baccalaureate and associate degrees in both the arts and sciences.

The School of Graduate and Professional Studies (GPS), with offices at the East Norriton location, serves as the home base for graduate programs in Business and Education. Graduate program in Nursing are offered through the Frances M. Maguire School of Nursing and Health Professions, located on the main campus.

Programs offered through GPS are offered in an accelerated, online, seven-week format and include:
- Master of Business Administration (MBA)
- Master of Science in Education: Master Teacher
- Master of Science in Educational Administration (K-12 Principal & Supervisor of Curriculum & Instruction)
- Master of Science in School Counseling
- Master of Science in Special Education
- Doctor of Education

Mission Statement

Gwynedd Mercy University is a Catholic University founded by the Sisters of Mercy. Our Mission is to create a learning community rooted in Gospel Values and rich in the liberal arts. In an atmosphere of inquiry and dialogue, the University seeks to combine education for professional competency with the Mercy tradition of service to society.

Core Values

The following values lie at the heart of higher education in the Mercy tradition: Academic Excellence, Community and Collaboration, Compassion, Competence, Dignity of Each Person, Integrity, Rigorous Intellectual Inquiry, Social Responsibility, Spirit of Hospitality and Valuing Diversity.

At Gwynedd Mercy University we believe
- That education is a life-long process that enriches the intellectual, moral and spiritual life of the individual and prepares him/her for an active role in society.
- That a solid liberal arts foundation is the best preparation for life and work.
- That the cultivation of compassion, intellectual inquiry, dedication to truth, mercy and justice is essential in improving the human condition.
- That education is a process of transforming oneself and society.
- That individual attention in a caring environment promotes learning.

Student Learning Outcomes

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

Communication Skills

Communication skills include listening, speaking, reading, writing and observation. Students demonstrate:
- a facility in their use of language in spoken and written forms that is correct, clear and effective
- the use of well-chosen vocabulary that enriches communication
- the ability to listen actively and to participate effectively in the communication process with a variety of persons (e.g., colleagues, students, parents, clients)
- an understanding and sensitivity to elements of the communication process that are non-verbal (e.g., an awareness of body language, pictorial, graphic, etc.)
- a command of the terminology of their chosen profession

Professional Competency

Professional competency includes the skills and knowledge necessary for students to be satisfactory entry-level professionals in their chosen fields. Students demonstrate:
- awareness of community intellectual, social and emotional characteristics; varied approach to learning; multiple interests and cultural heritage
- mastery of the technical skills essential in one’s chosen profession
- acquisition of social and scientific literacy
• responsibility and accountability for their own actions.

**Moral and Ethical Judgment**
Moral and ethical judgment includes awareness of the historical, philosophical and religious foundations of ethical decision making. Students demonstrate:

- awareness of current ethical dilemmas in their chosen fields of practice
- respect and care for the dignity and worth of individuals with whom they interact as well as the global community
- regard for the environment
- sense of values reflecting the Mercy tradition

**Problem Solving**
Problem solving involves the ability to recognize problems and apply systematic and creative methods or processes to develop and activate solutions to problems. Students demonstrate:

- the ability to initiate, adapt and/or create steps in working toward solutions in groups or alone
- the ability to evaluate the effectiveness of solutions
- the ability to assess personal learning
- the ability to plan for future problem-solving activities

**Critical Thinking**
Critical thinking is the ability to consider and evaluate effectively, a process that includes inquiry and logical deduction. Students understand different situations and make thoughtful and accurate assessments. Students demonstrate:

- a process of inquiry and logical deduction
- the ability to recognize gaps in their knowledge
- the ability to identify and evaluate sources of information
- the ability to evaluate information for accuracy, relevancy and credibility
- synthesize the new information from collected information or apply knowledge or information to a new situation
- transfer knowledge

**Leadership in Society**
Leadership involves service to society and the awareness of the individual’s role in society and the impact of one’s action. Students demonstrate:

- sensitivity to individuals with diverse beliefs and ethnic backgrounds
- the ability to organize and manage group projects
- the ability to identify and evaluate various leadership styles in Western and non-Western cultures and how these leaders function in time and place
- the ability to effect change in the profession and in society

**Critical and Competent Use of Technology**
Critical and competent use of technology involves the individual’s ability to locate, select, create, process, evaluate and distribute information. Students demonstrate:

- the effective application of computers and other technologies appropriate to the discipline
- the evaluation of various technologies appropriate to the discipline
- awareness of the impact of all technologies on society
- ethical use of intellectual property

**Student Learning Outcomes – Graduate Program**
**Students will:**

**MS in Education**

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

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

**MS in Management (Suspended 2014)**
1. Effectively research and communicate in writing (in APA format) ideas and arguments associated with business issues.
2. Effectively communicate verbally ideas and arguments associated with business issues.
3. Apply knowledge and skills to make appropriate business decisions.
4. Apply critical thinking to real life work problems through the application of theoretical and experiential knowledge.

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

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

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

**MS in Nursing**
1. Collaborates with colleagues and consumers to provide and improve advanced nursing care.
2. Contributes to advanced nursing knowledge through scientific inquiry.
3. Demonstrates expertise as an advanced practice nurse through the diagnosis and treatment of complex responses of individuals, families, and communities to actual or potential health problems or as a nurse educator by the assessment of the needs of learners, selection of content, and implementation of a curriculum to achieve specified learning outcomes.
4. Demonstrates professionalism as a nurse practitioner grounded in the Mercy tradition.
5. Demonstrates social responsibility for individuals, families, and communities within the context of a multicultural society.
6. Utilizes knowledge to provide holistic care in a defined area of advanced practice nursing or nursing education in accordance with standards of practice and codes of ethics.
7. Strategize to improve health for all by influencing policy.
8. Synthesize knowledge from nursing and related disciplines as a foundation for evidence-based practice as a clinical nurse specialist, nurse practitioner, or nurse educator.
9. Assume a leadership role in interpreting and promoting advanced nursing to members of the profession, to other disciplines, and to consumers.
10. Contribute to advanced nursing knowledge through scientific inquiry.

**MS in Reading (Program Suspended)**
1. Understand the historical, theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Incorporate instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Apply a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessment.
6. Recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

DNP - Doctor of Nursing Practice
1. Prepare Advanced Practice Nurses at the doctoral level within the context of the Mercy tradition of advocacy directed towards social change.
2. Demonstrate information literacy in complex health care decision-making.
3. Advance the practice of nursing as a clinical scholar through dissemination of evidence-based protocols to improve the provision of health care.
4. Demonstrate leadership in interdisciplinary collaboration to effect evidence-based changes in health care systems to facilitate delivery of comprehensive quality care.
5. Function as a mentor for BSN and MSN nurses conducting and utilizing nursing research.
6. Evaluate disparities in health care systems locally, nationally, and globally as a basis for developing innovative health care practices and delivery systems.
7. Critically appraise nursing care to insure the prioritization of culturally competent practice with diverse populations.

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

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

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

Accelerated and Online Formats
There are a number of outcome based formats at the university in which “face-to-face” instructional time is less than the 14 hours per one semester credit, but meet the equivalency standard set forth in the regulation. In these alternative formats, the face-to-face instructional time and the additional outside of classroom alternative instructional activities (“Alternative Equivalent Instruction” or AIE) must meet the one semester credit hour per 14 hours classroom instruction or its equivalent as determined by the faculty (i.e., 42 hours for a three credit course; 56 for a four credit course, etc.). For example, if a three credit course in a seven-week format meets face-to-face for 28 hours, an additional 14 hours of structured, alternative equivalent instruction activities (AIEs) are required; 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 course 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.

Alternative Instructional Equivalencies (AIE)
An array of instructional related or student engagement activities can be utilized to achieve the equivalent of the 14 hours per credit of classroom-based instruction, not including a final, as part of the standard. Choosing a particular “learning outside the classroom” activity (known as Alternative Instructional Equivalencies) or combination of activities is the responsibility of the faculty in terms of achieving the stated goals, objectives, and outcomes of the course, enhancing cooperative and collaborative learning in an instructor-mediated environment, demonstrating an awareness of the various learning styles and experiences of the students, and in the determining of equivalency to a semester of credit.
Philosophy of Graduate Education

The philosophy of graduate education at Gwynedd Mercy University is based on combining education for professional excellence with the Mercy tradition of service to society. Founded by the Mercy Sisters in the Catholic and liberal arts traditions, Gwynedd challenges both the intellectual growth and the professional development of the whole person, incorporating within the curriculum both moral leadership and social responsibility. The goal is consistent with the mission of Gwynedd Mercy University which emphasizes learning that is rooted in gospel values and rich in liberal arts and takes place in an atmosphere of inquiry and dialogue. It is based on the belief that the personal, social, educational and professional experiences embedded in the graduate programs encourage open exchange and critical examination of ideas and concepts, processes that provide the foundation for advancing knowledge and learning.

Graduate education at Gwynedd Mercy University is characterized by a focus on specialization, a commitment to research, and involvement in the development and refinement of knowledge, and graduate degrees are conferred in recognition of depth of scholarly achievement and demonstrated accomplishment in addressing a variety of issues and challenges with increased academic and professional skills. Successful graduate students will acquire the ability to comprehend and evaluate the literature of the discipline, and to explore the issues, theories and questions related to the existing and emerging knowledge base of the relevant academic and/or professional field. They will be prepared to exercise greater scope and depth of responsibility, degree of autonomy, independent judgment, complexity of decision-making and emphasis on scholarship and leadership.

Academic Integrity Statement

Part I - 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/her academic life in accordance with this expectation. Violations of this core value is considered a serious offense. 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.

Part II – Violations of the Academic Integrity Policy
Cheating: is any action that uses or provides unauthorized assistance or material during an academic exercise. This may include, but is not limited to:
1. copying or offering unauthorized assistance on tests, quizzes, examinations, reports, papers or research.
2. submission of the same paper or report for more than one course and/or at more than one institution without prior approval of both instructors.
3. deception to avoid meeting course requirements.

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

Plagiarism: is to present the words or ideas of another person as your own. Any assignment (e.g. written, oral, poster) or computer programs (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.

Denying other 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; alteration or destruction of course material, including web-based.

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

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

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

Sanctions 1-4 can be enacted at the discretion of the faculty member who should check with the Vice President for Academic Affairs office on whether there are reports of other violations before determining a sanction.

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

Sanctions 5 and 6 are imposed in consultation with the Dean and the Vice President for Academic Affairs when there are severe instances or repeated instances of violations of the Academic Integrity Policy. Even a first violation, if severe, could move to sanctions 5 and 6. Students are to be notified that sanctions 5 or 6 have been imposed within 14 calendar days of the violation being discovered.

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

Part IV – Appeal Process
A student may appeal a faculty member’s report of a violation of the Academic Integrity Policy. However, as long as the faculty member followed his/her syllabus and the policy, the sanction imposed cannot be appealed.

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/she believes the report is incorrect, to the Dean of the School in which the course is offered.
  NOTE: if the faculty member reporting the violation is also the Dean of the School offering the course, the student should send the appeal to the Vice President for Academic Affairs who will then assign the appeal to another Dean.

- The Dean hearing the appeal will –
  1. Review the report of violation and the student appeal
  2. At his/her discretion, meet individually with the parties involved.

- If the Dean finds the report of violation correct, the records and sanctions stand.

- If the Dean finds that the report of violation is incorrect, the report will be removed from the Vice President for Academic Affairs files and the sanction removed.

- Written notice of the outcome of the appeal is to be sent to the VPAA’s office, the student and the faculty member originating the report of violation of the Academic Integrity Policy within 10 calendar days of the Dean receiving the student appeal.

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

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

**Library Services**
The library houses over 100,000 volumes and 10,000 media titles and receives over 600 current periodical subscriptions in print and microfilm. Several hundred additional periodical titles are available full text online, including over 100 JSTOR titles. The library is open seven days (including four evenings) a week during the fall and spring semesters, with a reduced schedule during the summer and inter-semester. A Gwynedd Mercy University student ID is required for students to borrow materials and a Gwynedd Mercy University e-mail account is required to have access to online databases from off campus.

The library’s holdings of books, periodicals and media materials can be identified in the computerized catalog, which is available for searching on the library’s Internet homepage www.gmercyu.edu/library. The library also provides access to the Internet for research and information gathering as well as online databases of journal citations and full text articles. Databases available include CINAHL, ERIC, EbscoHost Academic Search Elite, and Business Source, PsycInfo, WilsonWeb (Education, Business, Social Sciences, General Sciences, Humanities), JSTOR, Columbia International Affairs Online, Hoovers, and hundreds of newspapers, including the Philadelphia Inquirer and Daily News, the New York Times and The Wall Street Journal. All electronic resources can be accessed from off campus.

Printing and copying facilities are available. Printing from library PCs and laptops is free with a Gwynedd Mercy University student ID. Wireless laptops can be borrowed for in-library use.

Instruction on the effective use of the library’s resources and services, is provided to individuals and groups through one-on-one assistance, class visits arranged by teaching faculty and library-sponsored workshops. Reference staff is available during all library hours to assist users. Audio visual equipment for small group or individual use is available all hours the library is open.

An online library tutorial and guides for searching online library databases can be accessed via the University’s Blackboard system. Assistance is also available during library hours via IM, email and phone and 24/7 via a link to AskHerePa.

Students can borrow materials from the seven other libraries of SEPCHE by showing a current Gwynedd Mercy University student ID. The holdings of all eight SEPCHE libraries can be searched via SEPCHE-CAT on the library web page. Through the library’s membership in the Tri-State University Library Cooperative, students and faculty may use the libraries of 42 Universities and universities in the Philadelphia area. With a letter of introduction from the library, students and faculty may borrow materials from TCLC members. Interlibrary loan is available for a small charge from over 5,000 libraries.

**The Academic Resource Center (ARC)**
The Academic Resource Center (ARC), located on the second floor of the Lourdes Library building, provides academic support for the Gwynedd Mercy University students. The ARC offers individual and group tutorials, academic workshops, PRAXIS review, APA and NLA citation assistance and NCLEX review.

Scanner, laser printers, and a color printer are also available.

Tutor schedules for each semester are published on the ARC’s web page, call 267-448-1370 for an appointment.

The instructional and reference software does not circulate; students may use the programs on ARC computers only. A catalog of ARC software holdings is available at the ARC and on the web page.

Workshops are usually held in the Robert Masucci Room (located opposite the circulation desk on the first floor of the library). The sessions are scheduled for approximately one hour, and handouts are provided. Reservations are required because space is limited, call 267-448-1370 for an appointment. All services are free of charge.
Transfer of Credit
Graduate credits, not to exceed six, taken at other accredited institutions prior to matriculation, may be applied toward the master’s degree. The credits must have been taken within five years of admission and a grade of B or better must have been earned. The request for transfer of credit must be submitted in writing no later than the end of the first semester of full-time study. All requests must be submitted for approval to the Dean of Graduate and Professional Studies for programs in Business and Education; to the Dean of the Frances M. Maguire School of Nursing and Health Professions for programs in Nursing. The official transcript for transfer of credit must be on file prior to acceptance of credits for transfer.

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

The same policy as above applies for state certification applicants.

Change of Major
Change of major in education or change of role or clinical track in nursing: Majors must process a Change of Major form before completing the core curriculum with signatures from appropriate program chairs as well as approval of the appropriate Dean and Vice President for Academic Affairs.

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

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

- Inspect and review the student’s education records maintained by the school. If the student and parents are unable to review the records at the school, they can request copies from the school (and may be charged a fee for them). Requests to review educational records must be directed to the Registrar and must identify, as specific as possible, the record(s) that the student wishes to inspect. The Registrar will contact the appropriate record custodian in the University who will make those records available to the student as soon as possible but no later than 45 days from the date of the request. The University has the right to refuse student access to records under certain circumstances.
- Request that a school correct the student’s records if they believe they are incorrect or misleading. If the school chooses not to update the student’s record, the student or parent has a right to a formal hearing. If, after the hearing, the school still decides not to modify the student’s records, the parent or student can include a statement in the records which contests the information.

When a School Does Not Need Written Consent
Generally, a school must have written permission from the parent or student before releasing any information from the student’s records. Schools can, however, disclose the student’s records without the student’s or parent’s consent to any of the following parties or under any of the following conditions:

- School officials with legitimate educational interest
- 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
Disclosure of Directory Information
Schools do not need consent 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 of study
- Degree(s) conferred and dates awarded
- Honors and awards
- Date and place of birth

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

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

Non-compliance
A parent or eligible student may file a written complaint with the office regarding an alleged violation under the Act and this part. The office’s address is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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

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

In the Graduate Nursing programs the courses are limited to NUR 530, NUR 610, NUR 510 or electives.

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

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

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

Attendance and Leave of Absence
Regular class attendance is necessary for attainment of satisfactory performance in University work and is the responsibility of each student. Requirements for class attendance within any course are at the discretion of the faculty member responsible for the course. Attendance is always required on the first day of each course.
All degree candidates are required to be enrolled continuously until they have completed all of the course requirements for their degrees. All work for the degree must be completed within five calendar years of acceptance.

A graduate student forced to interrupt his or her studies should, with the approval of his or her advisor, write to the Dean of the appropriate School requesting a leave of absence, and stating the reasons. The student's request for leave is officially granted by the Dean of the School. Leaves of absence are normally granted for no more than one calendar year. The period of a leave granted by the Dean will not be counted toward the time limit applied to the degree. A leave already granted can be extended at the discretion of the Dean of the School, but more than one leave is not normally granted.

**Academic Progress**

**School of Graduate & Professional Studies (Business)**
Each student must maintain a minimum of 3.0 grade point average to remain in the program. A student will be permitted to have two “C” grades but must still maintain a 3.0 cumulative grade point average. Any student earning below the minimum grade point average or earning three “C’s” will be dismissed from the program. Once enrolled, it is expected that the student will be enrolled continuously.

**School of Graduate & Professional Studies (Education)**
Graduate students must maintain a 3.0 (B) average to remain in good academic standing. A graduate student whose cumulative grade point average falls below this required minimum will be placed on academic probation for the next year. By the conclusion of the probationary period, a student is expected to have achieved the minimum acceptable cumulative grade point average. Notification of academic probation will be made through the Dean.

Graduate students may not be placed on academic probation a second time. Such students will be subject to dismissal. Students who received two (2) or more grades of “C” are subject to dismissal.

Notification of dismissal will be made through the Dean of the School of Graduate & Professional Studies.

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass, no quality points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (30 days)</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
</tbody>
</table>

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Incomplete Grade
The grade of incomplete (I) is awarded by a faculty member when a student has not completed the assigned work in a course for reasons determined to be extenuating by the faculty member. The required course work must be submitted within 30 calendar days of the last day of the final examination period of the semester during which the course was taken or the “I” grade reverts to F, except for Research Thesis and Practicum courses which may be extended at the discretion of the Dean with approval from the Vice President for Academic Affairs. Refer to Program Handbook of respective programs.

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 may ask the student to leave that class. Students at the Gwynedd Valley campus may report to the Campbell Solution Center to resolve administration issues. Students from all other campuses should report to their academic advisor. The student will not report back to class until they are officially registered.

Payment Policy
Payment of tuition, fees and other charges is due on the published due date. For the Gwynedd Valley campus, tuition is due in August for the fall semester and January for the spring semester. At all other campuses, tuition is due at the beginning of each class. Payment by employer reimbursement or payment plans must be arranged with the Bursar’s Office prior to the published due dates in order to avoid charges for late payment. Students will not be issued degrees or transcripts and will not be permitted to register for future classes until all financial obligations have been cleared.

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

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

<table>
<thead>
<tr>
<th>Gwynedd Valley Campus</th>
<th>East Norriton, Philadelphia &amp; Bensalem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal prior to the first day of class - 100%</td>
<td>Withdrawal prior to first classes – 100%</td>
</tr>
<tr>
<td>Withdrawal through the first week of class - 75%</td>
<td>Withdrawal after 1st class – 90%</td>
</tr>
<tr>
<td>Withdrawal through the second week of class - 50%</td>
<td>Withdrawal after 2nd class - None</td>
</tr>
<tr>
<td>Withdrawal through the third week of class - 25%</td>
<td></td>
</tr>
<tr>
<td>Withdrawal after the third week of class - None</td>
<td></td>
</tr>
</tbody>
</table>

There is no refund for unauthorized withdrawal. The date of withdrawal is determined from the time the Office of Academic Affairs receives the withdrawal form. One hundred dollars ($100) will be deducted from all refunds for administrative charges. The deadlines for withdrawal are in the front of this catalog.

Withdrawal from East Norriton, Philadelphia and Bensalem
Official withdrawal from Gwynedd Mercy University for personal and academic reasons must be authorized by the Office of Academic Affairs. In order to effect an official withdrawal, the student must notify the School of Graduate and Professional Studies Office and fill out a withdrawal form which will be submitted to the Office of Academic Affairs. Refunds as a result of official withdrawal will be made according to the following schedule:

| Drops prior to the first day of class – 100% |
| Withdrawal after the first class and prior to the second class – 90% |
| Withdrawal after the second class - None |
There is no refund for unauthorized withdrawals. The date of withdrawal is determined from the time the Graduate Education Office receives the withdrawal form. One hundred dollars ($100) will be deducted from all refunds for administrative charges.

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

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

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

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

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

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

Graduation
Degrees are awarded in January, May, and August. A candidate for a degree must apply for graduation one semester before the graduation date. Application deadlines are September 1st for January graduation, December 18th for May graduation, and June 1st for August graduation. Each student is responsible for meeting the deadline, since the University does not provide individual notifications. Forms are available at the Registrar’s office or online.

Request for Transcripts
The Family Educational Rights and Privacy Act of 1974, as amended, prohibits the release of educational records by institutions without the specific written consent of the student. Students or alumni may request copies of their transcripts by writing to the Office of the Registrar. Official copies will be sent directly by the University only to a home address, or another University, business firm or a government agency. There is a $5.00 charge for each request. There is no charge for copies sent between divisional offices at Gwynedd Mercy University. Transcript requests are processed in the order received and require 24-48 hours for processing. Specific deadlines should be mentioned when requesting the transcript. A student who has not satisfied all financial obligations in any department of the University will not be able to receive transcripts. Checks accompanying requests should be made payable to: Gwynedd Mercy University.
School of Business
Master of Business Administration (MBA)
4+1 program
Dean: Heather Pfleger, EdD

The Master of Business Administration is a 3-36 credit degree program designed to meet the needs of a variety of business professionals.

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

Expenses:
Tuition (per credit hour) $775
Graduation Fee $165
Education Resource Fee (per credit) $ 13

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

- A completed and signed application and application fee.
- A baccalaureate degree from a regionally-accredited University or College; with a GPA of 3.00 or above.
- The official University transcript of the posted baccalaureate degree.
- Two letters of recommendation (preferably, one should be from a supervisor).
- Students without a business degree will be evaluated for foundational knowledge in six area’s
  - Financial Accounting
  - Economics
  - Marketing
  - Finance
  - Mathematics and Statistics
  - Management
- Evidence that international applicants have received a minimum score of 575 of the TOEFL examination.

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

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

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

Requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations courses*</td>
<td>6 credits</td>
</tr>
<tr>
<td>Core Courses</td>
<td>21 credits</td>
</tr>
<tr>
<td>MBA Option</td>
<td>9 credits</td>
</tr>
<tr>
<td></td>
<td>30-36 credits</td>
</tr>
</tbody>
</table>
*Applicants that have completed the undergraduate equivalent of the above courses with a grade of B or better will have that foundational requirement waived.

The non-credit foundation courses are required for students who did not take the prerequisite business course material as an undergraduate. Students in the 4+1 would not take the foundation courses. Graduate students who were not undergraduate business majors may need to take up to six of the non-credit courses. These foundation courses are online, self-paced courses that take approximately 15 to 20 hours each and are offered through Ivy Software. Students complete a summative exam at the end of each course to determine if they have been successful. The summative exam has been nationally normed, and is a rigorous assessment. Only the foundation courses are offered through Ivy Software. The core courses and the MBA option courses are all Gwynedd Mercy University courses.

**Course Requirements:**

**Core Courses – 21 credits**
- MBA 600 Ethical Decision Making and Corporate Social Responsibility
- MBA 610 Strategic Management
- MBA 620 Accounting for Decision Makers
- MBA 630 Marketing Planning
- MBA 640 Managing Business Operations
- MBA 650 Managerial Finance
- MBA 660 Capstone Business Plan

Students select one of these options:

- **Strategic Management and Leadership Option – 9 credits**
  - MBA 700 Organizational Theory & Design
  - MBA 710 Global Management
  - MBA 720 Managing Human Capital

- **Health Care Administration – 9 credits**
  - MBA 730 Health Care Budgeting, Planning and Finance
  - MBA 740 Managing Health Care Delivery Systems
  - MBA 750 Healthcare Information Systems

- **Sustainability Management – 9 credits**
  - MBA 760 Ecopreneurship
  - MBA 770 Sustainability Marketing
  - MBA 780 Sustainability and Supply Chain Management

**Program Options:**

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

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

The MBA with a specialization in Sustainability Management prepares students and professionals to utilize best practices by acquiring knowledge managers need to lead corporate sustainability. Students will build on a sound foundation of business skills and competencies developed within the MBA core classes and within the specialization courses will rethink products, services and management strategies that can make a difference in business organizations.
School of Graduate and Professional Studies
Master of Business Administration (MBA)
Dean: Mary Sortino, PsyD

The MBA is a graduate program that is offered as an accelerated online program and a 4+1 traditional face-to-face program as part of a 5-year BS/MBA program that will be offered to undergraduate students completing a BS in Accounting, Finance, Human Resources Management, Management, Marketing, and Sports Management. The 4+1 traditional on-ground face-to-face courses are offered in an eight-week model.

Expenses:
- Application Fee – (non-refundable) $ 30
- Tuition (per credit hour) $585
- Graduation Fee $165
- Education Resource Fee (per credit) $ 13

Admissions Requirements:
MBA Online - Students must have an earned bachelor degree from a regionally accredited institution with a minimum cumulative grade point average of 3.0

MSM – MBA Add on, offered only beginning August 2014.
Students must have earned MSM from Gwynedd Mercy University.

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

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

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

Requirements:
- Foundations courses
- Core Courses 21 credits
- MBA Option 9 credits

30 credits

*Applicants that have completed the undergraduate equivalent of the above courses with a grade of B or better will have that foundational requirement waived.

The non-credit foundation courses are required for students who did not take the prerequisite business course material as an undergraduate. Students in the 4+1 would not take the foundation courses. Graduate students who were not undergraduate business majors may need to take up to six of the non-credit courses. These foundation courses are online, self-paced courses that take approximately 15 to 20 hours each and are offered through Ivy Software. Students complete a summative exam at the end of each course to determine if they have been successful. The summative exam has been nationally normed, and is a rigorous assessment. Only the foundation courses are offered through Ivy Software. The core courses and the MBA option courses are all Gwynedd Mercy University courses.
Course Requirements:

Core Courses – 21 credits
MBA 600  Ethical Decision Making and Corporate Social Responsibility
MBA 610  Strategic Management
MBA 620  Accounting for Decision Makers
MBA 630  Marketing Planning
MBA 640  Managing Business Operations
MBA 650  Managerial Finance
MBA 660  Capstone Business Plan

Students select one of these options:

Strategic Management and Leadership Option – 9 credits
MBA 700  Organizational Theory & Design
MBA 710  Global Management
MBA 720  Managing Human Capital

Health Care Administration – 9 credits
MBA 730  Health Care Budgeting, Planning and Finance
MBA 740  Managing Health Care Delivery Systems
MBA 750  Healthcare Information Systems

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

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

MSM – MBA Add On Option
Students with an earned MSM from Gwynedd Mercy University will have the ability to earn the MBA through the completion of four (4) MBA courses:
MBA 700  Organizational Theory and Design
MBA 720  Managing Human Capital
MBA 780  Sustainability and Supply Chain Management
MBA 660  Capstone Business Plan

MBA 700, 720, and 780 may be taken in any sequence but MBA660 must be completed last.
School of Graduate & Professional Studies
Master of Science in Management
(Suspended 2014)

Dean: Mary Sortino, PsyD

The Master of Science in Management is a 37-credit degree program designed to meet the needs of a variety of business professionals. The MSM degree program centers on development of managers who will have the opportunities to develop theoretical and practical knowledge and skills that enhance their effectiveness as a leader in the workplace. Research is an ongoing, integral part of the MSM program.

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

Expenses 2015-2016
Application Fee – (non-refundable) $30
Tuition (per credit hour) $600
Graduation Fee $165
Educational Resources Fee per credit (non-refundable) $13
Late Payment Fee $50

Admission Requirements
To be admitted to the Master of Science in Management program, a prospective student should meet the following requirements:

- A completed and signed application and application fee.
- A baccalaureate degree from a regionally-accredited University or university; with a GPA of 3.00 or above. Applicants with lower than a 3.0 GPA may be provisionally accepted at the discretion of the Dean.
- The official University transcript of the posted baccalaureate degree.
- Two letters of recommendation (preferably, one should be from a supervisor.)
- Students without a business degree will be evaluated for foundational knowledge in accounting and economics, which could be demonstrated by evidence of previous University courses.
- Evidence that international applicants have received a minimum score of 575 on the TOEFL examination.

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

Graduation Requirements
To graduate from the Master of Science in Management program, a student requires 37 semester hours of credit. No more than six graduate credits from a regionally accredited master degree program may be applied. Students must complete the program within seven calendar years.

- A minimum GPA of 3.00 in the Master of Management program.
- Payment of tuition and all fees.
### Requirements: (37 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 500</td>
<td>Introduction to Graduate Studies</td>
</tr>
<tr>
<td>BUS 501</td>
<td>Foundations of Executive Management</td>
</tr>
<tr>
<td>BUS 503</td>
<td>Advanced Economic Theories</td>
</tr>
<tr>
<td>BUS 504</td>
<td>Organizational Leadership, Culture &amp; Dynamics</td>
</tr>
<tr>
<td>BUS 505</td>
<td>Executive Decision Making Systems</td>
</tr>
<tr>
<td>BUS 506</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>BUS 507</td>
<td>Accounting for Decision Makers</td>
</tr>
<tr>
<td>BUS 508</td>
<td>Managerial Finance</td>
</tr>
<tr>
<td>BUS 509</td>
<td>Global Trade, Theories &amp; Practice</td>
</tr>
<tr>
<td>BUS 510</td>
<td>Corporate Social Responsibility</td>
</tr>
<tr>
<td>BUS 511</td>
<td>Emerging Trends in Management</td>
</tr>
<tr>
<td>BUS 512</td>
<td>Strategic Planning – Capstone</td>
</tr>
<tr>
<td>BUS 514</td>
<td>Managing Business Operations</td>
</tr>
</tbody>
</table>
School of Graduate & Professional Studies

Dean: Mary Sortino, PsyD
(GPS only)

Master of Science in Education: Master Teacher Program
Master of Science in Educational Administration: K-12 Principal
Master of Science in School Counseling
Master of Science in Special Education
Doctor in Education

Program Description
All Master-level Education programs are presented in an accelerated cohort model. Courses are offered online and, where appropriate, through field experiences and residencies specific to a given course of study.

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

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

Specific program requirements:
- **Master Teacher Program** – Teacher Certification or a Bachelor’s degree seeking admission into certification program to work simultaneously toward certification and a Master of Science in Education.
- **Educational Administration** – as per Pennsylvania Department of Education regulations, a candidate cannot be certified until he/she has a minimum of five (5) years of full-time teaching experience with Instructional I certification.
- **Reading Specialist** – Teacher Certification I required

Students seeking admission into the teacher certification programs at Gwynedd Mercy University must submit an application to the School of Education when the following conditions have been achieved:

The candidates for teacher certification must have a minimum GPA of 3.0.

Expenses 2015-2016

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$30</td>
</tr>
<tr>
<td>Comprehensive Fee – per credit</td>
<td>$13</td>
</tr>
<tr>
<td>Tuition – per credit hour</td>
<td>$500</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$165</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Pre-Student/Student Teaching Fee</td>
<td>$140</td>
</tr>
<tr>
<td>Acceptance Deposit (non-refundable)</td>
<td>$100</td>
</tr>
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</table>
Master of Science in Education:  
Master Teacher Program  
On-Line

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

The Master of Science in Education, Master Teacher Program is a thirty (30) credit program designed to meet the needs of a variety of professional educators. In-service teachers seeking an advanced degree find the program professionally enriching as they teach in an increasingly complex society and world.

The course of study provides educators with opportunities to develop theoretical and practical knowledge and skills that enhance the effectiveness of the teaching-learning process. Students in the Master Teacher Program also examine and critique the economic, political, cultural, social influences that impact education in the United States.

Master of Science in Education without Certification (30 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 502</td>
<td>The Learning and Teaching Process</td>
</tr>
<tr>
<td>EDU 503</td>
<td>Social and Political Foundations of Education</td>
</tr>
<tr>
<td>EDU 510</td>
<td>Research Skills for Reflective Practitioners</td>
</tr>
<tr>
<td>EDU 522</td>
<td>Inter-Group Theory and Research</td>
</tr>
<tr>
<td>EDU 551</td>
<td>Computer Applications for Educators</td>
</tr>
<tr>
<td>EDU 580</td>
<td>Multicultural &amp; Diversity Issues in Education</td>
</tr>
<tr>
<td>EDU 581</td>
<td>Foundations of Special Education in an Inclusionary Setting</td>
</tr>
<tr>
<td>EDU 582</td>
<td>Effective Communication for Educators</td>
</tr>
<tr>
<td>EDU 591</td>
<td>Standards Aligned System, Curriculum Development and Peer Counseling</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Culminating Project</td>
</tr>
</tbody>
</table>

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

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

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

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

A growing number of persons with a bachelor’s degree in a field other than education are seeking a position in the teaching profession. The Pennsylvania Department of Education recognizes the need for well-prepared teachers to enter the field of education, and has approved Gwynedd Mercy University as a provider of this post-baccalaureate certification and master degree program.

If a student needs to step out of the program for a semester the student should approve with their advisor.

PreK-4 Certification (27 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 502</td>
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</tr>
<tr>
<td>EDU 503</td>
<td>Social and Political Foundations of Education</td>
</tr>
<tr>
<td>EDU 506</td>
<td>Standards Aligned System, Methods, Materials &amp; Curriculum I</td>
</tr>
<tr>
<td>EDU 507</td>
<td>Standards Aligned System, Methods, Materials &amp; Curriculum II</td>
</tr>
<tr>
<td>EDU 511</td>
<td>Methods and Theories for Teaching Mathematics</td>
</tr>
<tr>
<td>EDU 512</td>
<td>Methods for Teaching Reading and Assessment</td>
</tr>
<tr>
<td>EDU 565</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>EDU 580</td>
<td>Multicultural and Diversity Issues in Education</td>
</tr>
<tr>
<td>EDU 581</td>
<td>Foundations of Special Education in a Inclusionary Setting</td>
</tr>
</tbody>
</table>

**MS Completion**  
(9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 510</td>
<td>Research Skills for Reflective Practitioners</td>
</tr>
</tbody>
</table>

Total Credits for MS in Education w/o Certification – 30 credits
Master of Science in Education – with Grades 4-8 Math & Science Certification

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

Gwynedd Mercy University offers a unique program in which student’s work toward certification in Grades 4-8 (upper elementary/middle school) with math and science education while taking courses at both the graduate and undergraduate levels. 42 credits (21 Math, 21 Science) in the content area are required in addition to the education program coursework in this Upper Elementary/Middle School program. A candidate can be qualified with one subject (math or science) for 30 credits in the subject. Prior university level coursework in the content can minimize this requirement. A complete transcript evaluation is recommended before entering the program. After completing the program for certification, students continue coursework completing a Master of Science degree in Education.

A growing number of persons with a bachelor’s degree in a field other than education are seeking a position in the teaching profession. The Pennsylvania Department of Education recognizes the need for well-prepared teachers to enter the field of education, and has approved Gwynedd Mercy University as a provider of this post-baccalaureate certification and master degree program.

If a student needs to step out of the program for a semester the student should approve with their advisor.

4-8 Certification Math and Science (27 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 502</td>
<td>The Learning and Teaching Process</td>
</tr>
<tr>
<td>EDU 503</td>
<td>Social and Political Foundations of Education</td>
</tr>
<tr>
<td>EDU 506</td>
<td>Standards Aligned System, Methods, Materials and Curriculum I</td>
</tr>
<tr>
<td>EDU 507</td>
<td>Standard Aligned System, Methods, Materials and Curriculum II</td>
</tr>
<tr>
<td>EDU 509</td>
<td>Pre-Student Teaching</td>
</tr>
<tr>
<td>EDU 511</td>
<td>Methods and Theories for Teaching Mathematics</td>
</tr>
<tr>
<td>EDU 512</td>
<td>Methods and Teaching Reading and Assessment</td>
</tr>
<tr>
<td>EDU 565</td>
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</tr>
<tr>
<td>EDU 580</td>
<td>Multicultural and Diversity Issues in Education</td>
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<tr>
<td>EDU 581</td>
<td>Foundations in Special Education in an Inclusionary Setting</td>
</tr>
</tbody>
</table>

**MS Completion (9 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 510</td>
<td>Research Skills for Reflective Practitioner</td>
</tr>
<tr>
<td>EDU 582</td>
<td>Effective Communication for Educators</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Culminating Project</td>
</tr>
</tbody>
</table>

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

See specific audit sheet for undergraduate arts and sciences course requirements. The Arts & Sciences Program Coordinators or Dean must complete the audit. Undergraduate courses are not offered online through The School of Graduate and Professional Studies.

Master of Science in Education - With Secondary Education Certification

This course of study is designed for students who have a bachelor’s degree in a field other than education and who are seeking certification in a secondary content area. It requires 24 credits in the certification core (3-6 credits are Student Teaching/Internship). Other courses are required in the content area. The number and course names are ascertained through an evaluation of the student’s transcript.

There are two phases in this program:

- **PA Certification Program** – Students complete the certification requirements, successfully take the PRAXIS II Series Battery and apply for Instructional I certification.
- **Master’s completion** – Students then complete the 9 graduate credits needed for a 33-credit MS in Education degree.
If a student needs to step out of the program for a semester the student should approve with their advisor.

**Secondary Education Certification Biology, English, Mathematics, Social Studies (18 credits)**

- EDU 502 The Learning and Teaching Process
- EDU 503 Social & Political Foundations of Education
- EDU 508 Standards Aligned System Secondary School Methods and Materials
- EDU 565 Student Teaching
- EDU 580 Multicultural and Diversity Issues in Education
- EDU 581 Foundations of Special Education in an Inclusionary Setting

**MS Completion (12 credits)**

- EDU 510 Research Skills for the Reflective Practitioner
- EDU 582 Effective Communication for Educators
- EDU 591 Standard Aligned System, Curriculum Development & Peer Coaching
- EDU 603 Culminating Project

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

See specific audit sheet for undergraduate arts and sciences course requirements. The Arts & Sciences Program Coordinators or Dean must complete the audit. Undergraduate courses are not offered online through The School of Graduate and Professional Studies.

**Certification in Special Education**

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

Additional coursework is required.

- EDU 581 Foundations of Special Education for the Inclusionary Setting
- SPE 560 Diagnosis, Assessment, Prescriptive and Intervention Techniques for the Special Learner
- SPE 561 Researched Based Learning Methods & Materials for the Special Learner
- SPE 563 Seminar on Current Issues in Special Education
- SPE 564 Behavioral Management Skills for Special Learner

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

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

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

According to the Pennsylvania Department of Education, the intern certificate is: “a valid professional certificate that entitles the holder to fill a full-time professional teaching position.” Intern certification is the only “alternative route” teaching in Pennsylvania.
The Master of Science in Educational Administration is an accelerated cohort-based program. This fully online program is designed for working professionals in the field of education. This is a fast track program designed for the working professional. Students become members of a cohort and continue through the program with their cohort members. This model has been highly successful in promoting a positive, meaningful learning experience and preparing teachers for leadership roles in school districts. Eligible candidates for this program must hold a bachelor’s degree and possess relevant professional experience in an educational setting that is related to the instructional process. Two years teaching experience is recommended to enter the program.

**Required Courses - (33 credits)**

- EDU 510 Research Skills for Reflective Practitioners
- EDU 571 The Principalship
- EDU 572 Curriculum and Instructional Supervision
- EDU 573 Communications and School-Community Relations
- EDU 574 School Law and Policy Issues
- EDU 576 Human Resources and Staff Development
- EDU 577 School Resources Management
- EDU 578 Educational Leadership
- EDU 579 Seminar on Current Issues in Education
- EDU 595 Practicum I: Leadership and School Administration
- EDU 596 Practicum II: K-12 Principalship

**Certification Only Program**

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

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

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

**Those courses are:**

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

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

Students who complete this program satisfactorily are eligible for Administrative I certification for the public schools of Pennsylvania. The recommendation for this certificate is contingent upon passing the School Leaders Licensure Assessment in the School Leadership Test Series.
Master of Science in Educational Administration with Supervisor in Curriculum and Instruction Certification

On-line

(33 credits)

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

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

Required Courses - (33 credits)

EDU 502  The Learning and Teaching Process
EDU 578  Educational Leadership
EDU 510  Research Skills for Reflective Practitioners
EDU 572  Curriculum and Instructional Supervision
EDU 574  School Law and Policy Issues
EDU 576  Human Resources and Staff Development
EDU 577  School Resource Management
EDU 591  Standards Aligned Systems Curriculum Development and Peer Coaching
EDU 620  Research, Analysis and Assessment of Outcomes
EDU 595  Practicum I: Leadership in Supervision & School Administration
EDU 622  Practicum II: Supervisor of Curriculum & Instruction

Applicants to this program must meet the following requirements:

- Minimum 3.0 grade point average from accredited University of university
- As per the Pennsylvania Department of Education regulations, a candidate cannot be certified until he/she has a minimum of five years of full-time teaching experience with a relevant professional experience or instructional certification.

Certification Only Program

Students seeking Supervisor of Curriculum and Instruction certification must meet the same admissions’ requirements as those set forth for the degree program except that EDU 510 is not required. In addition to those requirements, the certification-only candidate must hold a master's degree from an accredited University in some educationally related field. The candidate must also have earned at least a 3.0 grade point average in that master degree program.

Those courses are:

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

Post Master’s Certification Only Curriculum and Instruction

Students choosing to do the Post Master's Supervisory Certification in Curriculum Instruction ONLY, must already hold a master's degree in a relevant educational field from an accredited University or university. An evaluation of transcripts will be necessary to determine the required coursework. The above cited courses, with the exception of EDU 510 Research Skills for the Reflective Practitioner, are required for this certification.
Master of Science in School Counseling  
(48 credits)

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

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

In keeping with the guidelines of the American School Counselors Association, the counselor in the school should assist in the growth and development of various individuals within the school environment. While the primary responsibility of the counselor is to the student he or she serves, the counselor’s professional responsibilities also extend to parents, school, and community. Because of his/her unique position, the counselor is involved in the development of comprehensive services to assist students in their academic, personal/social, and career development.

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

Students who complete the program successfully will be eligible for certification as Elementary or Secondary School Counselors within the state of Pennsylvania, with a dual certification option available.

Curriculum

Core Education Program Courses – 15 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 504</td>
<td>Human Development</td>
</tr>
<tr>
<td>EDU 510</td>
<td>Research Skills for Reflective Practitioners</td>
</tr>
<tr>
<td>EDU 581</td>
<td>Foundations of Special Education in an Inclusionary Setting</td>
</tr>
<tr>
<td>EDU 582</td>
<td>Communication Skills for Educators</td>
</tr>
<tr>
<td>EDU 591</td>
<td>SAS Curriculum Development and Peer Coaching</td>
</tr>
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</table>

Core Counseling Program Courses – 24 credits

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDU 505*</td>
<td>Foundations of Counseling</td>
</tr>
<tr>
<td>EDU 520*</td>
<td>Theories of Counseling</td>
</tr>
<tr>
<td>EDU 521**</td>
<td>Assessment Techniques in Counseling</td>
</tr>
<tr>
<td>EDU 523*</td>
<td>Intervention Techniques in Counseling</td>
</tr>
<tr>
<td>EDU 525*</td>
<td>Organization of School Counseling</td>
</tr>
<tr>
<td>EDU 527</td>
<td>Social Justice, Multicultural &amp; Diversity Issues in Counseling</td>
</tr>
<tr>
<td>EDU 531</td>
<td>Career Development</td>
</tr>
<tr>
<td>EDU 535*</td>
<td>Group Counseling &amp; Facilitation Skills</td>
</tr>
</tbody>
</table>

*Pre-requisites for all field experience courses.

Field Experience – 9 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 513</td>
<td>School Counseling Practicum, Professional Seminar &amp; Supervision</td>
</tr>
<tr>
<td>EDU 608</td>
<td>School Counseling Internship I &amp; Supervision</td>
</tr>
<tr>
<td>EDU 609</td>
<td>School Counseling Internship II &amp; Supervision</td>
</tr>
</tbody>
</table>

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

Post-Master’s School Counseling Certification Requirements

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

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

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

Students who complete this program satisfactorily are eligible for School Counselor Certification in the public schools of Pennsylvania. The recommendation for this certificate is contingent upon passing the Pre-service Academic Performance Assessment (PAPA) and the Praxis II Professional School Counselor.
Master of Science in Special Education  
(30 credits)

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

The program course sequence integrates theory and research knowledge with appropriate field experiences in the various competency areas. Students who complete the graduate program successfully will be eligible for certification in special education within the Commonwealth of Pennsylvania.

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

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

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

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

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

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

<table>
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<tr>
<th>Course Code</th>
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<tr>
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<tr>
<td>EDU 581</td>
<td>Foundations in Special Education in an Inclusionary Setting</td>
</tr>
<tr>
<td>EDU 582</td>
<td>Effective Communications for Educators</td>
</tr>
<tr>
<td>SPE 562</td>
<td>Special Education Law &amp; Ethics</td>
</tr>
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</table>

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

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPE 560</td>
<td>Diagnosis, Assessment, Prescriptive &amp; Intervention Techniques for Special Learner</td>
</tr>
<tr>
<td>SPE 561</td>
<td>Research-based Learning Methods &amp; Materials for the Special Learner</td>
</tr>
<tr>
<td>SPE 563</td>
<td>Standards Aligned System &amp; Seminar on Current Issues in Special Education</td>
</tr>
<tr>
<td>SPE 564</td>
<td>Behavior Management Skills for the Special Learner</td>
</tr>
<tr>
<td>EDU/SPE 603</td>
<td>Research Seminar</td>
</tr>
</tbody>
</table>
Concentration Courses for Masters in PreK-8 Special Education with Autism Endorsement (42 credits total)

- SPE 560 Diagnosis, Assessment, Prescriptive & Intervention Techniques for Special Learner
- SPE 561 Research-based Learning Methods & Materials for the Special Learner
- SPE 563 Standards Aligned System & Seminar on Current Issues in Special Education
- SPE 564 Behavior Management Skills for the Special Learner
- SPE 580 Foundations of Autism Spectrum Disorders
- EDU 581 Foundations in Special Education in an Inclusionary Setting
- SPE 582 Communication, Behavioral Issues & Social Competence for Students on the Autism Spectrum
- SPE 583 Spectrum
- EDU/SPE 603 Scientifically Researched Based Instructional Practices Research Seminar

Concentration Courses for Masters in PreK-8 Special Education with Behavior Analyst Certification (45 credits total)

- SPE 506 Foundations of Behavior Analysis
- SPE 507 Applied Behavior Analysis
- SPE 508 Applied Behavior Analysis Extended Principles
- SPE 511 Autism & Applied Behavior Analysis
- SPE 512 Ethics and Professionalism for Behavior Analysis
- SPE 560 Diagnosis, Assessment, Prescriptive & Intervention Techniques for Special Learner
- SPE 561 Research-based Learning Methods & Materials for the Special Learner
- SPE 563 Standards Aligned System & Seminar on Current Issues in Special Education
- SPE 564 Behavior Management Skills for the Special Learner
- EDU/SPE 603 Research Seminar

Special Education Certification Only (18 credits)

- SPE 560 Diagnosis, Assessment, Prescriptive & Intervention Techniques for Special Learner
- SPE 561 Research-based Learning Methods & Materials for the Special Learner
- SPE 562 Special Education Law and Ethics
- SPE 563 Standards Aligned System & Seminar on Current Issues in Special Education
- SPE 564 Behavior Management Skills for the Special Learner
- SPE 581 Foundations in Special Education in an Inclusionary Setting

Special Education Supervisor Certification
(Online- GPS only)
(15 credits)

This program can:
- Be included as part of the Doctorate in Education: Leadership in Special Education
- As a standalone program
- To follow the Master’s Degree Program

Program Mission

The program was designed for the ever increasing need for highly trained leaders and administrators in the field of supporting students with disabilities. These roles can be found in school districts, charter schools, intermediate units, approved private schools, social service agencies, higher education, mental health and detention facilities, and consulting firms. Coursework prepares entry-level leaders for the field of special education administration.

Upon completion of this program’s requirements, in addition to select criteria identified by the PA Department of Education, individuals will be able to be qualified certification as a Supervisor of Special Education.
This program is designed to give future leaders practical application of administrative theory, school law, management and governance, as well as leadership and intercommunication skills necessary to meet the challenges of being school leader in the 21st century. This program is given in an accelerated, online format coupled with practical experiences that extend into the school setting. Although, the first three courses are designed completely in an online format there are multiple opportunities to collaborate with the Program Advisors and to have collaborative sessions during the course through Adobe Connect, a web-conference platform.

**Design**
The program is designed for a one-calendar year completion if taken as a standalone program. This program may be integrated as an extension to a student’s current graduate program or in a track in the Doctorate Program in Special Education. It also may be integrated into a graduate student’s current course of study. Students must have completed, or plan to complete, all Pennsylvania certification requirements for Special Education.

**Course Requirements**
This program consists of five (5) courses and an equivalent of 15 credit hours. The last two courses in the sequence contain Practicum Hours and are a total of 10 weeks in length. The sequence of course required for completion of this program includes:

**Course Sequence: 15 credits total**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDU 845</td>
<td>Foundations of Special Education Practices for School Leaders</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 846</td>
<td>Administration and Supervision of Special Education Programs</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 842</td>
<td>School Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 848</td>
<td>Supervision and Administration of Special Education Practicum I (3 credits)</td>
<td>180 Practicum Hours</td>
</tr>
<tr>
<td>EDU 849</td>
<td>Supervision and Administration of Special Education Practicum II (3 credits)</td>
<td>180 Practicum Hours</td>
</tr>
</tbody>
</table>

Students who have completed select courses within this sequence during previous graduate work will be provided with an adapted course sequence as appropriate. To determine the course of study you must complete, see the graduate program advisor.
Pennsylvania Requirements for Certification

(As taken from the PDE website *)

Issuance of the Single Area Supervisory Certificate requires a minimum of five years of professional school experience in the area for which the certificate is sought (i.e., Special Education). Preparation for this professional certificate is at the graduate level and presumes in-depth study in the area of supervision. A person prepared as a Single Area Supervisor may be eligible for certification provided the applicant:

1. Has completed an approved program of graduate study preparing him/her for the responsibilities of supervising in the specified single program area and of directing the activities of certificated professional employees. (Preparation completed out-of-state must meet Pennsylvania standards for certification.)
2. Is recommended for certification by the authorized certification officer of the institution where such education was obtained, or holds a comparable certificate from another state (for out-of-state graduates only).
3. Provides a chief school administrator's verification of the completion of five years of satisfactory professional school experience as mentioned above. (22 PA Code Section 49.111).
4. Has provided evidence of satisfactory achievement on assessments prescribed by the Department under Section 49.18(a). [PRAXIS Specialty Area Test: 0411 (Paper) and 5411 (Computer); Qualifying Score of 143]
5. Is able to meet all other requirements provided by law.

(*) Please see the PDE website for additional requirements for PDE certification and for any updates as certification requirements may change over time.

Application Requirements

This program sequence may begin at any time. Application is made through the School of Graduate and Professional Studies. General admission requirements of the School of Graduate Studies and the Special Education Program include:

- A one-page, handwritten letter of intent stating professional background, experience and rationale for wanting to be admitted to the department
- Two letters of recommendation
- A resume
- An interview with the chair or program advisor
- A copy of a valid PA teacher certificate
- An official transcript(s)
- A minimum of 3 years documented teaching experience and by the conclusion of the program a total of 5 years teaching experience
Program Description
The Doctorate in Educational Leadership (EdD) program is presented in an accelerated cohort model, delivered online with three residencies. It is built upon a foundation of coursework essential to leadership in any educational venue. This foundation is organized in nine courses, three credit hours each, for a total of twenty-seven (27) credit hours. Students will also elect one of three (3) areas of concentration, organized in five (5) classes for a total of fifteen (15) credit hours. All students will also enroll in four (4) Directed Study dissertation advisement courses for a total of twelve (12) credit hours. The course of study totals fifty-four (54) credit hours. The three areas of concentration are as follows:

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

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

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

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

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

Upon acceptance into the program, the doctoral student must obtain the following clearances: Child Abuse Clearance, Criminal Background Check, and Federal Criminal History.
Letter of Eligibility for the Superintendent of Schools Certification

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

Doctorate in Education: Leadership in PK-12 Schools and School Districts
Online with three (3) Residencies – (GPS only)

Required Courses:

EDU 801  Educational Policy in Research and Practice in the U.S.
EDU 811  Dissertation Advisement I
EDU 802  Organizational Research & Theory Development
EDU 803  Statistical Analysis, Methods & Research
EDU 804  Cross-Cultural Perspectives & Educational Leadership
EDU 805  The Ethics of Educational Leadership and Policy
EDU 806  Equity, Equality and Equal Opportunity
EDU 807  Advance Statistical Analysis, Quantitative & Qualitative Research
EDU 812  Dissertation Advisement II
EDU 808  Technology, Data & Program Evaluation
EDU 821  The Superintendency*
EDU 809  Global Educational Policy and Practice
EDU 822  School Boards & School District Governance*
EDU 842  School Law and Policy in Special Education
EDU 813  Dissertation Advisement III
EDU 824  Transformational Leadership, Supervision & School Turn-Around
EDU 825  Labor Relations & Fiscal Management
EDU 814  Dissertation Advisement IV

EDU 828  Practicum I (PA superintendent letter of eligibility only*)
EDU 829  Practicum II (PA superintendent letter of eligibility only*)

*Indicates courses required for PA Superintendent Certification Letter of Eligibility. Also required for the Letter of Eligibility are prerequisite courses: EDU 571 – The Principalship, EDU 574 – School Law and Policy Issues, and EDU 576 Human Resources and Staff Development. PDE requires 360 hours of district office practicum.
Doctorate in Education: Leadership in Special Education
Online (GPS only)

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 801</td>
<td>Educational Policy in Research and Practice in the U.S.</td>
</tr>
<tr>
<td>EDU 811</td>
<td>Dissertation Advisement I</td>
</tr>
<tr>
<td>EDU 802</td>
<td>Organizational Research &amp; Theory Development</td>
</tr>
<tr>
<td>EDU 803</td>
<td>Statistical Analysis, Methods &amp; Research</td>
</tr>
<tr>
<td>EDU 804</td>
<td>Cross-Cultural Perspectives &amp; Educational Leadership</td>
</tr>
<tr>
<td>EDU 805</td>
<td>The Ethics of Educational Leadership and Policy</td>
</tr>
<tr>
<td>EDU 806</td>
<td>Equity, Equality and Equal Opportunity</td>
</tr>
<tr>
<td>EDU 807</td>
<td>Advance Statistical Analysis, Quantitative &amp; Qualitative Research</td>
</tr>
<tr>
<td>EDU 812</td>
<td>Dissertation Advisement II</td>
</tr>
<tr>
<td>EDU 808</td>
<td>Technology, Data &amp; Program Evaluation</td>
</tr>
<tr>
<td>EDU 841</td>
<td>Designing Interventions and Assessing Outcomes</td>
</tr>
<tr>
<td>EDU 809</td>
<td>Global Educational Policy and Practice</td>
</tr>
<tr>
<td>EDU 842</td>
<td>School Law and Policy in Special Education</td>
</tr>
<tr>
<td>EDU 823</td>
<td>Development &amp; Management of Special Education</td>
</tr>
<tr>
<td>EDU 813</td>
<td>Dissertation Advisement II</td>
</tr>
<tr>
<td>EDU 844</td>
<td>Neuroscience of Learning</td>
</tr>
<tr>
<td>EDU 835</td>
<td>Future Focused Trends &amp; Innovations for Educating Diverse Learners</td>
</tr>
<tr>
<td>EDU 814</td>
<td>Dissertation Advisement IV</td>
</tr>
<tr>
<td>EDU 848</td>
<td>Practicum I (PA Supervisor of Special Education certification only)*</td>
</tr>
<tr>
<td>EDU 849</td>
<td>Practicum II (PA Supervisor of Special Education certification only)*</td>
</tr>
</tbody>
</table>

*Indicates courses required for Certification as Supervisor of Special Education. PDE requires 360 hours of central office practicum experience.
**Doctorate in Education: Leadership in Higher Education**  
**Online with three (3) Residencies – (GPS only)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 801</td>
<td>Educational Policy in Research and Practice in the U.S.*</td>
</tr>
<tr>
<td>EDU 811</td>
<td>Dissertation Advisement I</td>
</tr>
<tr>
<td>EDU 802</td>
<td>Organizational Research &amp; Theory Development</td>
</tr>
<tr>
<td>EDU 803</td>
<td>Statistical Analysis, Methods &amp; Research</td>
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<td>EDU 804</td>
<td>Cross-Cultural Perspectives &amp; Educational Leadership</td>
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<tr>
<td>EDU 805</td>
<td>The Ethics of Educational Leadership and Policy</td>
</tr>
<tr>
<td>EDU 806</td>
<td>Equity, Equality and Equal Opportunity</td>
</tr>
<tr>
<td>EDU 807</td>
<td>Advance Statistical Analysis, Quantitative &amp; Qualitative Research</td>
</tr>
<tr>
<td>EDU 812</td>
<td>Dissertation Advisement II</td>
</tr>
<tr>
<td>EDU 808</td>
<td>Technology, Data &amp; Program Evaluation</td>
</tr>
<tr>
<td>EDU 831</td>
<td>Leadership and Administration of Higher Education</td>
</tr>
<tr>
<td>EDU 809</td>
<td>Global Educational Policy &amp; Practice</td>
</tr>
<tr>
<td>EDU 832</td>
<td>Legal Issues in Higher Education</td>
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<tr>
<td>EDU 833</td>
<td>Finance and Fiscal Policy in Higher Education</td>
</tr>
<tr>
<td>EDU 813</td>
<td>Dissertation Advisement III</td>
</tr>
<tr>
<td>EDU 834</td>
<td>Enrollment Management in Higher Education</td>
</tr>
<tr>
<td>EDU 835</td>
<td>Future Focused Trends &amp; Innovations for Educating Diverse Learners</td>
</tr>
<tr>
<td>EDU 814</td>
<td>Dissertation Advisement IV</td>
</tr>
</tbody>
</table>
School of Nursing
Master of Science in Nursing
Dean: Andrea O. Hollingsworth, Ph.D., R.N.

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

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

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

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

Expenses 2015-2016
Comprehensive Fee – per credit
$13
Tuition per credit hour
$775
Malpractice Insurance, Nurse Practitioner Track*
$70
Physical Assessment Examination Equipment and lab fee
$120
Graduation Fee
$165
Late Payment Fee
$50

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

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.
Fee schedules are subject to revision at the discretion of the University. The University also reserves the right to cancel any course for which there is insufficient registration.

**Master of Science in Nursing Curriculum**

**Core Courses – required for all students – 19 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 500</td>
<td>Pharmacotherapeutics for Advanced Practice Nursing Across the Lifespan*</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 510</td>
<td>Pathophysiology for Advanced Practice Nursing</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 530</td>
<td>Theoretical Foundations of Nursing</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 569</td>
<td>Advanced Assessment Practicum for Advanced Practice Nurses (60 hours)*</td>
<td>1 credit</td>
</tr>
<tr>
<td>NUR 570</td>
<td>Advanced Assessment &amp; Clinical Decision Making for Advanced Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Nursing Across the Lifespan</td>
<td></td>
</tr>
<tr>
<td>NUR 610</td>
<td>Research Methodology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 615</td>
<td>Research Seminar</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

*not required for Nurse Education students*

**Clinical Nurse Specialist Track - 12 credits**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 550, 551, 552, 553</td>
<td>Adult Health with Gerontology Clinical Specialty*</td>
<td>12 credits</td>
</tr>
</tbody>
</table>

*Offered during alternate academic years.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 602</td>
<td>Organizational Behavior for APN</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 603</td>
<td>Clinical Practicum – Management Role</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 605</td>
<td>Curriculum Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 606</td>
<td>Teaching Role – Clinical Practicum</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

**CNS Total Credits**

| Total Credits | 43 credits |

**Nurse Practitioner Track - Gerontology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 580, 581, 582, 583</td>
<td>Adult Geriatric Nurse Practitioner Nursing Courses</td>
<td>18 credits</td>
</tr>
<tr>
<td>NUR 590, 591, 592, 593</td>
<td>Pediatric Nurse Practitioner Nursing Courses</td>
<td>18 credits</td>
</tr>
<tr>
<td>NUR 572</td>
<td>Advanced Practice Role Seminar</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**NP Total Credits**

| Total Credits | 43 credits |

**Nurse Educator Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 604, 605, 609, 614, 650, 606</td>
<td></td>
<td>22 credits</td>
</tr>
</tbody>
</table>

**Nurse Educator Total Credits**

| Total Credits | 37 credits |

**Clinical Practicum:**

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

**POST-MASTER’S DEGREE CERTIFICATION PROGRAM**

**Purpose:**

This program is designed for professional nurses who have earned a Master of Science in Nursing degree and seek further education to qualify for state and national certification as a nurse practitioner in adult or pediatric health.
Admission Criteria:
• Master’s degree with a major in nursing from a program approved by the National League for Nursing Accrediting Commission or Commission on Collegiate Nursing Education.
• GPA 3.0 on a 4.0 scale.
• Current registered nurse licensure.
• Two letters of reference from health care professionals attesting to the clinical expertise of the candidate.
• Recent, full-time professional experience in nursing.
• Personal interview with School of Nursing graduate faculty member.
• Completion of Statement of Advanced Practice Nursing Professional Goals.
• Evidence that foreign applicants have received a minimum score of 575 on the TOEFL examination.
• Evidence of current professional liability insurance.
• Submission of completed health form.

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

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

Program of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 569</td>
<td>Advanced Assessment Practicum for Advanced Practice Nursing</td>
<td>1</td>
</tr>
<tr>
<td>NUR 570</td>
<td>Advanced Assessment &amp; Clinical Decision Making for AP Nursing Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NUR 572</td>
<td>Advanced Practice Role Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NUR 580, 581, 582, 583</td>
<td>Adult – Gerontology Primary Care Nurse Practitioner Nursing Courses</td>
<td>18</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 590, 591, 592, 593</td>
<td>Pediatric Primary Care Nurse Practitioner Nursing Courses</td>
<td>18</td>
</tr>
</tbody>
</table>

Total Credits: 25 credits
Expenses 2015-2016

Comprehensive Fee – per credit $13
Full time Comprehensive Fee $300
Tuition per credit hour $875
Malpractice Insurance, Nurse Practitioner Track* $70
Physical Assessment Examination Equipment and lab fee $120
Graduation Fee $165
Late Payment Fee $50

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

Doctor of Nursing Practice Program – 39 credits

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

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

Master of Science in Management

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

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

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

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

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

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

BUS 507 Accounting for Decision Makers (3)
An examination of contemporary accounting issues for managers. Issues related to the principles, techniques and uses of accounting in the planning and decision-making in organizations are studied. The use of information technology plays a key role in this course. Areas of emphasis include the budgetary process, performance evaluation techniques, product costing methods, constraint management and ethics. (6 weeks)
Pre-requisite: BUS 506

BUS 508 Managerial Finance (3)
This course focuses on the management of economic resources and financing sources to enhance returns to the business entity. Skills developed include: cash flow management, profitability analysis, debt management, control of receivables, capital and operational budgeting and other asset/liability management tactics. This course will be a survey of advanced accounting and finance for managers stressing the analysis of principles and practices of the finance function. Emphasis is on financing methods for internal and external ventures and innovations, capital budgeting and research development (R&D) portfolio analyses. A research project is a requirement for this course. (6 weeks)
Pre-requisite: BUS 507
BUS 509 Global Trade, Theories and Practice (3)
This course reviews the basic operations of international business and addresses the planning and operational processes used to implement an effective international strategic plan. Emphasis will be placed on managerial policies and practices that can be utilized to effectively and efficiently manage, operate and control a business operation in a global environment. The concepts presented here will be analyzed and used to prepare a section of the research project. (6 weeks)
Pre-requisite: BUS 508

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

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

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

BUS 514 Managing Business Operations (3)
The course examines problems faced by the operations manager in the planning, operating and controlling of the production of goods and services. The major topics covered in the course include planning and analyzing operations, forecasting, inventory management, quality control and improvement, facility layouts, and supply chain management.

Education
EDU 500 Statistical Methods in Education (3)
This course covers: descriptive and inferential statistics; measures of central tendency variability and relationship: parametric tests of significances; chi square. Students examine techniques for understanding, interpreting and applying educational research studies.

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

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

EDU 504 Human Development (3)
This course explores human growth and development across the life span from infancy to old age and in multicultural contexts. The course focuses on the physical, cognitive, social, personality and emotional development. Topics will include theories of individual and family development across the life span, the family life cycle, theories of learning and personality development, human behavior, community resilience, theories of additions, and strategies for facilitating optimum development over the lifespan.
EDU 505 Foundations of Counseling (3)
This course is an introduction to the profession of counseling, and is designed to acquaint individuals who are preparing to enter the counseling profession with a broad overview of the profession’s historical and theoretical foundations, as well as to begin the development of a professional identity. Roles and responsibilities of counselors across a variety of settings will be examined, including involvement in professional organizations and associations, exploration of professional preparation standards, and the need for advocacy in support of the counseling profession and counseling clients. Ethical codes, legal statues and emerging professional issues and trends in the counseling field will be addressed. Students will be introduced to the basic skills of helping.

EDU 506 Standards Aligned System, Methods, Materials and Curriculum I (3)
Students engage the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards of the area of science and technology, social sciences, citizenship education for typical and diverse learners. Field experiences are required.

EDU 507 Standards Aligned System, Methods, Materials and Curriculum II (3)
This course is a continuation of the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology uses and assessment will be highlighted as well as professional and state standards for the areas of children’s literature, art, and humanities, music, and health, safety, and physical education for typical and diverse learners. Field experiences are required.

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

EDU 509 Pre-Student Teaching (3)
This is the first formal Field Experience course where graduate students are assigned to a classroom appropriate for their area for certification. Students spend one full day per week in this classroom for 14 weeks. Observation and formal evaluation of a minimum of 3 complete lessons is performed by a Field Placement Supervisor from the University. A weekly seminar accompanies this Field Experience. Advisor’s permission is required and the placement is arranged by the Director of Field Placement.

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

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

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

EDU 512 School Counseling Practicum & Professional Seminar (3)
This course provides information regarding the relationship between the reading process and the informal and formal assessment of those skills (behaviors) that experts see as crucial to reading success with a particular focus upon the State of Pennsylvania Literacy Standards for elementary school students. Reading instruction that is designed to remediate reading difficulties or skills deficits.
EDU 513 School Counseling Practicum, Supervision & Seminar (3)
This course is the first in a series of three field experiences that requires 100 hours of direct counseling, individual and group supervision. This field experience provides students with the opportunity to practice advanced counseling methods and techniques in individual and group counseling settings and to integrate professional knowledge. Professional issues, legal issues and ethical behavior related to the counseling profession will be addressed. Emphasis is placed on refining a personal theory of counseling useful in a wide range of counseling settings.
Prerequisites: 25 hours of pre-practicum experiences, EDU 505, EDU 520, EDU 521, EDU 523, EDU 525, and EDU 535.

EDU 520 Theories of Counseling (3)
This course is designed to survey major theoretical orientations to counseling and the philosophical assumptions underlying the counseling process and the application of psychological services to diverse populations. Students will examine the goals of counseling, the principles and techniques of counseling and their application to professional counseling setting through the lenses of the specific theoretical orientations. Emphasis will be upon evaluating the various theories, synthesizing and generating their own theoretical perspectives for future counseling practices.
Prerequisite: EDU 505

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

EDU 522 Inter-Group Theory and Research (3)
This course provides an examination of group theories and research about interpersonal communication; exploration of the functioning of groups and the consequence of group interaction in the development of the individual. In this course the student will study a combination of theoretical studies with a practical understanding of human dynamics, as these occur in work and life.

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

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

EDU 527 Social Justice, Multicultural and Diversity Issues in Counseling (3)
This course focuses on developing a theoretical and skill foundation for developing their cultural competency and working with diverse groups as an advocate for social justice. A broad view of diversity is used in this course, and includes race, ethnicity, socioeconomic-status, culture, gender, sexual orientation, physical/psychological ability, religion and age. Students will explore diversity-related issues as they relate to the counselor, clients/student and counseling relationship. Topics include: theories, goals, skills and techniques for working with diverse individuals and families, with special attention on working with diverse learners and English language learners (ELL). The course is also designed to increase students’ awareness of how their own attitudes, behaviors, perceptions, and biases can impact their ability to provide culturally sensitive approaches to counseling.

EDU 531 College and Career Readiness (3)
This course provides an overview of career theories and addresses the skills necessary to provide counseling services in the school setting aimed towards college and career readiness. Students will develop the knowledge, skills, and resources for facilitating career development through the PK-12 school experience with an emphasis on career interventions emphasizing the role of the school counselor as advocate for the academic, career and life success of all students including special populations and ELL. Topics included are: career development theories, post-secondary college and career choice, career decision-making, computerized information systems, occupational information, decision-making strategies, and life-work planning.

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

EDU 551 Computer Applications for Educators (3)
This course is a study of the rationale in and use of educational technologies. Students will gain an understanding of the significance of technology as a tool in the teaching/learning environment. Through targeted e-learning applications, students will model classroom learning and classroom management activities.

EDU 565 Student Teaching and Professional Seminar (3-6)
This is a student teaching experience for those seeking their first certification in elementary, secondary or business education. It is a full-time program lasting 14-weeks, Monday through Friday. It includes a 15-week experience in a classroom experience in a classroom with intensive supervision by University personnel and participation in weekly seminar classes. Advisor's permission is required. All level II Praxis tests must be passed to begin by specified dates.

EDU 570 Statistics/Research for Educational Administration (3)
It is important that the principal be able to comprehend and analyze the statistics used in assessment and research design and also utilize statistics as a tool in his/her own educational practice. This course will focus on concepts rather than computation, although computation will be included. This course also includes a study of fundamental principles of educational research. It provides opportunities for the student to become familiar with various research designs, data collection techniques, systems of analysis, and report writing. A critical reading of current research literature will be an important component of the course. The student will be introduced to the writing of a research proposal, especially, the statement of the problem and literature review.

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

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

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

EDU 574 School Law and Policy Issues (3)
As schools have evolved, so have state and federal regulations to guide and direct them. In this course, student will acquire knowledge of the laws and regulations that govern schools and apply this knowledge to identify legal issues, foresee potential liability, and act to reduce risks. Policies reflect the laws, regulations, and guidelines that define the purposes, parameters, and specific actions that establish the responsibilities of the individual and the institution. This course will examine policy-making and policy implementation in relation to schools. (20 hours embedded field experience required.)
EDU 576 Human Resources and Staff Development (3)
This course will focus on the selection, employment, orientation, supervision, development, and evaluation of both professional and non-professional personnel. The course will emphasize the role of the principal and curriculum supervisor in professional development. It will also address the role of school administrators in collective bargaining and contract administration. (20 hours embedded field experience required)

EDU 577 School Resources Management (3)
This course will deal with both the fiscal and facilities resources of a school and their proper management. Site-based management will be a part of the course. The principal's role in school finances and the budgeting process will be emphasized. Assessment of need, establishing priorities, providing justification, and the accounting for expenditures of the budget will be considered. Assessing facilities, making assignments, overseeing housekeeping and maintenance, and maintaining an environment conducive to teaching and learning will be a part of the knowledge and skills presented in this course. (20 hours embedded field experience required.)

EDU 578 Educational Leadership (3)
Education leaders both formally and informally set direction for schools, programs, and services. They may hold such positions as classroom teachers, principals, supervisors, coordinators, and directors. Leaders advance a vision, a purpose, and an agenda. This course will focus on the critical elements and skills needed in effective educational leaders and change agents. (20 hours embedded field experience.)

EDU 579 Current Issues in Education (3)
This course will review topics that are currently critical educational issues within the general public and within professional educational circles. Educational reform in the state, US, and internationally will be compared and analyzed. Attention will be given to accountability systems, the federal role, teacher and principal evaluation systems, and special interest groups. (20 hours embedded field experience required.)

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

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

EDU 582 Effective Communication for Educators (3)
This course provides education professionals with the skills and techniques to effectively communicate with students, colleagues, administrators, parents, and the community. Effective communication impacts every area of human interaction and determines the quality of personal and professional success for all individuals. For this reason, the study of communication requires an examination of a wide range of human skills, which includes: speaking, listening, writing, reading, verbal and nonverbal behavior, and the effective use of communication tools available through the media and the internet.

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

EDU 591 Standard Aligned System Curriculum Development and Peer Coaching (3)
This course examines how curriculum is developed; various theoretical approaches to the curriculum design and implementation; the multiple external factors that influence curriculum decisions, etc. Students then develop strategies for working with colleagues in integrating their learning from this course and curriculum issues in their teaching situation.

EDU 595 Practicum I: Leadership and School Administration (3)
This course will involve working with a mentor principal, supervisor, or other school administrator ideally within your own school district. An action plan will be developed with your mentor principal and approved by the course instructor. A major part of this action plan will be a research problem that is "real" and needs resolution within the cooperating school or school district. (90 hours embedded field experience required.)

**Prerequisite:** A minimum of eighteen graduate credit hours must be completed before taking this course.

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

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

**EDU/SPE 600 Action Research I (3)**
The research seminar focuses on the basic concepts, designs, tools, and methods of research. Critical evaluation of current literature is emphasized. The student’s action research project is designed and the first two chapters of the thesis, as well as the outline of chapter three, are produced.

**EDU/SPE 601 Culminating Project (3)**
The course is the culmination of the activities commenced in the Research Seminar. Data is collected and analyzed and the final chapters of the thesis are written. The thesis is shared at a formal presentation.

**Prerequisite:** A student must have successfully completed EDU/SPE 600 before taking this course.

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

**EDU 603 Culminating Project (3)**
The action research thesis is the capstone course. It is meant to insure the integration of the programmatic content and the special research interest of the student.

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

**Prerequisites:** EDU 513

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

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

**EDU 610 Reading Research Seminar (3)**
The research seminar focuses on the basic concepts, designs, tools and methods of research. Critical evaluation of current literature is emphasized. The student’s action research project is designed and the first two chapters of the proposal, as well as the outline of chapter three, are produced.

**EDU 612 Action Research Design (3)**
This course is designed to provide reading professionals with classroom-based research skills to examine their own practice and to help others with whom they consult to do the same. Participants will design an action research project, which illustrates reflection, inquiry and collaboration. The design will be chapter three of an action research proposal to be shared during a final presentation.
EDU 620  Research, Analysis and Assessment of Outcomes (3)
This course provides the student with 1) a deeper understanding of the role of the supervisor of curriculum and instruction in assessing student learning, and 2) the knowledge and skills necessary to apply research on teaching and learning to more effective practice.

EDU 621  Supervisor of Curriculum and Instruction Practicum I (3)
The practicum for the supervisor of curriculum and instruction is the synergistic culmination of the graduate program at Gwynedd Mercy University for future supervisors. This course fulfills part of the requirement for certification in the Supervisor of Curriculum and Instruction Certification Program at Gwynedd Mercy University and the Pennsylvania Department of Education General Standards and Program Guidelines for the Supervisor of Curriculum and Instruction and the Gwynedd Mercy University Learning Outcomes. The purpose of the practicum is to facilitate the participant's insight into the realities of a supervisor and in promoting the development of leadership, curriculum development and assessment and supervisory skills.

EDU 622  Practicum II: Supervisor of Curriculum and Instruction (3)
This course will involve working with a mentor supervisor or other school administrator with supervisory responsibilities. An action plan will be developed with your mentor and approved by the course instructor. The purpose of the course is to guide the student toward connecting research, theory, and practice through reflective experience.

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

DOCTORAL OF EDUCATION
EDU 801  Educational Policy in Research and Practice in the U.S. (3)
An analysis of the delivery of educational services in the U.S., including the role of the federal government, state departments of education, intermediate education units, local school districts, charter schools, and private schools, and the underlying influences that drive them.

EDU 802  Organizational Research and Theory Development (3)
An in-depth examination of the research relating to organizational behavior, the development of theories of administration, and the applications of theory in educational institutions.

EDU 803  Statistical Analysis, Methods, and Research (3)
An introduction to quantitative research methods, non-experimental designs, and the analysis of large-scale longitudinal datasets. The logic of inferential statistics and the application of basic analytic techniques are explored as the basis for research related to education policy. Prior knowledge of statistics or quantitative methods is no required.

EDU 804  Cross-Cultural Perspectives and Educational Leadership (3)
An analysis of the opportunities and challenges facing leaders in the diverse cultures of communities and school organizations. Theories of leadership in cultural contexts reviewed.

EDU 805  The Ethics of Educational Leadership and Policy (3)
An exploration of ethical frameworks, principles, and theories as they apply to the study and practice of leadership. Stewardship in educational governance is addressed from the perspective of ethical decision-making.

EDU 806  Equity, Equality, and Equal Opportunity (3)
An analysis of access to educational opportunity through the lens of justice and ethics, and the balance and contradictions of equity and equality. Forecasting future trends in law and practice.

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

EDU 808  Technology, Data, and Program Evaluation (3)
Future-focused exploration of learning technology, gathering and using data to drive instructional improvement, and evaluation of educational programs.
EDU 809 Global Educational Policy and Practice (3)
A review of global issues in education policy and practice with a focus on how schools are organized, what is taught, how achievement is measured, and the role of cultural context, with an emphasis on global competition.

EDU 811 Dissertation Advisement I (3)
An introduction to the dissertation, defining the dissertation, research goals, research guiding questions, and testing models. Students will select a topic, construct a problem statement, speak to theories and gaps in theories, develop questions to be answered, and frame a model or theory to be tested or applied.

EDU 812 Dissertation Advisement II (3)
An examination of the literature, research, and theoretical frameworks related to the topic, including organizing literature and research into relevant categories or sub-topics to support the study.

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

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

EDU 815 Dissertation Advisement V (3)
Students who complete the program except for the dissertation may enroll in a continuation course with access to university facilities, resources, and faculty.

EDU 821 The Superintendency (3)
An analysis of the role of the superintendent, including boardsmanship, instructional leadership, human resources management, financial stewardship, and community organizing.

EDU 822 School Boards and School District Governance (3)
Considerations of school boardsmanship, internal and external governance, and structures in K-12 education. The course explores analysis the politics of school district governance and the leadership practices necessary to effectively lead in complex relationships.

EDU 823 Development and Management of Special Education (3)
Analysis of the research and theory underlying educational programs for diverse learners, evaluation of effective practices, and a review of the relationship between special education programs and general education. Emphasis on leadership for creating and sustaining an inclusive environment for all children.

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

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

EDU 828 School District Practicum I (3)
School District Practicum I provides students with first-hand experience in a broad array of superintendent responsibilities. Field-based learning shall be organized through leadership projects that address each of the PA Leadership Standards. Particular attention shall be paid to the following topics –
- Strategic planning to create an organizational vision around student success
- Using data to inform decision-making
- Managing personnel
- Creating a culture of student-centered teaching and learning
- Equity and integrity in all interpersonal transactions
- Advocating for children in the larger political, social economic, legal, and cultural context
- Supporting strategic professional growth and development
Budgeting and financial management of resources
Facility and plant management to support teaching and learning.

EDU 829 School District Practicum II (3)
School District Practicum II focuses on curriculum and instruction, emphasizing the role of the superintendent as district instructional leader. It pays particular attention to special education services and programs and services for children with special needs. Topics covered through project-based learning include the following –

- Leadership for high-quality instruction for all students
- Curriculum and professional development to change classroom practice
- Provision of interventions for struggling learners, matched to individual needs
- Standards-based system theory and design to support standard-based instructional reform
- Over-representation of culturally and linguistically diverse learners in programs for children with disabilities
- Over-representation of racial and ethnic minorities in programs with children with disabilities
- Prevention, early intervention, and high expectations to keep all students progressing
- Instructional strategies for inclusive settings

EDU 831 Leadership and Administration of Higher Education (3)
An analysis of the organization structure and function of higher education, including an examination of academic administration, student services, financial planning, and institutional advancement.

EDU 832 Legal Issues in Higher Education (3)
An analysis of legal principles and legislation framing higher education, focusing on regulation, personnel, property, programs, and finance.

EDU 833 Finance and Fiscal Policy in Higher Education (3)
Accounting principles and policy, record-keeping, financial reporting, budgeting and planning models, and fiscal management.

EDU 834 Enrollment Management in Higher Education (3)
An analysis of current practices and future trends in the recruitment and retention of students, with consideration of financial aid requirements and regulations.

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

EDU 841 Designing Interventions and Assessing Outcomes (3)
A focus on special education processes, including the development of intervention programs and services. Also addressed will be student screening, IEP development, monitoring progress, and assessing students and programs.

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

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

Special Education Supervisory Certification
EDU 845 Foundations of Special Education Practices for School Leaders (3)
This program will provide upcoming leaders in Special Education the critical foundation in supervision and administration of special education programs in public schools and districts. Students will gain an understanding of how to apply the principles of IDEA, Response to Intervention and Section 504. In addition student study of the contemporary and controversial issues within the field of special education emphases will be placed on the role of the supervisor or administrator. Discussions will focus on evidence-based core concepts that contribute to effective program planning; investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for
those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services.

**EDU 846 Administration and Supervision of Special Education Programs (3)**
The purpose of this course is to provide the student an opportunity for in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education. This course provides the Special Education Supervisor candidate with a specified professional knowledge-base included in the following aspects of leadership: decision-making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, supervision/assessment practices.

**EDU 842 School Law and Policy and Practice (3)**
This course will provide students with an overview of the philosophical, historical, and legal foundations of special education including current identification criteria beginning with child find, RtII, the Evaluation Process and Placement, the IEP, Procedural Safeguards and Due Process, Least Restrictive Environment, and discipline as related to students with disabilities.
The goals of the course are:
- a) Students will be able to have a deeper understanding of law as it relates to special education identify the current definitions, etiology, incidence and prevalence figures as well as the cognitive, behavioral, and physical characteristics of the special learner.
- b) Students will demonstrate knowledge and understanding of special ed law by applying fundamental concepts to case studies involving Child Find, Evaluation Process, Procedural Safeguard, IEP development, Placement including Least Restrictive Environment, Related Services, Discipline and Manifestation Determination, and Due Process.

**EDU 848 Supervision and Administration of Special Education Practicum I (3)**
This course provides field experience in a school setting to perform the functions required of a special education supervisor in LEAs, including Charter Schools, private schools and intermediate units. Faculty or an approved mentor will supervise the student enrolled in this course. The student will be provided with experience in: self-evaluation and reflection, administrative shadowing, departmental and school improvement plans, student evaluation and placement process in special education, observation and supervision of staff, clinical supervision of a peer and development, and planning for staff professional development.

Supervised by faculty or approved mentor, students will perform functions required of special education supervisors in LEAs, private schools, or intermediate units. Requirements include: job shadowing, self-evaluation and improvement plans, clinical supervision of a peer and development, implementation and evaluation of a staff development episode. Permission is required from an authorized administrator to perform activities on site.
The internship constitutes 180 hours of the PDE requirement for 360 hours of field experience.

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

Supervised by faculty or approved mentor, students will perform functions required of special education supervisors in LEAs, private schools, or intermediate units. Requirements include: job shadowing, self-evaluation and improvement plans, clinical supervision of a peer and development, implementation and evaluation of a staff development episode. Permission is required from an authorized administrator to perform activities on site.
This internship constitutes the second 180 hours of the PDE requirement for 360 hours of field experience.
SPECIAL EDUCATION

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

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

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

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

SPE 512 Ethics and Professionalism for Behavior Analysis (3)
This course will focus on the Behavior Analyst Certification Board’s Professional and Ethical Compliance Code. Ethics and professional conduct will be analyzed through readings and scenarios. Students will also study a survey of the applications of Applied Behavior Analysis including behavioral consultation and behavior therapy as it applies to common mental health and behavior disorders.

SPE 560 Diagnostic, Assessment, Prescriptive and Intervention Techniques for the Special Education (3)
This course is designed to provide students with a theoretical and practical foundation in assessment techniques. It emphasizes the selection and interpretation of assessment measures as well as the integration and communication of test results. Students will be exposed to current issues and research findings in the assessment literature. They will also receive hands-on experience in test administration and report writing.

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

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

Prerequisite: SPE 560

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

SPE 563 Standards Aligned System & Seminar on Current Issues in Special Education (3)
With constantly changing state and federal regulations regarding students with special needs, it is necessary for educators to be knowledgeable about these changes as they apply to the school and classroom. This course will emphasize a number of important aspects of special education not covered in other classes such as: public relations, working with parents, related services, working with support staff, determining LRE and FAPE, identifying the core principles of RtI, determining ESY, implementing the Procedural Safeguards, identifying what is "special" about special education, and other needed topics.
SPE 564 Behavior Management Skills for the Special Learners (3)
This course is designed to provide students with both the technical and functional understanding of behavioral analysis and the application of behavior management in classrooms and other education populations. Field experience is required.

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

SPE 581 Assessment/Program Development for the Student on the Spectrum (3)
This course focuses on the design and implementation of assessment and program protocols for learners on the autism spectrum. The connection between on-going assessment and its role in individualized program development will be emphasized. The student will be presented with data-based decision-making models which will guide program development.

SPE 582 Communication, Behavioral Issues and Social Competence for Students on the Autism Spectrum (3)
This course will address the broad scope of issues relative to effective communication, behavioral and social competence for students on the autism spectrum. The course will analyze the interrelationship between communication and behavior. Language development, pragmatics, augmentative and alternative communication systems will be presented.

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

SPE/EDU 603 Culminating Project (3)
The action research thesis is the capstone course. It is meant to insure the integration of the programmatic content and the special research interest of the student as related to special education.

Master of Business Administration (MBA)

Core Courses – 21 credits

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

MBA 610 Strategic Management (3)
This course is a study of management as an organized body of knowledge, focusing on the role of executive management in directing an organization and improving organizational performance. Concepts include the nature and purpose of organizations; humanistic, ethical, and behaviorist challenges facing modern institutions in a rapidly changing environment; and the development of managerial skills and techniques needed for the contemporary business environment. In this course the student will be required to develop a professional development plan and map a career path.

MBA 620 Accounting for Decision Makers (3)
An examination of contemporary accounting issues for managers. Issues related to the principles, techniques, and uses of accounting in the planning and decision making in organizations are studied. The use of information technology plays a key role in this course. Areas of emphasis include the budgetary process, performance evaluation techniques, product costing methods, constraint management, and ethics.
MBA 630 Marketing Planning (3)
This course presents marketing from a strategic management perspective. Emphasis is placed on strategic evaluation of internal (marketing mix) and external (competitive, economic, social) forces. The course will lead students through the marketing management process to the creation of a strategic marketing plan.

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

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

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

Strategic Management and Leadership Option – 9 credits

MBA 700 Organizational Leadership (3)
Drawn from behavioral and social services, this course examines leadership theories, research and models. It includes a 460-degree inventory of leadership behaviors and relationships, an assessment of emotional intelligence, and the continuation of the individual development plan. The role of the leader is studied with emphasis on the leader’s role in communication, team formation and team dynamics.

MBA 710 Global Management (3)
This course reviews the basic operations of international business and addresses the planning and operational processes used to implement an effective international strategic plan. Emphasis will be placed on managerial policies and practices that can be utilized to effectively and efficiently manage, operate and control a business operating in a global environment.

MBA 720 Managing Human Capital (3)
This course will emphasize the role of strategic planning in the setting of human resource goals and objectives. The student will study various strategic approaches to the human resource planning process. The course will review the integration of traditional human resource functions and the strategies of the organization.

Health Care Administration – 9 credits

MBA 730 Health Care Budgeting, Planning and Finance (3)
Students will learn the financial aspects of managing a healthcare organization including operating and capital budgeting, issues relating to third-party payers and planning. The course includes discussion of the financial implications of the Affordable Care Act.

MBA 740 Managing Health Care Delivery Systems (3)
This course will provide students an overview of the structure and current issues in the health care system. It will examine the relationship between patients, physicians, hospitals, insurers, employers and the government. The course expands on three broad segments of the health care industry: the users, payers and providers. This course will also provide an overview of health care delivery systems in other countries.
MBA 750 Healthcare Information Systems (3)
This course is designed to provide students with an overview of the issues and implications of technology systems in health care organizations. Included will be discussion of the electronic medical record, the health information exchange and its effect on the healthcare environment.

MBA 760 Ecopreneurship (3) (Gwynedd Valley Only)
The student will study the principles of environmental entrepreneurship. The course will provide a background in small business practices. The course will discuss the environmental opportunities presented to the small business segment and how these opportunities can be used to create a sustainable, “green” organization.
Prerequisite: MBA 510, 550.

MBA 770 Sustainability Marketing (3) (Gwynedd Valley Only)
This course integrates strategic marketing practices with the core environmental, social, and economic principles of sustainability. The potential and challenges of sustainability marketing will be explored as students analyze current sustainability trends that influence marketing and develop a strategic marketing plan.
Prerequisite: MBA 520.

MBA 780 Sustainability and Supply Chain Management (3) (Gwynedd Valley Only)
This course identifies and analyzes best-practices in creating, managing, and evaluating sustainability in supply chains. Students will learn how to embed sustainability concepts into supplier selection and management, inventory management, production processes and the distribution function, including customer returns and the reverse supply chain.
Prerequisites: MBA 540, 550.

NURSING – Master of Science in Nursing

NUR 500 Pharmacotherapeutics for Advanced Practice Nursing Across the Lifespan (3)
This course covers selected topics in pharmacology and clinical therapeutics that will be encountered by the advanced practice nurse. Content covers the basics of pharmacologic mechanisms, dose-response relationships, pharmacokinetics (in children, adolescents, adults, and the elderly) and factors that alter a drug’s bioavailability. Pharmacological agents discussed include: autonomic, analgesics, anti-infective drugs, and agents affecting the central nervous, endocrine, cardiovascular, respiratory and gastrointestinal systems. The implications of age, pregnancy, and lactation on drug action will be considered. Pharmacogenomics, human drug testing, drug laws, herbal medicines, OTC drugs, and nutritional agents are discussed.
Prerequisite: Basic undergraduate pharmacology course, NUR 510.

NUR 510 Pathophysiology for Advanced Practice Nursing Across the Lifespan (3)
Focuses on the physiological principles that underlie the altered states leading to pathogenesis at the molecular, histologic and systemic levels. Special emphasis is given to the pathophysiological processes in the pediatric, adolescent, adult, and geriatric client. Included are the genetic, environmental, behavioral and organismal contributions to the dysfunctional conditions. The course contributes to the student’s formation of clinical competence and diagnostic skills.

NUR 530 Theoretical Foundations of Nursing (3)
This course examines knowledge development in nursing. The relationships among nursing knowledge and research, education, and current practice are emphasized. Students develop a personal philosophy and theoretical foundation for their practice.

NUR 539 Independent Study (variable credit)
Independent study in advanced practice nursing in which a student develops a program prospectus and secures sponsorship of a faculty advisor.

NUR 547 Computer Technology in Nursing (3)
Designed for the advanced practice nurse, this course examines computer applications within nursing administration, research, clinical practice, education, and health care. Social, legal, and ethical aspects associated with computerization of health care information will be investigated.
Prerequisite: Basic computer literacy skills.
NUR 550 Advanced Adult Health Nursing with Gerontology (3)
Study of the aging process, current theories of aging, and effects of political, social and economic issues on the lifestyles of the aging population. Exploration of the roles of the Clinical Nurse Specialist in promoting the wellness model for adults. Examination of the federal, state and local laws that support and/or discourage promotion, restoration and maintenance of health for the aging population. The synergistic effects of heredity, environment, lifestyle, and access to adequate health care on clients’ risks for morbidity, loss of independent living, and mortality are discussed. Review of current research on normative aging, health belief models, and health promotion strategies.
Prerequisites: Completion of core.
Corequisite: NUR 552.

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

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

NUR 553 Practicum - Advanced Adult Health Nursing with Gerontology II (3)
Focuses on synthesis of the Clinical Nurse Specialist’s roles as clinical expert, educator, manager, researcher, and consultant in caring for older adults requiring long-term care at home or in a variety of institutional settings. Under preceptor supervision, students apply current nursing research to manage nursing diagnoses frequently occurring in clients in long-term care environments. Students also explore legal and ethical issues affecting quality of life and end-of-life decision making such as guardianship, ombudsman programs, residents’ rights, and advanced directives. Issues related to financing/reimbursement, staffing, facility accreditation, certification, licensure, and quality improvement strategies are explored.
Prerequisites: NUR 550, NUR 552.
Corequisite: NUR 551.

NUR 569 Advanced Assessment Practicum for Advanced Practice Nurses (1)
This course is the clinical practice component complementing the didactic and laboratory components of NUR 570. It provides a transition from laboratory practice of assessment skills on peers to actual assessment of pediatric, adolescent, adult, and geriatric clients in a primary care setting under preceptor supervision. Students spend 15 hours/week concurrent with their last 4 weeks of NUR 570 in a clinical setting such as a health clinic, preadmission testing, primary care office, or nurse managed health center performing health assessments on clients. Students in the Adult-Gerontology program are placed in settings with adolescent, adult, and geriatric clients; students in the Pediatric program are in pediatric settings.
Corequisite: NUR 570.

NUR 570 Advanced Assessment and Clinical Decision Making for Advanced Practice Nursing Across the Lifespan (3)
Builds upon the basic skills of physical assessment. Students practice health assessment and physical examination skills in classroom and laboratory settings. Emphasis is on clinical decision making, differentiation of abnormal versus normal findings, and the integration of history and physical examination across the lifespan.
NUR 572 Nurse Practitioner Role Seminar (3)
This course will examine the advanced practice nursing roles. Included is analysis of the domains of the nurse practitioner role: managing patient health/illness status; the healing role of the nurse; teaching and counseling; monitoring and ensuring the quality of health care practice; and organizational and role competencies. The focus is on the historical, social, political, legal, and economic issues related to advanced practice nursing.
Prerequisite: Completion of core

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

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

NUR 582 Management of Adult - Geriatric Health Concerns II (3)
This course builds upon prior content of Adult – Geriatric Health Concerns I. The course utilizes a holistic approach focused upon complicated and complex chronic and acute problems common in the adolescent, adult, and geriatric population in a primary care setting. Critical thinking based on synthesizing knowledge and skills from all previous courses is applied in the development of a comprehensive evaluation and management plan of care for individual clients. The collaborative aspect of the nurse practitioner roles in educating and particularly in the management of clients with complex needs is addressed. The role of the client and family as active participants in the holistic plan of care is emphasized.
Prerequisites: NUR 580, NUR 581.
Corequisite: NUR 583.

NUR 583 Adult - Geriatric Nurse Practitioner Practicum II (6)
This course is the clinical practice component complementing the didactic of NUR 582 and building upon the foundation and previous experience from Advanced Assessment, Management of Adult-Geriatric Health Concerns I, Adult-Geriatric Nursing Practitioner Practicum I, and core courses in the sciences and research. Ongoing experiences are provided for comprehensive health assessment and management of adolescent, adult, and geriatric clients in the areas of prevention, minor acute/episodic health care needs and stable chronic illness. Emphasis is placed on expanding depth and scope, increasing independence, refining previously acquired skills and managing clients with multiple health problems.
Corequisite: NUR 582.

NUR 590 Management of Pediatric Health Concerns I (3)
Focuses on the role of the Pediatric Nurse Practitioner as the provider of primary pediatric health care. Uses a developmental approach to the management of children from birth through adolescence. Content focuses on normal growth and development throughout childhood, health promotion and maintenance and the management of minor acute health problems. Emphasizes a holistic approach which incorporates family dynamics, developmental tasks, health beliefs, cultural, spiritual, educational, and economic issues of the pediatric client. Appropriate methods of client/family teaching, anticipatory guidance, support and counseling are taught and demonstrated.
Prerequisites: Completion of core.
Corequisite: NUR 591.

NUR 591 Pediatric Nurse Practitioner Practicum I (6)
Provides the advanced practice nursing student with clinical experience in primary pediatric health care settings. Provides opportunities to practice comprehensive health care with a variety of pediatric clients under the supervision of an approved preceptor. Students are expected to perform comprehensive health histories and physical examinations,
order appropriate laboratory tests, utilize clinical decision making and formulate a plan of care within the primary care setting. Areas of clinical experience include routine health care visits for children from birth to adolescence incorporating health promotion and disease and injury prevention as well as care for children with acute episodic health conditions. Emphasizes a holistic approach to ambulatory health care. Case presentation skills are developed within a safe and nurturing environment.

**Corequisite:** NUR 590.

**NUR 592 Management of Pediatric Health Concerns II (3)**
Provides the Pediatric Nurse Practitioner student with the necessary knowledge to diagnose and manage the primary health needs of children from birth to adolescence. Emphasis is placed on a systems approach to diagnosis and management of common acute illnesses and stable chronic illnesses. Integration of concepts of health maintenance and promotion throughout the curriculum. Holistic approach to ambulatory health care which emphasizes the social, spiritual, cultural, educational, developmental, and economic needs of the patient and family.

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

**Corequisite:** NUR 593.

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

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

**Corequisite:** NUR 592.

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

**NUR 603 Clinical Practicum - Management Role (6)**
Examination of management processes as they relate to advanced practice nursing and the health care delivery system. Fiscal responsibility including budget preparation and implementation will be incorporated.

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

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

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

**Prerequisite:** NUR 604

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

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

**NUR 609 Topics in American Higher Education (3)**
Explores the history, structure and governance of American high education. Consideration of the influence of social, political and financial environments on University/university functions and academic life.
NUR 610  Research Methodology (3)
This course focuses on the systematic study of the research process and research methodologies appropriate practice and education in nursing. Students are introduced to concepts and terminology relevant to the theoretical context of research, research design and methodology, data collection, data analysis, and reporting of results. Critical examination of published studies with emphasis on research critique, interpretation of statistical results, and evidence-based practice is addressed. Students will systematically develop a research problem appropriate for investigation for advanced nursing practice or nursing education.
Prerequisite: NUR 530.

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

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

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

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

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

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

NURSING – Doctor of Nursing Practice

NUR 700  Healthcare Ethics for the Advanced Practice Nurse (3)
This course examines ethical concepts foundational to advanced nursing practice. Application of a variety of decision making frameworks to address ethical dilemmas arising from complex care, use of technology, health care resources, health care policy, national and international health issues.

NUR 701  Statistical Analysis for Evidence Based Practice (3)
Develop the statistical skills necessary to critically evaluate advanced practice nursing research using qualitative and quantitative methods to identify appropriate techniques for interpretation of results of independent research, and for presentation of results to improve clinical practice. Develop beginning proficiency for performing the analysis of clinical datasets using software programs such as SPSS, Excel and SAS/STAT.
NUR 720 Organizational Behavior and Social Policy (3)
This course explores the advanced practice nursing role in health care delivery systems and outcomes in the delivery of health care. Health care delivery models and reimbursement mechanisms from policy and economic perspectives are examined. The advanced practice nursing role in applied research and formation of health care policy is emphasized.

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

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

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

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

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

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

NUR 810 DNP Scholarly Project 2 (3)
This is the second course of three courses in the development of an evidenced based scholarly project for advanced practice nursing. In this course the student will continue with the evidenced based nursing project. The focus is the completion of data collection, analysis and preparation of all components of the project. The student will work closely with an advanced practice nursing faculty in the preparation of the evidenced based research.

NUR 811 DNP Scholarly Internship 2 (3)
This course is the clinical practice component complementing the didactic of APN Scholarly Project 2 that requires 135 clinical hours. Students will continue to refine advanced practice nursing skills and integrate the data collection component of their scholarly project.

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

NUR 821 DNP Scholarly Internship 3 (3)
This course is the clinical practice component complementing the didactic of APN Scholarly Project 3 that requires 135 clinical hours. Students will continue to engage in clinical practice and expertise development. The course will offer the student a venue to complete, evaluate and disseminate the evidence based project.
NUR 830  DNP Scholarly Advisement (3)
This course provides ongoing faculty advisement until completion and defense of the capstone project.
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Reference/Instruction Librarian
Circulation Supervisor
Reference Librarian
Reference Librarian
Director, Hobbit House
Assistant Director, Hobbit House
Vice President for Enrollment and Student Services
Director of Undergraduate Admissions
Director of Graduate Admissions
Director of Enrollment Support Services
Vice President for Finance & Administration
Director of Student Financial Aid
Assistant Director
Associate Director, GPS
Controller
Bursar/Coordinator of Campbell Solution Center
Director of Financial Services
Director of Human Resources
Director of Purchasing & Payables
Director of Physical Plant
Director of Public Safety & Security
Chief Information Officer
Director of Online Learning & Satellite Campus Technology
Director of Instructional Technology
Instructional Technology Support, GPS
James Domanico, BS  
John Reilly  
Abhishta Bodapati, MS  
Gabrielwot Radi, MBA  
Menghis Ghebre, BS  
Oscar Thodde, BS  
William Kersher, MS  

Associate Director of Administrative Computing  
Associate Director of Enterprise Systems  
Associate Director of Information Systems and Security  
Associate Director of Technology Support  
Senior Computer Lab Manager  
Help Desk & Media Services Manager  
Systems Manager  

Institutional Advancement  
Gerald McLaughlin, MA  
Gianna Quinn, BS  
Bernadette Walsh, JD, LLM  
Mia McGlynn, BA  
Jill Dow, MBA  

Vice President for Institutional Advancement  
Director of Alumni Relations  
Director of Corporate and Foundation Relations  
Director of Annual Relations  
Director of Development  

Mission and Planning  
Catherine McMahon, RSM, MS  
Christine Eberle, MA  
John Collins, CSsR, MSW  
Lauren DuCharme, MA  

Special Assistant to the President For Mission and Planning  
Director of Campus Ministry  
Director of Campus Ministry/Chaplain  
Campus Minister  

Student Services  
Cheryl Lynn Horsey, PhD  

Vice President for Enrollment & Student Services  

Athletics  
Keith Mondillo, MS  

Career Services  
Nicholas Schaeffer, MA  

Director of Career Services  
Dean of Students  

Dean of Students/Leadership Programs  
Carol Gruber, PhD  

Director of Campus Health & Wellness  

Campus Health & Wellness  
Donna Ferguson, BSN, MS  

Counseling Services  
Jeanne McGowan, MSW/LSW  
Daniel Jordan, MC, LPC, NCC,CCDPD  

Director of Counseling Services  
Support Services Coordinator  

Resident Life  
Richard LaRosa, MS  

Director of Resident Life  

Student Activities  
Rouseline Emmanuel-Frenel, MEd  

Director of Student Activities  

Upward Bound Program  
Denise Hackney, MS  

Director of Upward Bound Program  

Additional Services/Programs  
Marian Uba, MS  

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

Raymond J. Bandlow, PhD, University of Michigan; MA, BA, Easter Michigan University. Associate Professor, Educational Administration.

Daniele Budenz, EdD, Widener University; MA Immaculata University; BA, DeSales University. Assistant Professor, Education.

Carol Etten, EdD, Arcadia University; MEd, Arcadia University; BS, West Chester University. Assistant Professor, Special Education.

Kurt Heiselmoyer, MBA, Allentown University; BS, Beaver University. Assistant Professor, Business

Ralph Hoffman, EdD, Temple University; MBA, St. Joseph’s University; BS, Gwynedd Mercy University. Associate Professor, Business.

Andrea Hollingsworth, PhD, University of Pennsylvania; MSN, University of Pennsylvania; RN, BSN, Villanova University. Professor, Nursing.

Barbara Jones, PhD, Widener University; MSN, The Catholic University of America; BSN, Gwynedd Mercy University. Professor, Nursing.

Dona M. Molyneaux, PhD, Widener University; MSN, BSN, University of Pennsylvania. Associate Professor, Nursing.

Melissa Reed, EdD, Walden University; MS, Gwynedd Mercy University; BA, East Stroudsburg University. Assistant Professor, Education.

E. Michael Shaffer, EdD, Wilmington University; MBA, LaSalle University; BBA, University of Pennsylvania. Associate Professor, Business.

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

Monica Walsh, EdD, Newmann University; MS, Immaculata University; BS/BA, Misericordia University. Lecturer, Education.

Adjunct Faculty

Robert Alston, JD, University of Pittsburgh; BA, Villanova University; LLM, Temple University. Lecturer, Business.

Gina Bates, MBA, Eastern University; BS, Chestnut Hill College. Lecturer, Business.

Cynthia Bayer, MBA, Holy Family University; BA, LaSalle University. Lecturer, Business.

Dorothy Beacham, PhD, State University of New York; BA, State University of New York. Lecturer, Nursing.

Gary Bowman, EdD, Nova Southeastern University; MS, Trenton State University, BS, Millersville State University. Assistant Professor, Educational Administration.

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

Keith Cetera, EdD, Widener University; MEd, Widener University; BA, Pennsylvania State University. Lecturer, Counseling.

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

Karen Czarny, MEd, Arcadia University; BS, Pennsylvania State University. Lecturer, Education.

Mark Daria, MA, University of San Diego; MBA, Woodbury University; MS, University of Stockholm. Lecturer, Business.

Ronald Denbroeder, Jr., MBA, UCLA; BA, Dartmouth University. Lecturer, Business.

Joseph Dinneen, MBA, DeSales University; BS, West Virginia University. Lecturer, Business.

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

Granison Eader, Jr., MBA, Temple University; BS, Gwynedd Mercy University; AS, Montgomery County Community College. Lecturer, Business.

Joseph Eble, MBA, Temple University; MBA, St. Joseph's University; BA, The Citadel. Lecturer, Business.

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

Robert Findley, MS, Gwynedd Mercy University; BS, Pennsylvania State University. Lecturer, Business.

Marianne Finnigan, MA, Immaculata University; BA, Immaculata College. Lecturer, Education.

Donald Fountain, MS, Villanova University; BA, Mercer University. Lecturer, Education.

David Furman, PhD, Pennsylvania State University; MS, University of Notre Dame; BS, University of North Carolina. Lecturer, Business.

Sally Ann Gallagher, MS, St. Joseph's University; MA, University of Dayton; BA, Chestnut Hill College. Lecturer, Education.

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

Louis Giuliano, EdD, Immaculata University; MBA, LaSalle University; BA, LaSalle University. Lecturer, Business.
SoYoung Kang, PhD, University of Tennessee; ME, University of Tennessee; MA, Korea University; BA, Korea University. Lecturer, Education.
David Lieberman, MEd, DeSales University; BA, Franklin & Marshall University. Lecturer, Education.
Donald Lore, MBA, Drexel University; BS, Webb Institute. Lecturer, Business.
Thomas Maguire, PhD, Capella University; MA, George Washing University; BA, Thomas Edison State University; AA, Camden County Community College. Lecturer, Business.
Michael McKenna, EdD, Temple University; MEd, St. Joseph’s University; BS, Pennsylvania State University. Lecturer, Education.
Beth McWilliams, PhD, Pennsylvania State University; MS, Pennsylvania State University; BS, East Stroudsburg University. Lecturer, Counseling.
Dorothy Miller, MBA, Auburn University; BS, Gwynedd Mercy University. Lecturer, Business.
Anthony Muscia, Jr., DBA, Nova Southeastern University; MBA, Western International University; MA, Duquesne University; BA, Duquesne University. Lecturer, Business.
Donna F. Patterson, CS, CPNP, PhD, University of Pennsylvania; Post-Master Certificate, University of Pennsylvania; MSN, University of Delaware; BSN, Thomas Jefferson University. Lecturer, Nursing.
Stephanie Povlosky, PhD, Eastern University; MBA, Rider University; BS, Rider University. Lecturer, Business.
Jude Scarpello, MS, Temple University; BA, Temple University. Lecturer, Business.
Thomas Shugar, EdD, University of Pennsylvania; MEd, Lehigh University; MEd, Millersville University; BS, Kutztown University. Lecturer, Education
Michelle Simms, EdD, Nova Southeastern University; MS, Temple University; BS, Hampton University. Lecturer, Education.
Charles Sweet, PhD, University of Iowa; MS, Northeastern University; BS, Northeastern University. Lecturer, Pharmacology.
Sean Stevens, JD, Temple University; MBA, Temple University; BA, Temple University. Lecturer, Business.
William Viel, MBA, University of Nevada; BS, Fresno State University; BS, Cornell University. Lecturer, Business.
Matthew Walsh, MEd, Arcadia University; BS, University of Central Florida. Lecturer, Education
Maria Warnick, MSN, CRNP, Thomas Jefferson University; BSN, Hahnemann University. Lecturer, Nursing.
School of Business
   Master of Business Administration (MBA) - Gwynedd Valley Campus

School of Graduate and Professional Studies - Online
   Master of Business Administration (MBA)
   Master of Science in Education (Master Teacher)
      MS in Education- Math and Science Certification
      MS in Education- Mathematics Certification
      MS in Education- Science Certification
      MS in Education- Secondary Education Certification
      MS in Education- PreK-4 Certification
   Master of Science in Educational Administration: -12 Principal
      Post Master’s Certification
   Master of Science in Educational Administration: w/Supervisor Curriculum
      Post Master’s Certification
   Master of Science in School Counseling
      Post Master's Certification Only
   Master of Science in Special Education
      With PreK-8 Special Education Certification
      Certificate Only
   Doctor in Education
      PreK-8 School and District Administration
      Leadership in Special Education

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

**Admission Requirement**

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

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

**Grade Requirements**

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

A minimum of 30 credits is required for the MBA.

**Foundation Requirements**

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

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

Students select one of these options:

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

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

**Healthcare Administration - 9 credits**

- MBA730 Healthcare Budgeting, Planning & Finance
- MBA740 Managing Healthcare Delivery Systems
- MBA750 Healthcare Information Systems

**Sustainability Management - 9 credits**

- MBA760 Ecopreneurship
- MBA770 Sustainability Marketing
- MBA780 Sustainability and Supply Chain Management

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

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4/23/2015
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Business Administration (MBA). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

### Admission Requirement

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

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

### Grade Requirements

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

A minimum of 30 credits is required for the MBA.

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

**Students select one of these options:**

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

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

**Healthcare Administration - 9 credits**

<table>
<thead>
<tr>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA730 Healthcare Budgeting, Planning &amp; Finance</td>
</tr>
<tr>
<td>MBA740 Managing Healthcare Delivery Systems</td>
</tr>
<tr>
<td>MBA750 Healthcare Information Systems</td>
</tr>
</tbody>
</table>
Degree Requirement
A student must already hold a baccalaureate degree in any content area from an accredited college or university.

Credit Requirement
A minimum of 30 credits is required for this degree.

Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.
Students who receive two (2) or more grades of "C" are subject to dismissal.

PA Certification
Meets PDE requirements for Level II (Permanent) certification (24 credits) including requirements for Standards Aligned Systems and Inclusive Classroom.

MAJOR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU502</td>
<td>The Learning and Teaching Process</td>
<td>3</td>
</tr>
<tr>
<td>EDU503</td>
<td>Social &amp; Political Foundation of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU510</td>
<td>Research Skills for Reflective Practitioner</td>
<td>3</td>
</tr>
<tr>
<td>EDU522</td>
<td>Inter-Group Theory &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU551</td>
<td>Computer Applications for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU580</td>
<td>Multicultural &amp; Diversity Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU581</td>
<td>Foundations of Special Education in an Inclusionary Setting</td>
<td>3</td>
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<tr>
<td>EDU582</td>
<td>Effective Communication for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU591</td>
<td>Standards Aligned System, Curriculum Development &amp; Peer Coaching</td>
<td>3</td>
</tr>
<tr>
<td>EDU603</td>
<td>Culminating Project</td>
<td>3</td>
</tr>
</tbody>
</table>

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

A 3.0 (B) average must be maintained to remain in good academic standing.
Students who receive two (2) or more grades of "C" are subject to dismissal.

Meets PDE requirements for Level II (Permanent) certification (24 credits) including requirements for Standards Aligned Systems and Inclusive Classroom.

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

Office of the Registrar
4/23/2015
Degree Requirement
A student must already hold a baccalaureate degree in any content area from an accredited college or university.

Credit Requirement
A minimum of 36 credits is required for this degree.

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

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

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

Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.

Students who receive two (2) or more grades of "C" are subject to dismissal.

PA Certification
To qualify for Pennsylvania Instructional I certification a student must complete all certification specific coursework (33 credits), pass required qualifying tests (Pearson:PECT), and validate clearances.

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

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

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

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

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

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

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

### Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.

Students who receive two (2) or more grades of "C" are subject to dismissal.

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

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

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<td>EDU503</td>
<td>Social &amp; Political Foundation of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU506</td>
<td>Standards Aligned System, Methods, Materials &amp; Curriculum I</td>
<td>3</td>
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<tr>
<td>EDU507</td>
<td>Standards Aligned System, Methods, Materials &amp; Curriculum II</td>
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<td>EDU511</td>
<td>Methods &amp; Theories of Teaching Math</td>
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<td>EDU512</td>
<td>Methods for Teaching Reading &amp; Assessment</td>
<td>3</td>
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<td>EDU580</td>
<td>Multicultural &amp; Diversity Issues in Education</td>
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<td>EDU581</td>
<td>Foundations of Special Education in an Inclusionary Setting</td>
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<tr>
<td>EDU565</td>
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<td>EDU510</td>
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</tr>
<tr>
<td>EDU603</td>
<td>Culminating Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Office of the Registrar
4/23/2015
Degree Requirement
A student must already hold a baccalaureate degree from an accredited college or university.

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

Credit Requirement
A minimum of 36 credits is required for the Master of Science in Grades 4-8 (Upper Elem/Middle School) Education program. Single subject option requires 30 credits in subject coursework.

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

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

Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.

Students who receive two (2) or more grades of "C" are subject to dismissal.

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

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

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

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

Credit Requirement
A minimum of 36 credits is required for the Master of Science in Grades 4-8 (Upper Elem/Middle school) Education Program. Single subject option requires 30 credits in subject coursework.

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

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

Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.

Students who receive two (2) or more grades of "C" are subject to dismissal.

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

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

| EDU502 | The Learning and Teaching Process | 3 |
| EDU503 | Social & Political Foundation of Education | 3 |
| EDU506 | Standards Aligned System, Methods, Materials & Curriculum I | 3 |
| EDU507 | Standards Aligned System, Methods, Materials & Curriculum II | 3 |
| EDU511 | Methods & Theories of Teaching Math | 3 |
| EDU512 | Methods for Teaching Reading & Assessment | 3 |
| EDU580 | Multicultural & Diversity Issues in Education | 3 |
| EDU581 | Foundations of Special Education in an Inclusionary Setting | 3 |
| EDU565 | Student Teaching & Professional Seminar | 3 |
| EDU510 | Research Skills for Reflective Practitioner | 3 |
| EDU582 | Effective Communication for Educators | 3 |
| EDU603 | Culminating Project | 3 |

Office of the Registrar
4/23/2015
## Degree Requirement

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

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

## Credit Requirement

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

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

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

## Grade Requirements

A 3.0 (B) average must be maintained to remain in good academic standing.

Students who receive two (2) or more grades of "C" are subject to dismissal.

## PA Certification

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

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

<table>
<thead>
<tr>
<th>Requirements for Certification - 18 credits</th>
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<tbody>
<tr>
<td><strong>MAJOR</strong></td>
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<tr>
<td>EDU502 The Learning and Teaching Process</td>
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<tr>
<td>EDU503 Social &amp; Political Foundations of Education</td>
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<tr>
<td>EDU508 Standards Aligned System, Secondary School Methods and Materials</td>
</tr>
<tr>
<td>EDU580 Multicultural &amp; Diversity Issues in Education</td>
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<td>EDU581 Foundations of Special Education in an</td>
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<tr>
<td>EDU565 Student Teaching &amp; Professional Seminar</td>
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<table>
<thead>
<tr>
<th>Master Degree Completion - 12 credits</th>
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</thead>
<tbody>
<tr>
<td><strong>MAJOR</strong></td>
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<tr>
<td>EDU510 Research Skills for Reflective Practitioner</td>
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</tr>
<tr>
<td>EDU603 Culminating Project</td>
</tr>
</tbody>
</table>

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Special Education with Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

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

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

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

**Grade Requirements**
A 3.0 (B) average must be maintained to remain in good academic standing. Students who receive two (2) or more grades of “C” are subject to dismissal.

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

### Core Requirements - 15 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU510</td>
<td>Educational Skills in Reflective Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>EDU582</td>
<td>Effective Communication for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU502</td>
<td>The Learning and Teaching Process</td>
<td>3</td>
</tr>
<tr>
<td>EDU581</td>
<td>Foundations of Special Education in an Inclusionary Setting</td>
<td>3</td>
</tr>
<tr>
<td>SPE562</td>
<td>Special Education Law and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Concentration Courses - 15 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE560</td>
<td>Diagnostic, Assessment, Prescriptive &amp; Intervention Techniques for Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE561</td>
<td>Researched Based Learning Methods &amp; Materials for the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>SPE563</td>
<td>Standards Alligned System Seminar on Current Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE564</td>
<td>Behavior Management Skills for the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDU603</td>
<td>Culminating Project</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Office of the Registrar
4/23/2015
Degree Requirement
A student must already hold a baccalaureate degree from an accredited college or university for this certification.

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

Credit Requirement
A minimum of 18 credits is required for the Special Education PreK-8 Certification with prior Instruction I content certification.

Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.

Students who receive two (2) or more grades of "C" are subject to dismissal.

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

A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Certification in Special Education. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

<table>
<thead>
<tr>
<th>Concentration Courses - 18 credits</th>
<th>MAJOR</th>
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</thead>
<tbody>
<tr>
<td>EDU581 Foundations of Special Education in an Inclusionary Setting</td>
<td>3</td>
</tr>
<tr>
<td>SPE 560 Diagnosis, Assessment, Prescriptive &amp; Intervention Techniques for the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>SPE 561 Research Based Learning Methods &amp; Materials for the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>SPE 562 Special Education Law &amp; Ethics</td>
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</tr>
<tr>
<td>SPE 563 Standards Aligned System &amp; Seminar on Current Issues in Special Education</td>
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<tr>
<td>SPE564 Behavior Management Skills for the Special Learner</td>
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</tr>
</tbody>
</table>

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

Frank E. Ruddy, Ph.D.

Office of the Registrar
4/23/2015
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Special Education with Autism Endorsement. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook. Additionally, the student needs to be approved on an individual basis by the program director.

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

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

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

Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing. Students who receive two (2) or more grades of "C" are subject to dismissal.

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

Autism Endorsement requires a prior instructional I certification in Pennsylvania

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

<table>
<thead>
<tr>
<th>Core Requirements - 15 credits</th>
<th>MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU510 Research Skills for Reflective Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>EDU582 Effective Communication for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU502 The Learning and Teaching Process</td>
<td>3</td>
</tr>
<tr>
<td>EDU581 Foundations of Special Education in an Inclusionary Setting</td>
<td>3</td>
</tr>
<tr>
<td>SPE562 Special Education Law and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Courses for Special Education - 15 credits

<table>
<thead>
<tr>
<th>Concentration Courses for Special Education - 15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE560 Diagnostic, Assessment, Prescriptive &amp; Intervention Techniques for Special Education</td>
</tr>
<tr>
<td>SPE561 Researched Based Learning Methods &amp; Materials for the Special Learner</td>
</tr>
<tr>
<td>SPE563 Standards Alligned System Seminar on Current Issues in Special Education</td>
</tr>
<tr>
<td>SPE564 Behavior Management Skills for the Special Learner</td>
</tr>
<tr>
<td>EDU603 Culminating Project</td>
</tr>
</tbody>
</table>

Concentration for Autism Endorsement - 12 credits

<table>
<thead>
<tr>
<th>Concentration for Autism Endorsement - 12 credits</th>
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</thead>
<tbody>
<tr>
<td>SPE580 Foundations of Autism Spectrum Disorder</td>
</tr>
<tr>
<td>SPE581 Assessment/Program Development for the Student on the Autism Spectrum</td>
</tr>
<tr>
<td>SPE582 Communication, Behavioral Issues and Social Competence for Students on the autism Spectrum</td>
</tr>
<tr>
<td>SPE583 Scientifically-Based Best Practices for the Student on the Autism Spectrum</td>
</tr>
</tbody>
</table>

Certification in Special Education PreK-8 requires an instructional content area.

Autism Endorsement in Pennsylvania requires a prior instructional content area.

Office of the Registrar
4/23/2015
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Special Education with BCBA certification. Additional policies, procedures, and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

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

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

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

### Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.

Students who receive two (2) or more grades of "C" are subject to dismissal.

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

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

### Core Requirements - 15 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU510</td>
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<td>The Learning and Teaching Process</td>
<td>3</td>
</tr>
<tr>
<td>EDU581</td>
<td>Foundations of Special Education in an Inclusionary Setting</td>
<td>3</td>
</tr>
<tr>
<td>SPE562</td>
<td>Special Education Law and Ethics</td>
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</table>

### Concentration Courses - 18 credits
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<thead>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SPE560</td>
<td>Diagnostic, Assessment, Prescriptive &amp; Intervention Techniques for Special Education</td>
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<tr>
<td>SPE561</td>
<td>Researched Based Learning Methods &amp; Materials for the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDU506</td>
<td>Foundations of Behavior</td>
<td>3</td>
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<tr>
<td>SPE563</td>
<td>Standards Alligned System Seminar on Current Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE564</td>
<td>Behavior Management Skills for the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDU603</td>
<td>Culminating Project</td>
<td>3</td>
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### Concentration for BCBA - 15 credits
<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE506</td>
<td>Foundations of Behavior</td>
<td>3</td>
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<tr>
<td>SPE507</td>
<td>Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPE508</td>
<td>Principles of Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPE511</td>
<td>Autism and Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPE512</td>
<td>Ethics and Professionalism</td>
<td>3</td>
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</table>

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

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

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

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

Pre-practicum hours are embedded within coursework.

**Practicum/Field Experience - 9 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU608</td>
<td>School Counseling Internship I &amp; Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDU609</td>
<td>School Counseling Internship II &amp; Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Credit Requirement
A minimum of 48 credits is required for the certification program. A minimum of 24 credits must be completed in residence. Up to 24 credits from a related master-level degree.

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

Pre-practicum hours are embedded within coursework.

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

Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.

Students who receive two (2) or more grades of "C" are subject to dismissal.

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

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

Office of the Registrar
4/23/2015
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Educational Administration Supervisor of Curriculum & Instruction Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Credit Requirement
A minimum of 33 credits is required for this degree.
Students choosing this district-wide supervisor of curriculum and instruction certification only must already hold a Master’s degree in a relevant educational field from an accredited college or university.

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

Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.
Students who receive two (2) or more grades of “C” are subject to dismissal.

PA Certification
In addition to this 33 credit program of study with practicum hours, PA requires 5 years of prior professional experience in an educational setting related to the instructional process and evidence of satisfactory achievement on the required test of administrative certification.

Curriculum sheets for all education programs at Gwynedd Mercy University are subject to change pending program specific competency changes in certification by the PA Department of Education. New regulations in 22 PA Code Chapter 49 may result in changes for each education program at Gwynedd Mercy University.
A student must complete the course and credit requirements as defined in this curriculum sheet to be a candidate for the Master of Science in Educational Administration K-12 Principal Certification. Additional policies, procedures, and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

### Credit Requirement
A minimum of 33 credits is required for this degree.

### Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing. Students who receive two (2) or more grades of "C" are subject to dismissal.

### PA Certification
In addition to this 33 credit program of study with practicum hours, PA requires 3 years of prior professional experience in an educational setting related to the instructional process and evidence of satisfactory achievement on the required test of administrative certification.

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

### Educational Administration - 21 credits
- **EDU510**: Educational Research 3
- **EDU572**: Curriculum & Instructional Supervision 3
- **EDU574**: School Law and Policy Issues 3
- **EDU576**: Human Resources and Staff Development 3
- **EDU578**: Educational Leadership 3
- **EDU579**: Current Issues in Education 3
- **EDU595**: Practicum I: Leadership in Supervision & School Administration 3

### Concentration in Educational Administration - 12 credits
- **EDU571**: The Principalship 3
- **EDU573**: Communications & School Community Relations 3
- **EDU577**: School Resources Management 3
- **EDU596**: Practicum II: K-12 Principalship 3

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

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Office of the Registrar
6/15/2015
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Post Master's Educational Administration Supervisor of Curriculum & Instruction Certification. Additional policies, procedures and requirements may be found in the current Graduate University Catalog and/or student teaching handbook.

Credit Requirement
A minimum of 30 credits is required for this degree. Students choosing this district-wide supervisor of curriculum and instruction certification only must already hold a Master's degree in a relevant educational field from an accredited college or university.

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

Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing. Students who receive two (2) or more grades of “C” are subject to dismissal.

PA Certification
In addition to this 33 credit program of study with practicum hours, PA requires 5 years of prior professional experience in an educational setting related to the instructional process and evidence of satisfactory achievement on the required test for administrative certification.

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

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>Educational Administration - 21 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU510</td>
<td>Educational Research</td>
</tr>
<tr>
<td>EDU572</td>
<td>Curriculum &amp; Instructional Supervision</td>
</tr>
<tr>
<td>EDU574</td>
<td>School Law and Policy Issues</td>
</tr>
<tr>
<td>EDU576</td>
<td>Human Resources and Staff Development</td>
</tr>
<tr>
<td>EDU578</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>EDU579</td>
<td>Current Issues in Education</td>
</tr>
<tr>
<td>EDU595</td>
<td>Practicum I: Leadership in Supervision &amp; School Administration</td>
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<table>
<thead>
<tr>
<th>Concentration Courses - 12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU502</td>
</tr>
<tr>
<td>EDU591</td>
</tr>
<tr>
<td>EDU620</td>
</tr>
<tr>
<td>EDU622</td>
</tr>
</tbody>
</table>
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Doctorate of Education (EdD). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

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

### Credit Requirements:
A minimum of 54 credits is required for this degree.

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

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

### Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.

### Students who receive two (2) or more grades of "C" are subject to dismissal.

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

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

<table>
<thead>
<tr>
<th>Major Courses for Educational Leadership - 27 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDU801</strong> Educational Policy in Research &amp; Practice in the US* ** 3</td>
</tr>
<tr>
<td><strong>EDU802</strong> Organizational Research &amp; Theory Development 3</td>
</tr>
<tr>
<td><strong>EDU803</strong> Statistical Analysis, Methods and Research 3</td>
</tr>
<tr>
<td><strong>EDU804</strong> Cross-Cultural Perspectives &amp; Educational Leadership 3</td>
</tr>
<tr>
<td><strong>EDU805</strong> Ethics of Educational Leadership &amp; Policy* 3</td>
</tr>
<tr>
<td><strong>EDU806</strong> Equity, Equality &amp; Equal Opportunity 3</td>
</tr>
<tr>
<td><strong>EDU807</strong> Advanced Statistical Analysis, Qualitative &amp; Quantitative Research 3</td>
</tr>
<tr>
<td><strong>EDU808</strong> Technology, Data &amp; Program Evaluation 3</td>
</tr>
<tr>
<td><strong>EDU809</strong> Global Educational Policy &amp; Practice* 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration Courses for Educational Administration - 15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDU821</strong> The Superintendency** 3</td>
</tr>
<tr>
<td><strong>EDU822</strong> School Boards &amp; School District Governance** 3</td>
</tr>
<tr>
<td><strong>EDU824</strong> Transformational Leadership, Supervision, &amp; School Turn-Around 3</td>
</tr>
<tr>
<td><strong>EDU825</strong> Labor Relations &amp; Fiscal Management 3</td>
</tr>
<tr>
<td><strong>EDU842</strong> School Law &amp; Policy in Special Education 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation Advisement Courses - 12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDU811</strong> Dissertation Advisement I: Hypotheses &amp; Research Guiding Questions 3</td>
</tr>
<tr>
<td><strong>EDU812</strong> Dissertation Advisement II: Research, Theory &amp; Procedures 3</td>
</tr>
<tr>
<td><strong>EDU813</strong> Dissertation Advisement III: Design, Methodology &amp; Procedures 3</td>
</tr>
<tr>
<td><strong>EDU814</strong> Dissertation Advisement IV: Findings and Conclusions 3</td>
</tr>
</tbody>
</table>

### Practicum Experience - Letter of Eligibility Only - 6 credits

- **EDU828** School District Practicum I*** 3
- **EDU829** School District Practicum II*** 3

*Residency Courses

Office of the Registrar
4/23/2015
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Doctorate of Education (EdD). Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

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

**Credit Requirements:**
A minimum of 54 credits is required for this degree.

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

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

**Grade Requirements**
A 3.0 (B) average must be maintained to remain in good academic standing.

Students who receive two (2) or more grades of "C" are subject to dismissal.

**PA Certification**
You must possess an Initial Special Education certification with a Subject certification in order to meet the minimum requirements for Supervisor of Special Education (Single Supervisory certificate). Three (3) courses (***) and two (2) Special Education practicum experiences (****) are identified in this doctoral program for Supervisor of Special Education. PDE requires 360 hours, 2 semesters, of special education supervisor practicum hours.

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

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

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<tr>
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<td>EDU801</td>
<td>Educational Policy in Research &amp; Practice in the US*</td>
<td>3</td>
</tr>
<tr>
<td>EDU802</td>
<td>Organizational Research &amp; Theory Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU803</td>
<td>Statistical Analysis, Methods &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU804</td>
<td>Cross-Cultural Perspectives &amp; Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDU805</td>
<td>Ethics of Educational Leadership &amp; Policy*</td>
<td>3</td>
</tr>
<tr>
<td>EDU806</td>
<td>Equity, Equality &amp; Equal Opportunity</td>
<td>3</td>
</tr>
<tr>
<td>EDU807</td>
<td>Advanced Statistical Analysis, Qualitative &amp; Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU808</td>
<td>Technology, Data &amp; Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDU809</td>
<td>Global Educational Policy &amp; Practice*</td>
<td>3</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU811</td>
<td>Design Interventions and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU812</td>
<td>School Law and Policy in Special Education**</td>
<td>3</td>
</tr>
<tr>
<td>EDU813</td>
<td>Administration and Supervision of Special Education Programs **</td>
<td>3</td>
</tr>
<tr>
<td>EDU814</td>
<td>Neuroscience of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU815</td>
<td>Foundations in Special Education Practice for School Leaders***</td>
<td>3</td>
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</table>

**Dissertation Advisement Courses - 12 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU811</td>
<td>Dissertation Advisement I: Hypotheses &amp; Research Guiding Questions</td>
<td>3</td>
</tr>
<tr>
<td>EDU812</td>
<td>Dissertation Advisement II: Research, Theory &amp; Procedures</td>
<td>3</td>
</tr>
<tr>
<td>EDU813</td>
<td>Dissertation Advisement III: Design, Methodology &amp; Procedures</td>
<td>3</td>
</tr>
<tr>
<td>EDU814</td>
<td>Dissertation Advisement IV: Finding and Conclusions</td>
<td>3</td>
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**Practicum Experience - Single Subject Supervisor Certificate Only**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU848</td>
<td>Supervision &amp; Admin of Special Education Practicum I***</td>
<td>3</td>
</tr>
<tr>
<td>EDU849</td>
<td>Supervision &amp; Admin of Special Education Practicum II***</td>
<td>3</td>
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</tbody>
</table>

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*Residency Courses
School of Graduate and Professional Studies

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

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

Credit Requirements:
A minimum of 54 credits is required for this degree. All courses are 3 credit hours each.
A maximum of 6 credits earned in a doctoral program can be transferred in prior to acceptance.

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

Grade Requirements
A 3.0 (B) average must be maintained to remain in good academic standing.

Students who receive two (2) or more grades of "C" are subject to dismissal.

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU801</td>
<td>Educational Policy in Research &amp; Practice in the US</td>
<td>3</td>
</tr>
<tr>
<td>EDU802</td>
<td>Organizational Research &amp; Theory Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU803</td>
<td>Statistical Analysis, Methods &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU804</td>
<td>Cross-Cultural Perspectives &amp; Educational Leadership</td>
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</tr>
<tr>
<td>EDU806</td>
<td>Equity, Equality &amp; Equal Opportunity</td>
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<td>Advanced Statistical Analysis, Qualitative &amp; Quantitative Research</td>
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<td>EDU808</td>
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</tr>
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<td>EDU809</td>
<td>Global Educational Policy &amp; Practice</td>
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**Concentration Courses for Educational Administration - 15 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU831</td>
<td>Leadership and Administration of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU832</td>
<td>Legal Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU833</td>
<td>Finance and Fiscal Policy in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU834</td>
<td>Enrollment Management in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU835</td>
<td>Future-Focused Trends &amp; Innovations in Higher Education</td>
<td>3</td>
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**Dissertation Advisement Courses - 12 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU811</td>
<td>Dissertation Advisement I: Hypotheses &amp; Research Guiding Questions</td>
<td>3</td>
</tr>
<tr>
<td>EDU812</td>
<td>Dissertation Advisement II: Research, Theory &amp; Procedures</td>
<td>3</td>
</tr>
<tr>
<td>EDU813</td>
<td>Dissertation Advisement III: Design, Methodology &amp; Procedures</td>
<td>3</td>
</tr>
<tr>
<td>EDU814</td>
<td>Dissertation Advisement IV: Findings and Conclusions</td>
<td>3</td>
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</tbody>
</table>

*Residency courses

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Office of the Registrar
6/15/2015
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Master of Science in Nursing. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

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

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

---

**CLINICAL NURSE SPECIALIST AND NURSE PRACTITIONER PROGRAMS**

**Core - 19 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR500</td>
<td>Pharmacotherapeutics for APN-across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NUR510</td>
<td>Pathophysiology for APN</td>
<td>3</td>
</tr>
<tr>
<td>NUR530</td>
<td>Theoretical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR569</td>
<td>Advanced Assessment Practicum</td>
<td>1</td>
</tr>
<tr>
<td>NUR570</td>
<td>Adv Physical Assessment for APN</td>
<td>3</td>
</tr>
<tr>
<td>NUR610</td>
<td>Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>NUR615</td>
<td>Research Seminar</td>
<td>3</td>
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</table>

**Elective - 3 credits** (see list of electives on this page)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR547</td>
<td>Computer Tech for APN</td>
<td></td>
</tr>
<tr>
<td>NUR605</td>
<td>Curriculum Design</td>
<td></td>
</tr>
<tr>
<td>NUR602</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>NUR604</td>
<td>Learning Theories</td>
<td></td>
</tr>
<tr>
<td>NUR609</td>
<td>Topics in American Higher Education</td>
<td></td>
</tr>
<tr>
<td>NUR614</td>
<td>Teaching Strategies</td>
<td></td>
</tr>
<tr>
<td>NUR620</td>
<td>Research Thesis</td>
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</tbody>
</table>

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**CLINICAL NURSE SPECIALIST (NCG) - 12 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR500</td>
<td>Advanced Adult Health Nursing with Gerontology I</td>
<td>3</td>
</tr>
<tr>
<td>NUR551</td>
<td>Advanced Adult Health Nursing with Gerontology II</td>
<td>3</td>
</tr>
<tr>
<td>NUR552</td>
<td>Practicum - Advanced Adult Health Nursing with Gerontology I</td>
<td>3</td>
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<tr>
<td>NUR553</td>
<td>Practicum - Advanced Adult Health Nursing with Gerontology II</td>
<td>3</td>
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</table>

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

**Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR602</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>NUR603</td>
<td>Clinical Practicum - Management Role</td>
<td>6</td>
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</table>

**Teaching**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR605</td>
<td>Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>NUR606</td>
<td>Clinical Practicum - Teaching Role</td>
<td>6</td>
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</table>

---

**PRIMARY CARE NURSE PRACTITIONER PROGRAM**

**Adult or Pediatric Track Requirements - 21 credits**

All NP students complete

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR572</td>
<td>Nurse Practitioner Role Seminar</td>
<td>3</td>
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**Adult-Geriatric Primary Care Nurse Practitioner Program - NPA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR580</td>
<td>Management of Adult-Geriatric Health Concerns I</td>
<td>3</td>
</tr>
<tr>
<td>NUR581</td>
<td>Adult-Geriatric Nurse Practitioner Practicum I</td>
<td>6</td>
</tr>
<tr>
<td>NUR582</td>
<td>Management of Adult-Geriatric Health Concerns II</td>
<td>3</td>
</tr>
<tr>
<td>NUR583</td>
<td>Adult-Geriatric Nurse Practitioner Practicum II</td>
<td>6</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR590</td>
<td>Management Pediatric Health Concerns I</td>
<td>3</td>
</tr>
<tr>
<td>NUR591</td>
<td>Practicum Pediatric Nurse Practitioner I</td>
<td>6</td>
</tr>
<tr>
<td>NUR592</td>
<td>Management Pediatric Health Concerns II</td>
<td>3</td>
</tr>
<tr>
<td>NUR593</td>
<td>Practicum Pediatric Nurse Practitioner II</td>
<td>6</td>
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</table>

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**NURSE EDUCATOR PROGRAM - NEDU**

**Core Requirements - 15 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR530</td>
<td>Theoretical Foundations of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR610</td>
<td>Research Methodology</td>
<td>3</td>
</tr>
<tr>
<td>NUR615</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NUR510</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR570</td>
<td>Advanced Physical Assessment</td>
<td>3</td>
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**Nurse Educator Courses - 22 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR604</td>
<td>Learning Theories</td>
<td>3</td>
</tr>
<tr>
<td>NUR605</td>
<td>Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>NUR609</td>
<td>Topics in American Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>NUR614</td>
<td>Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NUR650</td>
<td>Clinical Seminar</td>
<td>4</td>
</tr>
<tr>
<td>NUR606</td>
<td>Clinical Practicum - Teaching Role</td>
<td>6</td>
</tr>
</tbody>
</table>

---

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

An evaluation of transcripts will be necessary to determine the required coursework.
PROGRAM PURPOSE
This program is designed for professional nurses who have earned a Master of Science in Nursing and seek further education to qualify for state and national certification as a nurse practitioner in adult or pediatric health.

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

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

Credit Requirements
This certificate requires a minimum of 25 credits.
An evaluation of transcripts will be necessary to determine the required coursework.

REQUIREMENTS

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>1</th>
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<tbody>
<tr>
<td>All Students Complete - 7 credits</td>
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</tr>
<tr>
<td>NUR569 Advanced Assessment Practicum</td>
<td></td>
</tr>
<tr>
<td>NUR570 Advanced Assessment/Clinical Dec Making</td>
<td></td>
</tr>
<tr>
<td>EDU572 Nurse Practitioner Role Seminar</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR580</td>
<td>Management Adult Health Concerns I</td>
<td>3</td>
</tr>
<tr>
<td>NUR581</td>
<td>Practicum Adult Nurse Practitioner I</td>
<td>6</td>
</tr>
<tr>
<td>NUR582</td>
<td>Management Adult Health Concerns II</td>
<td>3</td>
</tr>
<tr>
<td>NUR583</td>
<td>Practicum Adult Nurse Practitioner II</td>
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</table>

Pediatric Primary Care Nurse Practitioner Option requires the following 18 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR590</td>
<td>Management Pediatric Health Concerns I</td>
<td>3</td>
</tr>
<tr>
<td>NUR591</td>
<td>Practicum Pediatric Nurse Practitioner I</td>
<td>6</td>
</tr>
<tr>
<td>NUR592</td>
<td>Management Pediatric Health Concerns II</td>
<td>3</td>
</tr>
<tr>
<td>NUR593</td>
<td>Practicum Pediatric Nurse Practitioner II</td>
<td>6</td>
</tr>
</tbody>
</table>
A student must complete the course and credit requirements as defined on this curriculum sheet to be a candidate for the Doctor of Nursing Practice. Additional policies, procedures and requirements may be found in the current Graduate University Catalog.

Credit Requirements:
Minimum total requirements for the DNP Degree is 39 credits. Up to 600 clinical hours will be credited based on your transcript evaluation towards the minimum 1000 clinical hours to graduate from the DNP Degree Program. If the DNP scholarly project is not completed in the DNP Scholarly project 3 course, then the student will continue each semester with DNP scholarly advisement until satisfactory completion of the DNP Scholarly project. Transfer credit will be reviewed on an individual basis.

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

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