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About Misericordia University

Policy Statements

This catalog contains current information regarding Misericordia University's undergraduate and graduate programs, calendar, admissions policies, degree requirements, fees, and regulations. Misericordia University reserves the right in its sole judgment to promulgate and change rules and regulations and to make changes of any kind in its programs, calendar, academic policies, admissions policies, procedures and standards, degree requirements, and fees whenever it is deemed necessary or desirable, including changes in course content, the scheduling of classes, and cancellation of scheduled classes and other academic activities.

Students are ultimately responsible for knowing and observing all regulations contained herein that may affect their status at Misericordia University.

Misericordia University accords students of any race, color, religion, sex, nationality, or ethnic origin all the rights, privileges, programs, and activities generally made available to students of the university. Misericordia University does not discriminate on the basis of race, age, color, disability, religion, gender, nationality, marital status, sexual orientation, or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic, or other university-administered programs.

Misericordia University complies with the Family Education Rights and Privacy Act of 1974 as amended. A copy of the Act is available for inspection in the Vice President of Academic Affairs Office.

The university does not discriminate on the basis of disability in its hiring or employment practices. This notice is provided as required by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Mission and Values Statement

Mission Statement

Misericordia University, a Catholic liberal arts institution established in the tradition of the Sisters of Mercy, fosters intellectual curiosity, critical thinking, and respect for persons in an environment where all are welcome.

Values Statement

As a community, we are committed to integrity and the values of the Sisters of Mercy as the foundation of university life. Our values are:

Mercy through: Compassion, Love, Caring

Service through: Selflessness, Sacrifice, Action

Justice through: Fairness, Acceptance, Advocacy

Hospitality with: Dignity, Respect, Openness

Diversity Statement

Misericordia University recognizes the importance of living the mission in our words and our deeds, demonstrating mercy, service, justice, and hospitality, and supporting the ideals of a democratic society. Therefore, we are dedicated to promoting a diverse community in an atmosphere of mutual respect and appreciation of difference.

We believe, as members of a democratic society, that individuals have not only the right to live their lives according to their own values and beliefs, but also the obligation to respect the right of others to do the same.

We believe all people should be treated with civility, deserving to be heard without demeaning judgments of others.

We believe, as an educational community, that we have the responsibility to learn about each other in order to benefit from our diverse population.

We believe our demonstration of individual integrity and mutual respect sets a standard for the community and exemplifies a broader commitment to human understanding and service.

Accreditations

Misericordia University was chartered by the Commonwealth of Pennsylvania on January 31, 1927, and is empowered to grant the following degrees:

Doctor of Nursing Practice

Doctor of Occupational Therapy

Doctor of Physical Therapy

Master of Business Administration

Master of Science

Master of Science in Nursing

Master of Science in Occupational Therapy

Master of Science in Physician Assistant Studies

Master of Science in Speech-Language Pathology

Bachelor of Arts

Bachelor of Science

Bachelor of Science in Nursing

Bachelor of Social Work

Misericordia University is regionally accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000.

The university is also officially recognized by the following accrediting agencies:

Accreditation Council for Occupational Therapy Education, 4720 Montgomery Lane, Bethesda, MD 20814-3425, (301) 652-6611

Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, (800) 999-2782

Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park St., Clearwater, FL 33756, (727) 210-2350

Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 350, Washington, DC 20036-1120, (202) 887-6791

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), American Speech-Language-Hearing Association, 2200 Research Boulvard, #310, Rockville, MD 20850, (301) 897-5700

Council on Social Work Education, 1725 Duke Street, Alexandria, VA 22314, (703) 683-8080

International Assembly for Collegiate Business Education, (IACBE), PO Box 3960, Olathe, KS 66063, (913) 631-3009

Pennsylvania Department of Education, 333 Market St., Harrisburg, PA 17126, (717) 783-6788

The Joint Review Committe on Educational Programs in Nuclear Medicine Technology, 2000 W. Danforth Rd., Ste. 130, #203, Edmond, OK 73003, (405) 285-0546.

The Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, (312) 704-5300. web site: www.jrcert.org; email address: mail@jrcert.org

Misericordia University has legal permission from the Pennsylvania State Board of Nurse Examiners to operate a school of nursing in the Commonwealth of Pennsylvania. Various other state education departments also recognize the university's academic programs.

The ARC-PA has granted **Accreditation - Provisional** to the **Misericordia University Master of Science in Physician Assistant Studies**, sponsored by Misericordia University. Accreditation - Provisional is an accreditation status. The status indicates that the plans and resource allocation for the proposed program appear to demonstrate the program's ability to meet the ARC-PA Standards, if fully implemented as planned. Accreditation - Provisional does not ensure any subsequent accreditation status and is limited to no more than three years for any program.

Misericordia University does not discriminate on the basis of sex in admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX and its implementing regulations may be referred to our Title IX coordinator, Pamela Parsnik. The coordinator can be reached at 301 Lake Street, Dallas, PA 18612, 570-674-6310, or at pparsnik@misericordia.edu.

Contacts for More Information

For more information on particular aspects of Misericordia University, contact the people listed below at 570-674-6400 (toll-free at 866-262-6363) between 8:30 am and 4:30 pm. Other university personnel are listed in the university directory section of this catalog. Address all mail for faculty and administration to: Misericordia University, 301 Lake Street, Dallas, PA 18612-1090.

Academic Affairs	Dr. Charles J. Brody, *Vice President of Academic Affairs*
Undergraduate Admissions	Jane Dessoye, *Executive Director of Enrollment Management*
Admissions	Glenn Bozinski, *Director of Admissions*
Center for Adult and Continuing Education	Paul Nardone, *Interim Director of Center for Adult and Continuing Education*
Athletics	Charles Edkins, *Athletic Director*
Business Matters	Eric Nelson, *Vice President of Finance and Administration*
Graduate Services	Paul Nardone, *Interim Director of Center for Adult and Continuing Education*
University Advancement	Susan M. Helwig, *Vice President of University Advancement*
Planning and Assessment	Dr. Barbara Samuel Loftus, *Vice President of Planning, Assessment and Research*
Registrar's Office	Joseph Redington, *University Registrar*
Student Success Center	Jessica Randall, *Director of Student Success Center*
Campus Ministry	Dr. Christine Somers, *Director of Campus Ministry*
Student Life	Kathleen Foley, *Vice President of Student Life* Amy Lahart, *Dean of Students*
Mission	Jean Messaros, RSM, *Vice President for Mission Integration*
Assistive Technology Research Institute	Denis Anson, *Director of Research and Development*
Ethics Institute	Dr. Joseph Curran, *Executive Director*
Institute on Sacred Scripture	Dr. Noel Keller, RSM, *Executive Director*
The Cecilia Meighan, RSM Institute of Law and Religious Life	Bernadette Kenny, RSHM, *Director*

Academic Calendar 2015-2016

Fall 2015

August 27	Convocation
August 28-30	First-year orientation/check-in
August 30	All university check-in
August 31	First day of classes for all traditional program students
September 7	Labor Day; No day or evening classes
September 8	Classes resume 8:00 am
September 8	Add/Drop period ends
September 11	Last day for change of status (full-time to part-time)
September 18	Last day to remove Summer 2015 incompletes
October 15-16	Fall recess
October 19	Classes resume 8:00 am
October 21	Mid-term grades due Noon
October 26-30	Advisement week
November 4-16	Spring 2016 Registration
November 16	Last day to withdraw from a course or university
November 24	Follow Thursday class schedule
November 25-27	Thanksgiving recess
November 30	Classes resume 8:00 am
December 14	Last day of classes; follow Friday class schedule
December 14	Monday evening class exams held
December 14-19	Final examinations
December 20	Winter Baccalaureate and Commencement
December 21	Final grades due at Noon

Spring 2016

January 17	Transfer Student Check-in/Orientation
January 18	First day of classes for traditional program students
January 25	Add/Drop period ends
January 29	Last day to remove Fall 2015 incompletes
March 2	Midterm Grades due at Noon
March 7-11	Spring break
March 14	Classes resume
March 14-18	Advisement week
March 24-28	Easter Recess
March 29	Classes resume
March 30-April 11	Fall 2016 Registration
April 4	Last day to withdraw from a course or university
May 3	Follow Thursday class schedule
May 4	Last day of classes; Follow Friday class schedule
May 5	Study day
May 6-12	Final examinations
May 16	Final grades due 9:00 am

May 20	Undergraduate Commencement Rehearsal, 12:30pm
May 20	Graduate Commencement Rehearsal, 2:00pm
May 20	Spring Baccalaureate, 4:00 pm
May 20	Student Awards Ceremony 6:30 pm
May 21	Graduate Commencement 10:00 am
May 21	Undergraduate Commencement 2:00 pm

Student Support Services

Bookstore

The campus bookstore is an academically oriented resource, where the need for, and interest in, reading and study engendered in the classroom can be supported and reinforced. It is also an on-campus source of many goods and services required by a university community. The main purpose of the campus bookstore is to provide for the sale of books and supply requirements connected with the academic programs of the university.

Computer Facilities

All facets of the hardware and software environment are upgraded and expanded to enable our students to keep pace with technology. Students have ample access to a personal computer environment throughout the campus. Over 140 computer workstations are available for use including: 30 laptops in the library, 4 laptops for commuters, and eight computer labs containing 110 workstations. Wireless access is provided through most of the campus. Wireless is constantly reviewed to address the academic needs and quality of campus life for our students. In addition, there is a wireless computer teaching lab for up to 21 students in the library and a 15 student iMAC communications department lab. Each workstation has internet access, Microsoft Office (Word, Excel, Access, Powerpoint) and academic department software installed. All residence rooms are provided with the ability to connect to the campus network and thus the internet. Students are provided with a portal account by which they have access to an e-mail account, calendar, current semester courses, clubs and committees, their own personal headlines, and are able to receive personal and campus announcements. Also, students are able to access their current semester grades, academic record, curriculum guide, profile information, billing data, class schedule, and register for courses online. A student technology help desk is available to students, where all commuter/residential student computer problems, residential internet connections, cable television, ID card, Email, online learning, and phone issues are addressed. The helpdesk also provides assistance with several of the antivirus programs a student may use. An anti-virus program supported by Cisco ISE and the University is a requirement for all students in order to gain full network access.

Software and programming languages include SPSS, R, Java, Visual Basic, C++, C#, PHP, various Visual Studio 2012 Express products, and MySQL, SQL Server 2008 R2 Express.

Library

The Mary Kintz Bevevino Library is located at the heart of the campus between Mercy Hall and McHale Residence Hall. The library is named in honor of alumna Mary Kintz Bevevino, a 1987 graduate of Misericordia University. Dedicated in 1999, the Bevevino Library is a state-of-the-art research facility with wireless internet access, computers, and a variety of study environments.

The library's mission is to provide quality services with diverse resources for intellectual growth and development. Library staff is always available and ready to assist students with all their research needs consistent with the Misericordia objectives of providing quality academics, professional preparation and service leadership.

The library home page (library.misericordia.edu http://library.misericordia.edu), provides access to the library's online catalog, research databases and library services. The library offers casual seating, study carrels and tables throughout the building, and group study rooms on the second and third floors. The main circulating collection is on the first and third floors. The circulation desk, multimedia room, and the Alden Trust Computer Classroom are located on the first floor. The second floor of the library houses the reference desk, the reference, periodicals, and children's literature collections, and the Center for Nursing History. The Sister Mary Carmel McGarigle Archives and the Catherine Evans McGowan Room are on the third floor. The Catherine Evans McGowan Room is used for seminars, multimedia presentations, community meetings, and other group activities.

The library offers information in a variety of formats including books, periodicals, electronic databases, microfilm, and DVD. The library houses over 80,000 print volumes, over 2,000 DVDs and an expanding collection of electronic resources. Trained reference staff is available to provide research assistance. Individuals may request assistance by appointment, and faculty are encouraged to bring classes to the library for research instruction. Laptop computers and iPads can be borrowed from the circulation desk. Printers are available for printing.

The library's schedule accommodates the academic schedule of the university. A valid Misericordia University identification or library card is required to borrow library materials. The library extends borrowing privileges to Back Mountain residents and other members of the local community with participation in the Friends of the Library membership.

Archives

The Sister Mary Carmel McGarigle Archives is located on the third floor of the Mary Kintz Bevevino Library and is open to the public. The archives was created in 1990 and named in 1997 for the founding archivist, Sister Mary Carmel McGarigle. The objective of the archives is to collect, preserve, and provide access to records pertaining to the history of Misericordia University (formerly College Misericordia), the university's founders the Sisters of Mercy, and the local community. The archives serves as a central resource for information collected about the diverse functions and historical records of Misericordia University offices, departments, campus organizations, and student activities. The archives contains over 1,000 linear feet of records and publications, and 50,000 photographic images. Archival collections are searchable through the Bevevino Library online catalog.

The archives has grown as a result of generous donations from students, alumni, and the university community. The archives actively collects paper and electronic records, photographs, scrapbooks, publications, interviews, recordings, and other university memorabilia that support the library's mission to better serve the needs of the university community. Contact the archivist at archives@misericordia.edu or visit the Archives Home Page at http://libguides.misericordia.edu/archives http://libguides.misericordia.edu/archives for more information. There are archival displays throughout the library and in other campus buildings.

Student Success Center

The Student Success Center (SSC) offers services to students who wish to improve the quality of their learning. The center offers comprehensive support services through the following programs: tutoring, academic coaching, writing support, workshops. Additionally, the SSC oversees the First Year Experience course, the Choice program for undeclared students and houses the Office of Students with Disabilities, the Early Alert Program. Individual assessment and intervention services regarding study skills and learning strategies are also offered, as well as developmental intervention programs for students on academic probation or for those who are not satisfied with their level of performance. The SSC is located in the lower level of Alumnae Hall.

Early Alert

The Early Alert Program is a referral process used to enhance the retention of our students. Faculty, staff, or parents who are concerned about a student submit referrals to the retention specialist for intervention assessments. After the initial assessment, the student will be directed to the appropriate services (e.g. academic support, tutoring, personal counseling, Insalaco Center for Career Development, writing center, mentoring, etc.).

First-Year Experience

The First-Year Experience (FYE) program provides first-year students the opportunity to acclimate to the university experience during their first semester at Misericordia. Through weekly classroom workshops, all first-year students will explore topics such as the charisms of Sr. Catherine McAuley, ethical behavior and academic integrity, information literacy, Misericordia University's Guaranteed Placement Program (GPP), and advising and registration. Students will have the opportunity to interact with faculty by engaging in a guided text study.

Office for Students With Disabilities

504

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, students with documented disabilities may seek academic accommodations for their disability free of charge. These academic accommodations include extended time on tests, use of a note sharer and tape recording of lectures.

ALP

The Alternative Learners Project (ALP) is a fee based program of services offered in addition to the services Misericordia University is required to provide students with disabilities under 504. ALP services include an eight-week course in Learning Strategies and an individualized Program of Accommodations (POA). The POA may include writing support instruction, access to a dedicated study room and time management skills. Each student meets individually with a program coordinator on a weekly basis.

The 2015-2016 fee schedule is as follows:

First year freshmen $2,250 (first semester)

Second semester freshman and all upperclassmen $1,750 (semester)

TARGET

TARGET is an academic support program sponsored by the Student Success Center. Designed for first-year students who are placed on academic probation after their first semester, TARGET is a required, semester-long intervention program. Students enrolled in TARGET will attend a variety of workshops and small group meetings designed to explore and address both the academic and affective behaviors that contributed to their placement on academic probation.

Tutoring Center

Misericordia University offers individual and group tutoring in most core curriculum courses and some professional courses. Additional services are available online via SmartThinking. All services are free of charge. For more information, please visit the Student Success Center.

Writing Center

The writing center offers support service for students' writing-related needs through one-on-one tutorial consultations and periodically scheduled workshops tailored to specific aspects of the writing process. In tutorial consultations, all relevant aspects of the writing process are addressed, from brainstorming activities to assistance with organization, development, grammar, and even citation formats. The writing center is staffed by the coordinator of writing and highly-qualified tutors drawn from the student population. Consultations can be scheduled by appointment or students may simply drop by the writing center during normal business hours. The writing center is located in the Student Success Center which is located in the lower level of Alumnae Hall.

Campus Life

Misericordia University students take their total educational experience seriously. They recognize that their academic experience is richer when they participate in co-curricular and extra-curricular activities which contribute to their total development.

Athletics

Intercollegiate athletics for women at Misericordia University include basketball, cheerleading, cross country running, field hockey, tennis, lacrosse, soccer, softball, swimming, track and field, golf and volleyball. Men compete at the intercollegiate level in baseball, basketball, cheerleading, cross country running, football, golf, lacrosse, soccer, swimming, tennis, and track and field.

Members of the student body, faculty, staff, and administration enjoy a comprehensive intramural athletic program which includes such activities as soccer, basketball, volleyball, tennis, golf, and softball.

For more information on Misericordia Athletics, visit athletics.misericordia.edu.

Campus Ministry

Campus Ministry is centered on people caring about each other. We emphasize a spirituality that incorporates service, justice, mutuality and freedom. Students of all faiths serve as the coordinators of all ministries and are empowered to take leadership roles that respond to the whole University.

Campus Ministry works to promote the Catholic Mercy identity of the University and is grounded in the charisms of the Sisters of Mercy: Service, Justice, Mercy and Hospitality.

People of all faiths are always welcome to all experiences of worship and prayer, service opportunities and programs of personal and spiritual development. The Campus Ministry Center offers a place for conversation, discussion and relaxation. Spiritual and religious advice and counseling are available from the directors. Any students looking for how to contact other local congregations and synagogues will find assistance in Campus Ministry.

There are various opportunities for students to become involved in Campus Ministry:

Liturgical Ministries

- Eucharistic Bread Baking
- Eucharistic Ministers
- Lectors
- Liturgical Choir

- Liturgical Coordinator
- Sacristans

Spirituality and Faith Formation

- Bible Study
- Praise and Worship
- RCIA Rite of Christian Initiation of Adults
- Retreats
- Spirituality on Tap

Service to Others

- Adopt-a-Grandparent at Mercy Center and Meadows Nursing Facility
- Blue Chip Farm
- College Kids (boys and girls)
- Girl Power Program
- Mercy Services
- Habitat for Humanity
- International Service Experiences
- Kids on Campus/Women with Children Program
- Social Justice
- Soup Kitchen
- Spring Break Service Trips
- Fall Break Service Trips

Mass Times and Reconciliation

All Catholic liturgies are celebrated in the University Chapel unless otherwise noted.

Times and days of masses are listed below:

- Weekend masses are celebrated at 7:00 p.m. on Sunday.
- The Sacrament of Reconciliation is celebrated anytime upon request, with additional opportunities during Advent and Lent.

Campus Ministry is located in the Banks Student Life Center. For more information about our programs and services, please call 570-674-6495.

Campus Safety

The Campus Safety Department is located in Room #7 on the ground floor at the East entrance to Mercy Hall. Officers are on duty 24/7, 365 days a year, to respond to calls for service.

An operational communications center, security dispatch and remote surveillance system, is maintained at this location. Officers patrol upper and lower campus areas on foot and in vehicles, and will respond to all calls for service. The department command structure includes the Director, four Supervisors, and 20 full-time and part-time Campus Safety Officers. Officers maintain Pa. Act 235 security certification or equivalent training and are additionally qualified in response to emergency situations,

first aid, CPR and automatic external defibrillator (AED). Officers are generally unarmed, but do have detention authority when appropriate to preserve a safe and secure campus. Supplemental armed security personnel may be employed during certain events and situations.

Clubs and Organizations

Over 35 chartered student clubs and organizations provide opportunities for personal, intellectual, and social development in a wide variety of student interests. These activities include such options as educational workshops, musical attractions, publications, and performing art shows, among others.

Services offered through the student activities department include leadership development programs, SOAR (Student Outdoor Adventure and Recreation) new student orientation programs, activities information, resources for programming and fundraising, a weekly bulletin, and the semester activities calendar.

Counseling and Psychological Services Center (CAPS)

The services offered by the CAPS Center are available to all full-time undergraduate and graduate students. Part-time matriculated students are welcome to schedule a onetime free consultation session to learn of local resources that provide personal counseling. Services include individual counseling, group counseling, consultation services, referral services, and crisis intervention. Counselors also offer programs on a variety of personal development topics and issues throughout the academic year. All services are free of charge and all counseling contacts are confidential. Records of counseling contacts are kept separate from a student's medical or academic records.

The focus of University counseling services is on personal and life development. Common issues addressed through our services typically include problems such as stress management, test anxiety, general anxiety, depression, eating issues, substance abuse, relationship problems, and family problems. Students who present issues that need a more intensive, long-term treatment approach are offered off-campus referral sources where their needs can be more adequately addressed.

The counseling staff includes a Licensed Psychologist, a Masters-level Licensed Professional Counselor, a Registered Dietitian Consultant, Student Peer Advocates, and Student Peer Educators. We also have access to the services of an Addictions Counselor. The CAPS Center is located on the ground floor of McGowan Hall. Our hours are 8:30 a.m. to 4:30 p.m. Appointments may be made by calling 570-674-6408 or by coming down to the Center. A counselor is available 24 hours a day for emergencies. Students may access the counselor on call after hours by contacting the Office of Safety and Security at 570-674-6300 or by making the request through a resident assistant (RA). Students do not have to identify the reason for requesting the counselor on call.

Faculty, staff, and students who wish to refer a student for counseling services, or to consult about a student, may contact the Director, Dr. Cindy March, at 570-674-6366, or in the case of immediate need, may walk the student to the Center to access a counselor in a more timely manner.

Governing Boards

Student Government Association

An active undergraduate Student Government Association (SGA) is the liaison between students and faculty, and between students and administration. The SGA enables students to become involved in a decision making process which affects their governance. The SGA consists of eight executive board members.

The Commuter Council

The Commuter Council is attentive to the needs and concerns of non-resident undergraduate students. The council addresses both the academic and social aspects of college life for commuters.

Adult Student Council

To provide an environment that is open to the ideas of Misericordia University's adult students in both the undergraduate and graduate programs and to serve as a discussion form for topics and issues relevant to adult learners. They will look to help affect change in the adult learning environment with the goal of making it even more conducive and/or responsive to the needs of adult students and to help increase the visibility and participation of adult students on the Misericordia University campus and in the community.

Health and Wellness Center

The student Health & Wellness Center, located on the lower level of the Anderson Sports/Health Center, is under the direction of a Board Certified Family Nurse Practitioner (FNP). The staff also includes a Registered Nurse (RN) and an Administrative Assistant. As reflected in its name, the Center is dedicated to the health and wellness needs of our students here at Misericordia University. Our goal is to provide the best possible evidence-based health care in a manner which is competent, compassionate, confidential and timely, all within an atmosphere of mutual respect and responsibility without regard to race, gender, ethnic heritage, or sexual orientation. The Health & Wellness Center adheres to the principles and standards of ethical conduct endorsed by the American College Health Association: To do no harm, provide services in a caring manner, respect autonomy, protect privacy, maintain competence, promote justice, and respect diversity. Furthermore, the Center strives to be exemplars of the Sisters of Mercy's charisms of mercy, service, justice and hospitality in every encounter we have with our patients.

The Health & Wellness Center provides our students with an assessment and treatment for common illnesses. Referrals for more serious health issues, health counseling and education, or needing the FNP or the RN to make a visit to a residence hall are all provided at no additional cost to our students. Faculty members, staff and visitors are advised to seek care from their primary care providers (PCP). In the event that a student should miss class due to illness, it is his/her responsibility to contact their professor and advise them of the situation. The Health & Wellness Center can issue a note stating that the student was indeed seen in the Center, but by no means does this qualify as an excuse. Furthermore, if a professor should desire, they may call the Center to confirm that a student was evaluated by the medical professional, but no information about the condition or treatment will be given. Students requiring hospitalization, or those afflicted with an acute or long term illness that requires several days in bed and restriction from class, will be advised by the Center's Director to return to their homes until classes can be resumed. For the safety of all students, it is required that students diagnosed with a communicable disease (measles, chicken pox, etc.) be sent home. Permission to return to campus must be provided in writing from the student's primary care provider.

Within the Health & Wellness Center is the Self Care & Resource room. This room is designed as a teaching model in order to encourage and empower our students to be proactive with their health care needs. This room contains a plethora of up-to-date educational materials in addition to basic over-the-counter (OTC) medications and supplies – all at no cost to our students. In addition, through a partnership with Cook's Pharmacy of Shavertown, PA, the Health & Wellness Center keeps on hand a supply of commonly used prescriptions in order to provide convenient, point-of-care service for our students. There is a $10.00 charge for these items. In keeping with our Catholic values, the Health & Wellness Center does not distribute condoms or any other type of birth control.

All full-time students, regardless of their housing status, are required to submit annual health forms. Such forms include, but are not limited to, an annual physical by their primary care provider; verification of immunization including a meningitis booster after their 16th birthday and a current PPD; as well as proof of health insurance coverage. The University has chosen to utilize the services of Magnus Health for the collection of these forms. Students are required to pay a one-time fee of $25.00 which is paid directly to Magnus Health. As this is a web-based system, the student will have continuous access to their medical records as well as the ability to make updates when needed. Information regarding Magnus Health and how to access it will be provided at the one-day orientations

which all students are required to attend. All current students are able access Magnus through the link provided on the Health & Wellness Center's page on the campus portal.

Hours of operation are Monday through Friday 8:30 a.m. to 4:30 p.m. with the Center being closed daily from 12:00 p.m. to 1:00 p.m. for lunch. If medical services are needed after hours students are advised to contact their Resident Assistant (RA) or Campus Safety.

Please contact the Health & Wellness Center at 570-674-6276 should you have any questions.

Residential Facilities

Misericordia University manages ten residential facilities: McHale Hall, Alumnae Hall, Gildea Hall, MacDowell Hall, McGowan Hall, Townhouse Complex, three houses on Lake Street and the Machell Avenue Residence.

- McHale Hall – is a traditional standard double room residence that houses first year students. It is co-ed by floor / wing and is equipped with air conditioning and elevator access. Fireside Lounge is located on the main floor and serves as a recreational area with a full kitchen facility.
- Alumnae Hall – is a traditional co-ed standard double room residence that houses first year and upper class students. This residence is connected to McGowan Hall where students share recreational lounges, study areas and a full kitchen facility.
- Gildea Hall – are apartment-like suites for upper class students, co-ed by unit, and holding three- six- or seven- occupants. All suites contain a full bath and common room area. The facility is air conditioned with elevator access and offers recreational / study lounges and kitchenettes.
- McGowan Hall – is a modern double room facility for upper class / first year students with a private full bathroom shared with the bedroom next door. The second and fourth floor lounges are equipped with a full size kitchen and study areas. The third floor lounge contains all the same amenities minus the kitchen. The R.E.A.C.H. (Residents Excelling in Academics, Community, and Health) program is located on the third and fourth floors. This community is committed to academic excellence and a substance free lifestyle.
- Townhouse Complex – consists of eighteen units for upper class students. Each is equipped with four bedrooms, two bathrooms, a common living room and full kitchen. This residence is co-ed by unit, and houses six students.
- Lake Street Houses – The university operates three houses on our lower campus near Passan Hall. These houses are for upper class students and offer the full amenities of a typical household with a kitchen and laundry facility.
- MacDowell Hall – consists of three and five person apartments. The three person apartments have one single bedroom and one double bedroom, while the five person apartments have one single bedroom and two double bedrooms. All apartments are air conditioned, have full kitchens (stove, refrigerator, microwave and dishwasher), a furnished living room, and a bathroom. The building has on-site coin operated laundry and two lounges.
- Machell Avenue Residence – consists of six single rooms, three double rooms, and four three person rooms. The facility is air conditioned and has a full size kitchen, living room, on-site laundry, parking and five bathrooms.

At Misericordia University, the residential facilities serve two purposes in accommodating a student's overall university experience: to live and to learn. Living and sharing with others is a vital part of one's educational experience at Misericordia. Through programming, the Residence Life department provides opportunities for students to build relationships and connections that will last a lifetime.

Within the residential facilities, students are challenged to make decisions that not only affect their lives, but those around them as well.

The Office of Residence Life assists the residential students in their academic success and growth as a professional and a person. Residence Life staff members work in unison with the students to create and maintain an environment conducive to academic success and individual growth.

Requirements for On-Campus Housing

On-campus housing is provided for full-time undergraduate (12 credits or more). Students under the age of 25 who have not earned an undergraduate degree. Exceptions may be made on an individual basis depending on the circumstance and the availability of space; however, students 25 years or older may not reside on campus.

Beginning with the first year class entering in the fall of 2016, all traditional age full-time students choosing to enroll at Misericordia University whose legal residence is 40 miles or further from campus will be required to reside in campus housing for the first two years of enrollment at the University.

Resident students must provide the University with proof of health insurance, meningitis, TB and MMR vaccinations. Failure to provide or maintain this status will result in the loss of housing privileges. On a space-available basis, part-time and graduate students may be provided housing at the discretion of the Director/Assistant Director of Residence Life.

Each residential student must sign the campus housing agreement. This agreement is binding for the entire Fall and Spring semesters and states that the student will remain in residence for the duration of this agreement. Any release from this agreement is permitted only under the conditions of academic withdrawal, dismissal, verified medical reasons, or other extreme extenuating circumstances, and only with the approval of the Director/Assistant Director of Residence Life. Any request for release must be submitted in writing to the Director/Assistant Director of Residence Life and will be evaluated on a case-by-case basis at the University's sole discretion. A student from the greater Dallas area wishing to leave campus housing and move home with his or her immediate family must petition, in writing, for a release from their campus housing agreement for the spring semester on or before December 1 of the year prior, to the Office of Residence Life. Percentage of refund of room-and-board fees will be determined by the actual date of departure established by officially checking out and returning all keys to the Residence Life Office.

Student Media

All students may serve as staff members of multiple national and state award-winning student media outlets. Students write, shoot, edit, perform on-air, and do studio work for several bi-weekly television shows on the campus television station MCN 87. Staff members of The Highlander newspaper publish a full color broadsheet print version biweekly and an online version each week at www.highlandernews.net. Students also contribute the on-air and studio talent to Cougar radio, which streams worldwide on www.cougarradio.net. Students in the Future Public Relations Professionals organization create and implement public relations plans for non-profit organizations. Students can also show off their artistic talents in the literary magazine Instress, which is published each spring. It contains thought-provoking stories, poetry, essays, art, photography, music, and other creative works of both students and faculty.

Career Development

Insalaco Center for Career Development

Preparing for a successful future demands more than just obtaining a quality education. Truly successful students begin to develop career planning competency as first-year students and build upon this throughout their academic and professional lives. The Insalaco Center for Career Development provides the resources and assistance necessary to turn academic achievement into career opportunity.

Recognizing that the world of work requires life-long learning, the Insalaco Center promotes the development of short-range goals as part of long-range career plans. This approach helps ensure that students build flexibility into their career plans. The Center serves all university students and alumni with its career development resources and team of professional staff. The mission of the Center is to prepare students for employment, graduate school or professional school and to manage their careers throughout their working lives.

The Insalaco Center coordinates the Guaranteed Placement Program, which is designed to connect students' academic and co-curricular learning in order to position them for success in today's, and tomorrow's, job markets.

- The Center provides the following services:
- Individual career consultations
- The Choice Program for undeclared students
- Career assessment
- Experiential education (shadowing, internship, externship, part-time, and summer jobs)
- Mentoring opportunities
- Graduate and professional school advising/testing center
- Employment skill development and training
- On-campus recruiting
- Career development resources to assist students in all major areas of study
- Student Leadership Transcript

Special Institutes

Assistive Technology Research Institute

The Assistive Technology Research Institute (ATRI) generates and disseminates knowledge that supports the use of assistive and universal technologies to allow individuals with disabilities and/or reduced function to participate to the greatest extent possible in their personal lives and their communities.

Ethics Institute

The Ethics Institute of Northeastern Pennsylvania at Misericordia University is directed by 15 community leaders and educators who organize forums, workshops, and symposia dealing with a broad range of ethical topics. The institute also provides information and fosters open discussion of complex ethical topics.

Institute on Sacred Scripture

The Institute on Sacred Scripture relates to those of all educational backgrounds with the simplicity and elegance of the scriptures themselves. This six-day program marked its 40th anniversary in 2008. Each summer, internationally known scholars make presentations and lead discussion on biblical topics.

The Cecilia Meighan, RSM Institute of Law and Religious Life

The Cecilia Meighan, RSM Institute of Law and Religious Life, for those in leadership in Catholic religious orders, offers professional development and practical information in canon and civil law as well as new perspectives on the responsibilities of leadership.

Undergraduate Programs

Admission Requirements

General Admission, Full-time First-year Students

Misericordia University encourages applications from those who seek a strong liberal arts base for their chosen baccalaureate education, and who present evidence of the ability and desire to pursue an academic program of study.

Candidates for general admission are reviewed on a rolling admission basis by the committee on admissions. The decision to admit a student is based on the student's intended field of study and on an evaluation of the student's qualifications. An applicant for admission who wishes to enter the first-year student class should provide the admissions office with the following:

1. Hard copy or electronic (www.misericordia.edu/apply) application for admission with non-refundable $35 fee. The application fee is waived for applicants who have visited campus.
2. Official copy of the secondary school transcript forwarded to the director of admissions by the guidance department of the secondary school. The transcript should indicate that the candidate has completed, or is in the process of completing, at least 16 Carnegie Units. The transcript should include current semester courses and all pertinent information regarding the student's educational background. Students who have secured a high school equivalency diploma will also be considered for admission, and must submit a copy of their GED (General Education Development) test.
3. Test results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing (ACT) Program are generally required for admission. Waiving of test requirements is made only by written permission from the director of admissions.
4. A written recommendation from the high school principal, guidance counselor, or teacher is encouraged. For applicants to the occupational therapy (OT) program, two letters of recommendation and documentation of ten hours of service in an OT setting are also required. For occupational therapy and speech-language pathology applicants, a 500-word essay on their professional interest is also required.

Although personal interviews are not normally required, applicants are strongly encouraged to arrange for a personal interview and tour.

Incoming full-time students who wish to enroll at Misericordia University for either the fall or spring semester must submit a non-refundable reservation deposit of $300 (an additional $100 is required for residential students). Normally, reservation deposits should be made within six weeks of notification of acceptance. When needed, requests for extensions to the deposit deadline may be submitted to the Office of Admissions.

Transfer Program

Transfer Students/Transfer of Credit Policy

Misericordia University welcomes students who wish to transfer from other accredited four-year colleges or universities, or two-year junior or community colleges. Prospective full-time and part-time transfer students are encouraged to arrange an interview with the admissions office to review academic

status and proposed curriculum. Although part-time students may begin their studies on a non-matriculating basis, they are expected to apply for formal admission to the university at the earliest possible date. Non-matriculated students are limited to earning 15 credits at the university unless special arrangements have been approved.

Prospective transfer students will be considered for admission if they have maintained a cumulative GPA (grade point average) of 2.0 or better (based on a 4.0 system). Higher GPA may be required to specific majors. GPA requirements for advancement into the professional level of individual programs vary (see individual curriculum guides for each program). Candidates who meet the GPA requirements for general admission and who seek advanced standing for previous college work, regardless of delevery mode or teaching/learning format, must provide the director of admissions with the following:

1. Application for Admission with a non-refundable fee.
2. Official copy of secondary school transcript or GED test results.
3. Official transcripts from each college/university previously attended.
4. Registered nurses seeking acceptance to the R.N. to B.S.N. program in Nursing must also send transcripts from their diploma-granting institution, as well as a copy of the RN license.

Transfer students must complete a minimum of 30 credits at Misericordia University. The university will accept no more than 61 credits from any single or combination of associate degree programs. Only courses with a grade of C- (1.7) or better will be accepted for transfer. Grades earned at other institutions are not included in the student's GPA at Misericordia University.

Credit may transfer from other institutions if one of the following criteria is met:

- The institution is regionally accredited (not applicant or candidate status) by a commission on higher education. Misericordia University recognizes the following regional accreditations:
  Middle States Association of Colleges and Schools
  North Central Association of Colleges and Schools
  New England Association of Schools and Colleges
  Northwest Association of Schools and Colleges
  Southern Association of Colleges and Schools
  Western Association of Schools and Colleges
- The American Council on Education has reviewed and recommended the course for college credit.
- The institution is legally authorized to grant standard college degrees and is accredited by an accrediting agency recognized by the United States Department of Education.

Misericordia University may award transfer credit based upon an individual review of factors such as course equivalencies, expected student learning outcomes, quality of most recent academic work, cumulative grade point average, number of credits completed, intended field of study, coursework relevant to a prospective student's major, and applicability or transferability of completed work to Misericordia University's curricula, standards, and course offerings.This determination will be made in consultation between the Department Chair in the discipline which sponsors the credit at Misericordia University and the Registrar.

Misericordia University maintains the following program-specific articulation agreements:

With Luzerne County Community College

- Associate in Science in General Studies to Bachelor of Science in Health Science/MS in Occupational Therapy (weekday program only)

- Associate in Science in General Studies to Bachelor of Science in Medical Imaging
- Associate in Science in Business Administration to Bachelor of Science in Sport Management
- Associate in Science in Cyber Security Management to Bachelor of Science in Information Technology
- Associate in Science in Nursing to a Bachelor of Science in Nursing
- Associate in Arts in Humanities to Bachelor of Arts in English
- Associate in Applied Science in Human Services to Bachelor of Science in Applied Behavioral Science
- Associate in Science in Business Administration to Bachelor of Science in Business Administration
- Associate of Science in Social Science to Bachelor of Science in Psychology
- Associate in Science in Social Science to Bachelor of Social Work
- Associate in Applied Science in Human Services to Bachelor of Science in Psychology
- Associate in Arts in Humanities to Bachelor of Science in Psychology
- Associate of Arts in Humanities to Bachelor of Arts in Philosophy
- Associate in Applied Science in Journalism and Media Writing to Bachelor of Arts in Communications
- Associate in Science in Social Science to Bachelor of Science in Applied Behavioral Science
- Associate of Science in Social Science to Bachelor of Arts in History
- Associate in Applied Science in Criminal Justice to Bachelor of Arts in Government, Law and National Security
- Associate in Arts in Humanities to Bachelor of Arts in History
- Associate in Science in Social Science to Bachelor of Arts in Government, Law and National Security

With Lackawanna College

- Associate in Arts in Communication Arts to Bachelor of Arts in Communications
- Associate in Science in Sport Management to Bachelor of Science in Sport Management

With Keystone College

- Associate in Applied Science in Allied Health (Radiologic Technology) to Bachelor of Science in Medical Imaging
- Associate in Applied Science in Allied Health (Nursing) to Bachelor of Science in Nursing

With Lehigh Carbon Community College

- Associate in Science in Sport Management to Bachelor of Science in Sport Management
- Associate in Science in Computer Science to Bachelor of Science in Information Technology
- Associate in Applied Science in Computer Specialist to Bachelor of Science in Information Technology

With the Pennsylvania State University-Hazleton Campus

- Associate in Science in Physical Therapist Assistant (after completion of a bachelor's degree at Pennsylvania State University) to Doctor of Physical Therapy

With Northampton Community College

- Associate in Applied Science in Diagnostic Medical Sonography to Bachelor of Science in Diagnostic Medical Sonography

With Wilkes-Barre Area Career and Technical Center School of Practical Nursing

- Licensed Practical Nursing to Bachelor of Science in Nursing

With Valley Forge Military Academy and College

- Associate degree, with pre-nursing requirements (as stipulated) to Bachelor of Science in Nursing

With Mount Aloysius College

- Associate in Science in General Studies to Bachelor of Science in Health Science/Master of Science in Occupational Therapy (weekday program only)

Students with Credentials from Foreign Institutions

Applicants with prior coursework from institutions outside of the United States will be required to provide a credential evaluation prepared by either the international credentialing service of the American Association of Collegiate Registrars and Admission Officers (AACRAO), available at ies.aacrao.org; or, a credentialing service that is a member of the National Association of Credential Evaluation Services (NACES -- a list of members may be found www.naces.org).

Part-time Students

Students who wish to be accepted to Misericordia University on a part-time basis in either the accelerated degree program (evening/weekend); the Expressway Program at Nanticoke, Scranton, or fully on line; or the semester format should contact the admissions office for a personal interview. Curriculum requirements, relevant university policies, the process for transfer credit evaluation, and financial aid referral will be explained in detail at that time.

Although part-time students may begin their studies on a non-matriculating basis, they are expected to apply for formal admission to the university at the earliest possible date. Non-matriculated students are limited to earning 15 credits at the university unless special arrangements have been approved. Students applying for part-time admission to the university must:

1. Complete a part-time student application form with fee (if applicable).
2. Send one official transcript from each college/university previously attended to the admissions office.
3. Send one copy of secondary school (high school) transcript (or GED) to the admissions office if this is the first time attending college.
4. Registered nurses must send transcripts from their diploma-granting institution, as well as a copy of the RN license to the admissions office.

Upon receipt of the application for admission, the secondary school record/transcript or post-secondary transcripts (if applicable), and the appropriate recommendations, the admissions office and department faculty review the applicant's portfolio. Applicants are notified by mail of the admission decision usually within three weeks. Certain programs have specific requirements for acceptance. Applicants are referred to the description of programs, which appears later in the catalog.

Courses, which apply to the student's field of study and have a course grade of C- or higher, will be evaluated by the Misericordia University registrar on a course by course comparison and are subject to approval by the department chair in consultation with the registrar.

Other Undergraduate Admission Information

International Students

Misericordia University welcomes students from all nations. Students for whom English is not their first language must demonstrate language proficiency. Misericordia University's admissions office can help students register for the Test of English as a Foreign Language (TOEFL), which measures listening and reading comprehension as well as written expression. Because Misericordia University

does not offer English as a Second Language (ESL) programs, it is essential that the student demonstrate a mastery of the language sufficient to perform college-level work.

Home Schooled Students

Misericordia University welcomes applications from home-schooled students. To apply, home-schooled students must submit a completed application for admission with a $35 application fee (application fee is waived for visitors to campus), a copy of the SAT or ACT score and, when applicable, a copy of the high school transcript (which can be obtained through the home school association). If the applicant is not affiliated with a specific organization, the university will accept a transcript from the home-schooling parent which shows course work completed and grades achieved. A General Education Development (GED) test is not required.

Early Admission

Students who have completed their junior year in high school with an outstanding record of achievement may apply for early admission to Misericordia University.

Advanced Placement

Students who have participated in the College Entrance Examination Board college-level testing program may be granted academic credit at Misericordia University. The decision to award college credit in these cases is made by the registrar and the department sponsoring the course for which credit is requested.

Readmission

Students in good academic and disciplinary standing who have withdrawn from Misericordia University and wish to re-enroll within one calendar year of their withdrawal must notify the admissions office, the vice president of academic affairs and the chair of the academic department to which they hope to return. Readmission to the university does not automatically imply readmission to the student's former program. If a student wishes to return to the university in a different department than the one in which the student was enrolled at the time of withdrawal, the student must make formal application to that department through the admissions office.

Students who have been academically dismissed from a specific academic program but not from the university should consult academic department policies and procedures for specific eligibility requirements for readmission. The readmission process for students who have been academically dismissed from the university must include an interview with, and favorable recommendation from, the chair of the department to which the student is applying. In the case of disciplinary dismissal or a withdrawal for personal reasons, the matter will be referred to the vice president of student affairs. In all cases, readmission to the university does not imply readmission to one's former academic program.

Criminal Background Check Internal Policy

Misericordia University is a community rooted in its mission where all are welcome. The University is also committed to the safety of our community. As a result of this commitment, offenses, such as crimes of dishonesty, crimes of violence, crimes involving controlled substances, and other similar offenses that may place the University community at risk, are taken very seriously.

When an applicant for admission indicates on the admissions application that they have been convicted of, have plead guilty to, have plead no contest to, or have a pending charge or charges related to, a criminal incident (including - felony, misdemeanor and/or summary non-traffic offenses), Misericordia University will require further investigation into the applicant's background. Such applicants will be sent an email from the Admissions Applicant Background Review Committee requesting more information related to the conviction(s) and/or pending charge(s). Additionally, the Committee may

schedule a personal interview with the applicant to discuss the situation. If such an interview is to be scheduled, the applicant will be notified by the Committee via e-mail of the date, time and location of the interview. After a review of all available information, a decision on acceptance will be rendered by the Committee and conveyed to the applicant by the University Admissions Department.

If the University discovers that an applicant has failed to disclose a criminal conviction or pending criminal charge as requested in their application for admission, the University may revoke an offer of acceptance if one has been made, or may take other appropriate action consistent with its policies.

Financial Information

Tuition and Fees

The charges below are for one semester, unless otherwise noted, during the 2015-2016 academic year.

Generally, all tuition and fees, with the exception of financial aid award amounts, are to be paid in full at the beginning of each semester/term unless special arrangements are made with the student financial services office. Interest is charged on unpaid balances.

Expenses per Semester 2015-2016

Undergraduate:

Tuition Full-time	$14,150	(12–17 credits)
General Fee	$770	
Tuition Part-Time	$560	per credit

Full-time students taking more than 17 credits will be charged for additional credits at the rate of $560 per credit.

Clinical laboratory science majors will be charged $250 per semester in lieu of tuition during the semesters spent in hospital practica. Those students are also assessed the general fee.

Graduate - Masters (Physician Assistant program):

Tuition Full-time	$13,200	(12 credits and greater)
General Fee	$700	
Tuition Part-time	$700	per credit

Graduate - Masters (Occupational Therapy and Speech-Language Pathology):

Tuition Full-time	$15,335	(12-17 credits)
General Fee	$770	
Tuition Part-time	$700	per credit

Full-time students taking more than 17 credits will be charged for additional credits at the rate of $700 per credit.

Graduate - Doctoral (Physical Therapy):

Tuition Fall-time	$15,705	(12-17 credits)
General Fee	$770	
Tuition Part-time	$945	per credit

Full-time students taking more than 17 credits will be charged for additional credits at the rate of $945 per credit.

The general fee and its related services help to promote and enhance the educational, recreational, social, and cultural life of the student body. The fee helps to supplement the cost of class dues, student publications, student services, and student government, as well as the costs associated with operating facilities available for student use such as the Anderson Sports-Health Center, the Bevevino Library, and the Banks Student Center.

Part-time Tuition Rates:

Expressway Tuition	$385	Expressway students per credit (see description of Expressway Program)
Tuition -Diagnostic Medical Sonography certificate program	$395	per credit
Tuition (master's level degree and certificate programs)	$700	per credit
Tuition (MSN to DNP and Occupational Therapy doctoral programs)	$945	per credit
Tuition (BSN to DNP program)	$800	per credit
Tuition (graduate professional development courses)	$255	per credit

Other Fees and Expenses:

Application Fee	$35	
Campus Housing	$3,580	Alumnae Hall, McHale Hall
	$3,650	McGowan Hall
	$3,680	Gildea Hall, 120 Lake Street House
	$3,685	Machell Avenue House
	$3,740	111 Lake Street House
	$4,135	Townhouses
	$4,140	179 Lake Street House

	$4,350	MacDowell Hall
Single Room	$600	Additional charge based on seniority at the time of housing lottery Should vacancies occur in a student room, the remaining student is required to accept another roommate or be reassigned to another room. Students in suites or townhouses must maintain the stated minimum occupancy or be removed from the area. If availability permits, the director or assistant director of residence life may provide an option to maintain the room, suite, or townhouse below the minimum stated occupancy.
Board Plans		The rates noted below include $150 in Cougar Points. Cougar Points are also available with each meal plan in additional $50 increments up to $300 which would increase the plan rate accordingly. First-year residents may not choose the 125 or 75 meal plans. The 75 meal plan is only available to students living in Lake Street, Machell Avenue, MacDowell Hall, and Townhouse residences.
265 meals	$2,650	
220 meals	$2,490	
190 meals	$2,385	
150 meals	$2,245	
125 meals	$2,120	
75 meals	$1,490	

Special Fees, Deposits, and Expenses 2015–2016

Alternative Learners Project	$2,250	First year freshmen, first semester
	$1,750	Second semester freshmen and all upperclassmen (per semester)
Graduation Fee	$175	A graduation fee is charged to students who have completed degree requirements. The fee helps to supplement costs of commencement including preparation of the facility, graduation announcements, cap and gown, diploma, pre-commencement luncheon and the post-commencement reception.
Liability Insurance	$75	For students enrolled in majors that require clinical or field experience
Matriculation fee	$75	For each semester during which a master's candidate is

(graduate students)		not registered for course work
Orientation Fee	$200	First year
	$70	Transfer student
Parking Fines	$35	Per infraction for vehicles registered with the Misericordia University's Campus Safety Department parked in an unauthorized area based on line color designations, parked in specially posted areas (reserved, visitors, fire lane, no parking), parking on sidewalks or grass, obstructing traffic or driveways.
	$60	Per infraction for a student or employee unregistered vehicle parked anywhere on campus property. It is not the intent of the University to penalize visitors who are not aware of the parking regulations.
	$50	Per infraction for any vehicle parked illegally in a handicapped area.
	$100	Per infraction for failure to remove a vehicle as instructed during times of snow removal.
Parking Permit	$60	Annual fee
Returned Check Fee	$25	A fee will be assessed for each check not accepted and returned by the bank. Two returned checks will cause check-writing privileges to be permanently revoked.
Room Reservation	$100	Room reservation deposit is for upperclassmen only; room deposit is payable by April 15 and is applied to room charges.
Student ID	$20	Replacement of lost, stolen or unusable ID
Student Teaching Fee	$200	For Education major in teaching placements
Summer Housing	$75	Per week for students who take five or fewer credits who are fulltime students during the academic year, are registered for a minimum of 12 credits for the Fall 2016 semester, and who lived in housing in the Spring 2016 semester. Summer housing is available at no cost to students who are registered for six or more credits in a non-weekend program, have signed a campus housing agreement for the 2016–2017 academic year. Students who participate in a clinical placement that is six credits or more, or 40 hours per week, are eligible for free summer housing during that clinical rotation as long as they have already registered for a minimum of 12 credits in the fall and have signed a Campus Housing Agreement for the next academic year, OR they have completed their 4th year and have lived in University housing in the spring semester. There is NO MEAL PLAN available during the summer. Students may purchase meals in the Cougars Den or pay at the cafeteria when they are opened. (The Cougars Den summer hours are 8:00 am – 2:00

		pm and 4:00 pm – 6:00 pm.)
Thesis Continuation Fee	$585	
Transcript Fee	$15	Per transcript
Transcript Fee (Mercy School of Nursing, Wilkes-Barre; Mercy School of Nursing-Scranton; St. Mary's School of Nursing)	$15	Per transcript
Weekend College	$200	Room rental per semester
Computer Lab Printing Fee (per semester)	$0.03/page	Students are allowed to print up to 300 pages per semester in University computer labs without incurring additional charges. For each page above 300, an additional per page charge will be assessed on a semester basis.
Additional Class Specific Fees		
Applied Music	$130	Students enrolled in all sections of Fine Arts 117 and 118
Laboratory Fee	$25	Students enrolled in any biology, chemistry or physics class that also includes a lab The total fee is limited to $50 per semester.
Fees specific to health science programs		
Medical Imaging (charged in Fall and Spring semesters)	$140	The medical imaging fee covers the cost of radiation badges, ID markers, name tags, program handbook, lab supplies, clinical materials, HIPPA training / certification, annual memberships in the Pennsylvania (PSRT) and National (ASRT) professional student organizations and the CHS administrative fee.
Nursing - BSN weekday and part-time evening programs (charged in Fall and Spring semesters)	$240	The nursing fee covers the cost of preparatory testing for NCLEX, clinical materials, lab technology, HIPPA training/certification, clinical records management, annual membership in the Student Nurse Association of Pennsylvania (SNAP) and the CHS Administrative fee.
Nursing - MSN (charged each term enrolled)	$150	
Nursing - BSN to DNP	$70	

(charged each term enrolled)		
Nursing - DNP (charged each term enrolled)	$45	
Expressway (when taking NSG 465A, to cover clinical costs)	$135	
Occupational Therapy (weekday entry level - charged in Fall and Spring semesters)	$150	The occupational therapy student fee covers the cost of lab supplies, HIPPA training/certification, fieldwork materials, clinical records management, online preparatory testing for the certification exam, annual membership in the American Occupational Therapy Association (AOTA) and the CHS Administrative fee.
Occupational Therapy (weekend entry level - charged in Fall and Spring semesters)	$150	

Physical Therapy (PT) Fee

Physical Therapy (charged each term enrolled)	$160	The physical therapy student fee covers the cost of lab supplies, HIPPA training / certification, lab kit, clinical materials, clinical records management, preparatory testing for the certification exam (Scorebuilders), annual membership in the American Physical Therapy Association (APTA) and the CHS Administrative fee.

Physician Assistant Fee (per semester)

Fourth Year	$1,250	The Physician Assistant fee covers the cost of the electronic logging system used to document patient encounters and clinical competencies, required examinations, membership in the American Academy of Physician Assistants (AAPA) and attendance at the APAA national meeting in the fifth year. During the fourth year, students must also purchase diagnostic equipment to be utilized during laboratory courses and clinical rotations.
Fourth Year (one-time equipment charge)	$860	
Fifth Year	$2,000	

Sonography Fee

Certificate program	$199	The sonography student fees covers the cost of cost of lab

(charged each term enrolled)		supplies, HIPPA training / certification, lab technology, electronic medical record use and clinical materials.
Speech-language Pathology (SLP) Fee		
(charged in Fall in Spring semesters)	$166	The speech-language pathology student fee covers the cost of lab supplies, HIPPA training / certification, clinical materials, annual membership in the Pennsylvania (PSHA) and American Speech-Language-Hearing Associations (ASHA) and the CHS Administrative fee.

Release of Transcripts or Diplomas

A diploma or transcript (official or unofficial) will not be released until the student's account is paid in full. The cost for each transcript is $15, and the request must be made either in writing at the registrar's office, or through our online request process http://www.misericordia.edu/misericordia_pg_sub.cfm?sub_page_id=524&subcat_id=114&page_id=236, which may be accessed on the registrar's office web page http://www.. The cost for transcripts for the institutions for which Misericordia is the custodian of record (Mercy School of Nursing -- Wilkes-Barre, Mercy School of Nursing -- Scranton, St. Mary's School of Nursing) is $15.

Undergraduate Auditing

Students may audit courses at one-half cost based on full- or part-time credit charges. No credit is awarded for audited courses. Auditors are admitted to courses as space is available. Matriculating students who wish to audit a course must seek permission from the registrar. Adults over the age of 62 may audit classes at no charge, space permitting.

Financial Assistance Program

For over 88 years, Misericordia University has helped students and parents afford a superior college education. Through its participation in federal and state financial aid programs, use of institutional resources and contributions by alumni and friends, the Student Financial Services Office tries to meet, as fully as possible, each student's financial need.

The university is eligible to participate in a full range of financial aid programs through the U.S. Department of Education. Eligible students may qualify for aid through the Federal Pell Grant Program, and the Federal Family Education Loan Program, as well as federal campus-based programs including Supplemental Educational Opportunity Grants, Perkins Loans, and the Federal Work-study Program.

The university participates in the Nursing Loan program under the auspices of the Department of Health and Human Services.

Misericordia University is also designated as an eligible institution by the Pennsylvania Higher Education Assistance Agency (PHEAA), allowing qualified students access to the Pennsylvania State Grant Program.

In general, the university offers three types of financial assistance:

1. *Scholarships/Grants:* Gift aid given directly to full-time students based on financial need or some area of achievement, such as an outstanding academic record, evidence of leadership, etc. Students do not need to repay this type of award.

2. *Loans:* Monies borrowed by students to meet educational expenses. Students and/or their families repay these loans after withdrawal or graduation. Interest is charged on loans. Interest charges vary with different loan programs.
3. *Work-study:* Employment which allows full-time students to earn a portion of the money needed to meet educational expenses.

Application Procedures

All students who wish to be considered for financial assistance must file a Free Application for Federal Student Aid (FAFSA) by May 1 of each award year. (Although the official deadline date is May 1, incoming freshmen are encouraged to submit the application as soon as possible after January 1 in order to expedite processing of financial aid notifications).

The university uses the information collected on the FAFSA form to determine eligibility for university administered need-based programs, including University Mission Awards, Supplemental Educational Opportunity Grants, Nursing and Perkins Loans, and Work-study. Out-of-state students should check with their high school guidance office or state agency to determine eligibility for grant assistance from their home state.

Misericordia University no longer requires students to submit an institution specific application for financial aid to be considered for a University Mission Award (a university grant based upon financial need). Likewise, eligibility for academic scholarships are automatically evaluated by a scholarship committee with no special applications required. However, incoming freshmen must submit a McAuley Application in order to be considered for a McAuley Award (described later in this section). Outside of the FAFSA form, the McAuley Application is the only formal aid application required by the university for a student applying for grant assistance.

Veterans: Misericordia University welcomes the opportunity to provide education to veterans of the armed services. The university is approved by the Veterans Administration for the education and training of veterans.

Veterans enrolling at the institution for the first time should contact their local veterans administration office to apply for educational benefits. This application should be filed six weeks prior to the beginning of the semester. Students must contact the Student Financial Services Office to initiate the process.

Definition of an Academic Year

Financial aid is awarded for one academic year. Misericordia University defines its academic year as the period of at least 30 weeks of instructional time that begins on the first day of classes in the fall semester and ends on the last day of examinations in the spring semester. During this period, a full-time undergraduate student would be expected to complete a minimum of 24 credits.

Renewal of Aid

Academic scholarships are renewed annually provided the student maintains a minimum cumulative grade point average of 3.0. McAuley Awards are renewed annually provided the student demonstrates satisfactory academic progress.

Need based financial aid is re-evaluated and renewed each year providing the student:

- Submits a FAFSA form by May 1
- Demonstrates financial need
- Demonstrates satisfactory academic progress

Satisfactory Academic Progress Policy

To receive or continue to receive federal, state, or university financial aid, all students must meet the following progress requirements:

1. Minimum grade point average required at the end of the academic year:

First-year undergraduates	1.75
All other undergraduates	2.00

Academic scholarship requirements are more stringent. Recipients of these awards must refer to the scholarship notification letter for grade point requirements.

2. Pace of Completion:

This measurement ensures that a student is completing their program(s) within the maximum time frame allowed. PACE is calculated by dividing total credits earned by total credits attempted and includes accepted transfer and advanced standing credits in both the numerator and denominator. PACE is measured annually at the conclusion of the spring semester.

- First and Second Academic Year pace of completion must be a minimum of 65%.
- Subsequent Academic Years pace of completion must be a minimum of 70%.

3. Maximum Time Frame:

A student may not exceed a maximum number of attempted credits in any program(s), even if aid was not received during all periods of enrollment.The maximum number of credits is 150% of a student's program(s) required credits. Once a student reaches the maximum amount of credits attempted as specified by the program(s), the student will be ineligible to receive further Title IV aid.

Any deficiencies in academic progress must be made up at the student's expense by successfully completing courses at Misericordia University or another accredited institution. Permission to take credits at another institution requires the permission of the registrar. Once the deficiency has been remedied, students must request that aid be reinstated for subsequent periods of enrollment. In the case of enrollment at another institution, the financial aid office will take into consideration the number of credits completed and the grades obtained. This financial aid policy differs from the institutional policy that accepts credits in transfer only, not grades obtained.

For purposes of financial aid, satisfactory progress is defined using the following classifications:

First year	Those who have earned between 0–29.9 credits
Sophomores	Those who have earned between 30–59.9 credits
Juniors	Those who have earned between 60–89.9 credits
Seniors	Those who have earned between 90–119.9 credits
Fifth year	Those who have earned 120 credits or above
Second degree	Students who have earned a baccalaureate degree and are pursuing a second baccalaureate degree
Full-time	Students carrying a minimum of twelve credits in a regular semester format
Part-time	Students carrying less than twelve credits in a regular semester format. Students enrolled in accelerated or weekend classes may carry twelve credits, but are still considered part-time.
Three-quarter-time	Students carrying 9–11.9 credits
Half-time	Students carrying 6–8.9 credits
Less than half-time	Students carrying .5–5.9 credits
Non-matriculated	Students who have not been formally accepted to a degree or certificate

	program
Matriculated	Students who have been formally accepted into a degree or certificate program
Certificate	Students following a sequence of courses leading to an educational certificate

Right to Appeal

If a student feels that satisfactory progress was impossible to attain because of extenuating circumstances, i.e. death in the family, extended illness, etc., the student may complete a "Review of Financial Aid Eligibility Form". This form can be obtained from the Student Financial Services Office.

Additional Requirements and Rights

Students may take coursework outside the academic requirements for their degree; however, he/she should be aware that Title IV financial aid, PHEAA grants, and Veterans Administration aid may not be used to cover the costs associated with such courses. The Student Financial Services Office should be consulted on the impact of taking coursework outside the degree requirements prior to finalizing his/her registration.

A student applying for aid must supply all required information as described above. The student's enrollment status is then verified, and the student financial services office will determine the student's financial aid in accordance with school policy. The student will then receive an award letter.

Aid from outside sources must be reported to the student financial services office. Such outside aid may result in a change in eligibility status.

Aid will vary according to enrollment status (full or part-time) and housing status (resident, off-campus, or commuter). Students must inform the student financial services office of any status changes after their aid is packaged. Students may request an appointment with the student financial services office to review the information that determines their aid for the year, and the amount of their financial aid package.

Students have the right to request that their aid be re-evaluated if conditions arise which change their ability to meet the expenses of their education.

Sources of financial aid are described below. More information may be obtained from the Student Financial Services Office at 570-674-6222.

Pell Grant

This federal program provides grants that currently range from $563–$5,550 depending on financial need and educational costs. Students who have not yet completed their first undergraduate degree may apply. Application is made by completing the Free Application for Federal Student Aid.

Supplemental Educational Opportunity Grant

This federal program is available to undergraduate students with demonstrated financial need. Application is made by completing the Free Application for Federal Student Aid.

Pennsylvania Higher Education Assistance Agency (PHEAA) Grant

The PHEAA Grant is a Pennsylvania State Grant. All Pennsylvania residents are expected to apply for the PHEAA Grant. Application is made by completing the Free Application for Federal Student Aid. Eligibility and grant amounts are determined by the Pennsylvania Higher Education Assistance Agency (PHEAA). The deadline for application is May 1 prior to the start of the academic year for which aid is requested.

Other State Grants

Many states provide grants to their residents that may be used at colleges or universities in other states. These states include Ohio, Rhode Island, Connecticut, Massachusetts, West Virginia, Delaware, Washington D.C., and Vermont. Prospective students should contact their high school guidance office or their state higher education office to learn more about their state programs and obtain applications.

Presidential Scholarships

To demonstrate its commitment to academic excellence, the university awards financial assistance to incoming full-time first-year and transfer students who have attained outstanding academic records. All applicants are screened for scholarship eligibility upon formal admission to the university. Awards range from $2,500–$18,000 annually. Scholarships are renewable until graduation, provided minimum grade point averages are maintained. The minimum averages required for retention of the award are outlined in the scholarship notification letter.

McAuley Awards

The nature and type of activities in which a student participates in high school, including involvement in extra-curricular activities, are indicative of a student's potential success at Misericordia University. Full-time students who have served as volunteers in the community, demonstrated leadership, and have been active in extracurricular activities in high school may be eligible for a McAuley Award. These awards range from $1,000 to $5,000 and are renewable provided the student maintains satisfactory academic progress.

Legacy Grant

Children and grandchildren of Misericordia University's alumni are eligible for an annual $1,000 legacy grant; stepchildren of Misericordia University's alumni are eligible provided they reside with the parent who is the alumnus and they are full-time students. The admissions office will screen applicants. Awards are renewable provided the student maintains satisfactory academic progress.

Mission Awards

Through its own fund raising effort, Misericordia University provides substantial financial assistance to needy students through Mission Awards. These awards help over 65 percent of Misericordia students meet their university costs. These awards are available to undergraduate full-time students with demonstrated financial need. Awards range from $900–$6,500 yearly depending on need, available funds and other aid received by the student. Students who receive the Mission Awards must maintain satisfactory academic progress and file the Free Application for Federal Student Aid form each year.

Non-Pennsylvania Resident Grants

Out-of-state students who reside on campus are eligible for non-Pennsylvania resident grants. These $1,000 awards are renewable provided on-campus residency is maintained and satisfactory academic progress is maintained.

Sibling Grants

Full-time upperclassmen whose sibling is also enrolled full-time at Misericordia University are eligible for a $1,000 sibling grant. The award is renewable provided the student maintains sufficient academic progress, and both siblings are enrolled full-time.

Federal Direct Loan (Subsidized)

This loan program allows financially eligible full- and half-time students to borrow money to help meet educational expenses. The borrowing limits are as follows:

Year 1	0–29.9 credits earned	$3,500
Year 2	30–59.9 credits earned	$4,500

Year 3	60–89.9 credits earned	$5,500
Year 4	90–119.9 credits earned	$5,500
Year 5	120+ credits earned	$5,500

The interest rate, which is set annually by the federal government, varies but will not exceed 8.25%. Repayment begins six months after the student graduates, withdraws, or enrolls in fewer than six credits. Repayment may extend for up to 10 years. The exact amount of loan eligibility is determined by the following formula: educational costs minus financial aid, minus expected family contribution as calculated from the Free Application for Federal Student Aid.

Federal Direct Loan (Unsubsidized)

This loan program provides assistance to dependent students in addition to the Subsidized Stafford up to the loan limits described below.

Years 1 through 5	$2,000

This loan program also provides assistance to independent undergraduates and graduate students up to the following limits:

Undergraduate years 1 and 2	$6,000
Undergraduate years 3 through 5	$7,000
Graduate	$20,500

Like the Direct subsidized loan, repayment of principal may be deferred until after the student graduates, withdraws, or enrolls for fewer than six credits. However, interest must be paid on the loan while the student is enrolled, or capitalized upon repayment.

Aggregate Maximum Loan Limits

Dependent undergraduate students may borrow up to $31,000 in Stafford Loan funds. Independent undergraduate students may borrow up to $57,500. Graduate students may borrow up to $138, 500.

Federal PLUS Loan

This program allows credit-worthy parents of full- or half-time dependent undergraduates to borrow up to the total of university costs minus other financial aid. The interest on the PLUS loan varies but will not exceed 9%. Although limited deferment provisions may be applicable to some borrowers, repayment normally begins within 60 days of disbursement with up to 10 years to repay.

Perkins Loan

This program provides low-interest loan assistance to students who demonstrate financial need. Students who properly complete the aid application process as previously described will be automatically evaluated for eligibility for Perkins Loan assistance. If eligible, the student will receive notification from the Student Financial Services Office. The current interest rate on a Perkins Loan is 5% with repayment deferred until nine months after the student graduates, withdraws, or drops below six credits. Additional provisions for deferment of repayment are available from the Student Financial Services Office.

Nursing Loan

This program makes low interest funds available to nursing majors who demonstrate financial need. The application and awarding process, as well as the interest rate and repayment terms are the same as for the Perkins Loan.

Federal Work-study

Funded by the federal government, this program provides part-time jobs for eligible students during the academic year and the summer. Jobs are available on campus and in the local community. Students must demonstrate financial need to be eligible. Whenever possible, students will be assigned jobs related to their educational interests.

College Work-study

The university maintains this work-study program through its own funding. It assists students who are not eligible to participate in the federal program, but who need to earn part of their university expenses through employment.

Part-time Jobs

Some part-time employment is available in the community for students. Students who are interested in part-time employment opportunities should inquire at the Insalaco Center for Career Development.

Refunds of Overpayments

Refunds of credit balances on student accounts caused by overpayment (either from financial aid or personal transaction) will be processed in the Student Financial Services Office within 10 days from the date on which the credit balance occurs. The 10 days gives the university time to verify the amount of refund, to check on any other charges, and to confer with the Director of Student Financial Services.

Student refund requests must be approved by the Director of Student Financial Services. Students are advised to begin the academic year with sufficient funds to pay for books and living expenses until refund checks are issued.

Tuition Payment Options

Payment Policy for Part-time Students

At the time of registration, a part-time student must make arrangements for paying tuition and fees. The student may either pay for the course in full, have financial aid to cover the amount due, or participate in either the deferred payment plan or the tuition reimbursement payment plan. The details of the two payment plans are discussed below.

Tuition Reimbursement Payment Plan for Part-time Students

Students who receive tuition benefits from their employer may be eligible to participate in Misericordia University's Tuition Reimbursement Payment Plan. Generally, this payment plan permits tuition and fees to be paid up to 30 days after the issuance of grades instead of at the time of registration for the course. The requirements of the plan are as follows:

- Only part-time students are eligible.
- A tuition reimbursement letter from the employer must be on file prior to registration and must be updated annually. The letter must state the terms of the benefit.
- Students must keep the original invoice and final grades for employer verification. Duplicate invoices and grade sheets will not be issued.
- It is the responsibility of the student, not the employer, to ensure that payment is made within the 30 day period. Students who fail to make payment within the 30 day grace period may be removed from the tuition reimbursement payment plan.
- The 30 day grace period does not apply to graduating students. Tuition and fees must be paid prior to graduation.
- Students who are receiving only partial tuition benefits must make arrangements to pay the costs that are not covered by the employer at the time of registration.

Deferred Payment Plan for Part-time Students

Misericordia University provides an option for students or parents to pay tuition, fees and other charges on a deferred payment plan. The plan permits educational costs to be spread over a period of time. The requirements of the plan are as follows:

- Only part-time students are eligible.
- A down payment of 20 percent of the total term/semester charges is required before the start of classes.
- Deferments are limited to one term/semester; the unpaid balance must be paid before final examinations for that term/semester. Failure to pay charges in full before final exams may result in loss of credit for the term/semester.
- At the close of each month, the unpaid balance will be charged a one percent finance charge.
- Students who fail to meet their deferred payment obligations will be dropped from the plan.
- Participants in the plan must sign and receive a copy of the deferred payment plan.

Tuition Payment Plan for Full-time Students

Full-time students may arrange to pay all or part of their college costs in monthly installments. A $50 annual fee is charged to cover the processing of payments. Students must be enrolled in the installment plan prior to the start of the academic year. Students may enroll at Tuitionpay.salliemae.com.

Credit Card Payments

Misericordia University accepts VISA, MasterCard, and Discover credit cards for payment of tuition and fees.

Finance Charge

It is a university policy that any outstanding balances will be charged a one percent finance charge at the close of the second month of the semester and each month thereafter. Finance charges are waived for the following students:

- Students enrolled in the Sallie Mae TuitionPay Program (see Tuition Payment Plan for Full-Time Students).
- Students who receive rehabilitation benefits or veterans' education benefits.
- Part-time students who participate in the tuition reimbursement payment plan.

Refund Policies

Full-time Traditional Day

When a full-time traditional student enrolled in day classes for the full 15-week semester withdraws from the university, she or he must complete an official withdrawal clearance with the Retention Specialist located in the Student Success Center.

Full-time Non-traditional Day

When a full-time non-traditional student enrolled in day classes for the full 15-week semester withdraws from the university, she or he must file an official notice of withdrawal with the Center for Adult and Continuing Education.

Part-time Day and Once-per-week

If a part-time student enrolled in traditional day (15-week semester) or once-per-week evening classes (15-week semester) withdraws from the university, he or she must file an official notice of withdrawal with the Center for Adult and Continuing Education.

The percentage of charges for full-time traditional day students, full-time non-traditional day students, part-time day, and once-per week evening students is determined by the date that the Vice President of Student Affairs or the Director of the Center for Adult and Continuing Education receives an official notice of withdrawal.

Tuition, fees, room, and board charges will be cancelled at the following percentage rates:

Time of Withdrawal	*Amount*
First Week	100 %
Second Week	90 %
Third Week	80 %
Fourth Week	70 %
Fifth Week	60 %
Sixth Week	60 %
Seventh Week	50 %
Eighth Week	40 %
Ninth Week	40 %

No refunds of charges are allowed after the ninth week. There are no refunds on room deposits.

The Student Financial Services Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The Federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the Student Financial Services Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following federal return of Title IV funds formula: percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

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

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

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

The university must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Perkins Loans
- Federal Direct Parent (PLUS) Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Other assistance under this Title for which a return of funds is required (e.g., LEAP)

There will be no adjustment to federal or institutional aid after the completion of at least 60 percent of the semester. The calculation of Title IV refunds will be computed by the Student Financial Services Office.

Students who receive a refund of financial aid prior to withdrawing may owe a repayment of federal financial aid received. Students who fail to return federal funds as required will be ineligible for aid until repayment is made.

Change of Academic Status

If a student drops from full to part-time during the first two weeks of classes, adjustment to tuition charges will be made as follows:

1. The full-time tuition charges originally assessed will be reduced according to the official drop/add date defined by the Vice President of Academic Affairs Office, and by applying a percentage adjustment based on the following:

First Week	100% tuition
Second Week	75% tuition

No adjustment will be made to tuition charges or financial aid after the second week.

2. Part-time tuition charges will then be computed by multiplying the actual number of credits being taken after the drop, by the appropriate credit charge.

Part-time Accelerated Evening

When a part-time accelerated student drops a course with penalty or withdraws from the university, official notice must be filed with the Center for Adult and Continuing Education.

Tuition and other charges will be cancelled at the following percentage rates:

Prior to the second week	100%
Prior to the third week	70%
Prior to the fourth week	60%
During the fourth week	40%

No refund will be given after the fourth week.

Weekend College

When a weekend college student drops a course with penalty or withdraws from the university, official notice must be filed with the Center for Adult and Continuing Education. Tuition and other charges will be cancelled at the following percentage rates:

Prior to the second weekend	100%
Prior to the third weekend	70%
Prior to the fourth weekend	50%
On the fourth weekend	40%

No refund will be given after the fourth weekend.

Expressway Program

When an Expressway student drops a course with penalty or withdraws from the university, official notice must be filed with the Center for Adult and Continuing Education. Tuition and other charges will be cancelled at the following percentage rates:

Five week classes	
Prior to the second class	100%
Prior to the third class	60%

No refund will be given after the third class.

Seven and one-half week classes	
Prior to the second week	100%

Prior to the third week	70%
Prior to the fourth week	60%
During the fourth week	40%

No refund will be given after the fourth week.

Summer Session I through IV

Students enrolled in summer session I through IV and who drop courses or withdraw from the university must file official notice with the Center for Adult and Continuing Education. Tuition and other charges will be cancelled at the following percentage rates:

Prior to third class	100%
Prior to fifth class	60%
Prior to seventh class	40%

No refund after the seventh class.

Financial aid will be adjusted according to the same policy used for full-time students.

Administrative Regulation and Payment of Tuition and Fees

Misericordia University students are expected to pay their bills in a timely manner. The student financial services office personnel assist students in meeting their financial obligations and will discuss reasonable payment schedules in extraordinary cases. In order to assure the collection of money due the university, students with unpaid balances for tuition, fees, bookstore charges, library fines, parking fines, or any other Misericordia University approved fee or fine will be denied the following privileges or services:

1. Class registration.
2. Participation in commencement ceremonies and the awarding of diplomas. Also, seniors may be denied final exams.
3. Transcript issue.
4. Residence hall reservation privileges.

Endowed Scholarships

Individuals and businesses close to Misericordia University sponsor scholarships which are available to qualified students each year.

Eligibility criteria and award information are available in the student financial aid services office.

Academic Endowment

Louis and Barbara T. Alesi Scholarship

Misericordia University Alumni Board Scholarship

Geraldine Ruth Daley Anderson Scholarship

Robert S. Anderson M.D., Pre-Medical Scholarship

Robert S. Anderson M.D., Science Scholarship

Appleseed Partnership Nursing Scholarship

Dr. Thomas E. Baker Scholarship

Sarah Sterner Barr '48 Scholarship

Francis H. Wilcheck Beisel Scholarship

Irene E. Belarski ’50 Scholarship

Monsignor John Bendik Scholarship

Benedetti Family Scholarship

Bevevino Family Scholarship

The Adam T. and Mary H. Bialek Endowed Scholarship

Blue Cross of Northeastern Pennsylvania Scholarship

Ruth Matthews Bourger-Charlotte Newcombe Scholarship

Bourke Family Scholarship

Brassington Family Scholarship

Carol Flanagan Zoeller Brown Scholarship

Marita Delaney Burke ’35 Scholarship

Victoria Cadwalader Nursing Scholarship

Bridget Carney Scholarship

Dorothy Williams Castellano Scholarship

Ann Rhoda Chopick Scholarship

Class of 1961 Scholarship

Class of 1968 Scholarship

The Anthony and Elizabeth Colonna and Family Scholarship and Sunshine Market Incorporated Scholarship

James J. Connery Scholarship

Dr. Joseph and Mrs. Marion Cooper Endowed Scholarship

Coughlin Family Scholarship

Rose Marie Miano Coughlin ’60 Scholarship

The Crahall Foundation Scholarship

Catherine Aigeldinger Cresko ’66 Scholarship

Cronin Family Scholarship

Curtis Family Scholarship

Joseph Robert and Ann Marie Conforti Doggett Scholarship

Mary Jane Donnelly Family Scholarship for Teacher Preparation

John L. Dorris, M.D. FACS Scholarship

Sharon Drasnin Scholarship

Dorothy Kender Ehinger '51 Scholarship

Edith Elliot Scholarship

Farnan Family Scholarship

Wilma Paculavich Fenedick Scholarship for Women with Children

Jean Chorazy Fink Scholarship

Charles D. Flack, Sr. Scholarship

Jeanne M. Flederbach '60 Scholarship

Catherine and Daniel J. Flood Endowment for Humanities Scholarship

Helen Barbara Fogel Scholarship

Mary Anne Bradley Foerster '59 Scholarship

Fortinsky Scholarship

Sidney and Pauline Friedman Scholarship
Mary Elizabeth “Mollie” Gallagher Scholarship
Sr. Wilfred Gallagher, RSM Memorial Scholarship
Darlene Bender Garland ’91 Memorial OT Scholarship
Maria Grilli Gatta ’68 Memorial Scholarship
Misericordia University General Endowment
Anna and Frank Gerold Scholarship
Frederick and Sarah Joyce Gerrity Endowed Scholarship
Elizabeth B. Glosser '61 Scholarship
Catherine “Kitty” Rooney Gould ’50 Memorial Award
Henry and Sylvia Greenwald Scholarship
Gronauer Family Scholarship
William Randolph Hearst Scholarship
MR Heart of Hearts Women with Children Scholarship
Kathleen P. Heidelberger, MD '61 Merit Tuition Scholarship
The Helwig Family Scholarship
Jean Maloney Hemple '51 Scholarship
The Henry Family Scholarship
Joan Gout Host Memorial Scholarship
The Florence Matura Hozempa ’47 Scholarship
Heather Huntzinger Memorial Scholarship
InterMetro Scholarship
Walter and Catherine Janasie Scholarship
Judith Ferry Joyce '57 Scholarship
Dolores Kosko Kaczinski Memorial Scholarship
Mrs. John F. Kenny Scholarship
Marie Wittman Kilgallon ’41 Scholarship
Genevieve Mullin Kimbro Scholarship
The Mary McDermott Klatt ’54 Memorial Scholarship
The Joan Krause ’58 Student Emergency Fund
Helene C. Kretchik ’43 Scholarship
Alexander J. Lacy Scholarship
The Josephine Olash Lecnar ’39 Scholarship
Stanley T. Lysiak Scholarship
The Michael A. and Tina MacDowell Scholarship
Dr. Louis Maganzin Scholarship
Joan W. Martin Women with Children Scholarship
Catherine Paglianite Martini ’41 Scholarship
Maslow Family Foundation Scholarship for Women with Children

Mary Jule McCarthy '52 Scholarship for the Women with Children Program
John A. McCole Scholarship
Bishop J. Carroll McCormick Scholarship
Claire Rinkin McDonnell ’49 Scholarship
The Karen McDonough Scholarship
Mary Ellen McGeehan ’46 Scholarship
McGowan Family Scholarship
Elizabeth G. and John C. McNamara ’41 Scholarship
Mission Foods Scholarship
Marian F. Jones Mitchell ’44 Scholarship
Marguerite K. Moran and Margaret C. Morrissey Scholarship
Sister Theresa Mary Moyles, RSM Scholarship
Patricia Mulgrew '48 Scholarship
Jean Olash Murphy ’50 Scholarship
Robert Khalil Nasser Memorial Scholarship
Charlotte Newcombe Scholarship
Dean and Mary Elizabeth Noll ’47 Scholarship
Helen McAndrew O‘Connor Scholarship
Sr. Miriam Theresa O‘Donnell, RSM and Family Scholarship
The Margaret C. Paye ’49 Scholarship
David Payne, Sr. Memorial Scholarship
Pearsall Family Scholarship
Patricia Ann Lynott Perez Scholarship
The Perrella Family Scholarship
Reverend John C. Petrasko Scholarship
Freda Thalenfeld Popky '28 Scholarship
John and Sharon Randolph Scholarship
Bertie Fowler Rasmussen Scholarship
Mary Isabel Gallagher Reiff '50 and Nancy Joan Gallagher '52 Scholarship
Nelson F. Rodda and Rose M. Rodda Scholarship
Frank Scott Rosenn Scholarship
The Harold Rosenn Scholarship
The Harold and Sallyanne Rosenn Scholarship
Sallyanne Rosenn ’44 Scholarship
Rosenn Family Scholarship
Rosenn Scholarship Honoring Father William B. Hill and Sister M. William Joseph Lydon
Scranton-Times Tribune Communications Scholarship
Rosemary A. Sigmond Scholarship
Theresa Husic Silliman ’54 Alumni Scholarship
Sisters of Mercy of Dallas Scholarship
Sisters of Mercy Women with Children Scholarship

Marguerite M. Smith ’42 Scholarship

Karen Smulowitz Scholarship

The Soyka Women Scholarship

Grace Jones Spain Scholarship

Margaret Husic Spengler ’36 Scholarship

James M. Stack Family Scholarship

Nettie D. Stefanko Scholarship

Student Government Scholarship

Dr. Joseph Tomasovic Scholarship

Elizabeth Richards Umphred '83 Scholarship

Nancy Behr Vanderhoef '77 Scholarship for Women with Children

Jean Tyrell Weinberg ’52 Scholarship

Anne Louise Wittman ’56 Scholarship

Wolanin Scholarship

John W. and Josephine Piazza Wolinsky Scholarship

Annual Scholarships

Citizens Bank Scholarship for Women with Children

Clinical Promise in Mental Health Nursing

Robert J. Clark, Jr. Scholarship

DuPont Academic Chemistry Scholarship

DuPont Academic Biochemistry Scholarship

Mary Louise Faber Annual Scholarship

Geisinger Wyoming Valley Medical Staff Scholarship Honoring Dr. David W. Kistler, M.D.

McLean Contribution Scholarship

Mericle Foundation Scholarship

Mericle Women with Children Scholarship

Shoup Family Scholarship

Paul J. Siegel Family Scholarship

TJ Maxx Scholarship

UPS Scholarship

Wells Fargo Scholarship Fund

Academics

A Misericordia University Education

Student Satisfaction

According to a recent national survey, 92% of Misericordia seniors rated their educational experience as good to excellent, while 86% said they would choose Misericordia again if they could start their college career over again. Eighty-six percent of Misericordia seniors reported acquiring job or

work-related knowledge and skills at Misercordia, compared to 76% nationally. Survey results also stated that 96% of seniors formed quality relationships with fellow students and 98% said faculty members were very available and helpful.

Undergraduate Educational Goals

In fulfillment of its mission, Misericordia University provides a learning community which prepares its baccalaureate graduates to:

1. Reflect the values of mercy, justice, and hospitality in their actions.
2. Contribute to their communities through service and leadership.
3. Consider ethical issues and values and make reasoned judgments about them.
4. Think independently and creatively, analyze information critically, and solve problems.
5. Respect and understand cultural differences.
6. Understand global perspectives.
7. Communicate and interact effectively.
8. Understand and appreciate the arts, humanities, science, and technology.
9. Succeed in their academic disciplines.
10. Pursue life-long learning.

Undergraduate Academic Policies and Procedures

Academic Advising

Students are assigned an academic advisor, ordinarily within the department in which a student is majoring. Advisors will also be assigned to students who are undecided about a major.

The academic advisor is the student's liaison with other university offices. Advisors should be consulted often for guidance and advice. In addition to offering academic guidance, advisors can provide information on where to obtain and how to complete necessary forms pertaining to academics.

Advisors must approve student schedules and all other academic paperwork. Students meet with advisors individually for pre-registration consultations each semester. The academic advisor assists the student in preparing his/her curriculum and in pre-registration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Academic Honors

The dean's list, which is issued at the close of each semester, recognizes students who have completed a minimum of 12 graded undergraduate credit hours and have earned a grade point average of 3.55 (on a 4.0 system) for the semester. Part-time students are eligible for the dean's list after they have completed 12 credits at Misericordia University, and earn six or more undergraduate credits in a given semester. The dean's list is an award earned at the end of each semester.

Undergraduate students are awarded baccalaureate degrees with distinction for exceptional academic achievement. A student must have completed at least 60 credits at Misericordia University to qualify for these honors. Honors are awarded as follows:

Distinction	Grade Point Average at Graduation
Summa Cum Laude	3.90 and above
Magna Cum Laude	3.70 – 3.89
Cum Laude	3.50 – 3.69

The class valedictorian is determined by the full-time matriculated student with the highest cumulative undergraduate average who has completed all course work at Misericordia University with the exception of credit allowed through off-campus requests or any advanced placement credits. A separate valedictorian for the Winter and Spring Commencements shall be determined from the graduating students. In the event that multiple graduating students possess identical grade point averages, all will be recognized as valedictorians, and the student speaker for the commencement ceremony shall be determined as follows:

- The valedictorian with the highest percentage of credits taken at Misericordia University out of the total number of credits required for the undergraduate degree according to the major (as stated in the catalog) will serve as the student speaker.
- Should a tie remain, a selection committee comprised of the Vice President of Academic Affairs, the College Deans, and a faculty representative from each College will determine the student speaker from the remaining valedictorians, who each will submit a draft of her/his speech to the selection committee. The selection committee will decide on the basis of the drafts which valedictorian will serve as the student speaker.

For Winter Commencement, if the scheduling of the ceremony does not allow the determination of valedictorian to take place prior to the ceremony, the student speaker shall be the graduating student with the highest grade point average at the start of the fall semester immediately prior to the Winter Commencement.

Students who complete the Misericordia University Honors Program while achieving a GPA of 3.25 or higher will be awarded an honors designation (see program requirements for a description).

Academic Integrity

Any form of cheating or dishonesty, including plagiarism, is a fundamental violation of the nature and purpose of Misericordia University. Such behavior will not be tolerated and will result in at least lowered grades, possibly failure in a class, program dismissal, and, in the most serious cases, dismissal from the university.

Plagiarism is using someone else's ideas or words and claiming them as one's own. Students who use another person's words must copy them accurately, enclose them in quotations marks, and identify the source clearly. If another person's ideas are used in a student paper, the source must still be identified and the author of the ideas given credit. Students are responsible to make sure they are using sources properly and documenting them properly.

The responsibility for maintaining personal integrity and honor in academic activities rests with the student. Each faculty member will provide information on academic integrity to students in the course outline at the beginning of the semester, including any necessary explanation of violations, possible infractions of academic integrity and the scope of sanctions, e.g., warning, lowering of the grade on the assignment or course, course failure, or dismissal from the program or university.

Should a violation of academic integrity occur, the faculty member must inform the student of the violation before imposing any sanction. Should the violation be considered serious enough to merit any grade of "D" or lower on any major assignment, or a more serious penalty, such as course failure or dismissal from the program, the faculty member must notify the vice president of academic affairs (VPAA) and supply any supporting evidence. In the case of multiple violations, the VPAA will discuss this issue with the student and may impose additional sanctions up to and including dismissal from the university. In a case where dismissal from the university is contemplated, the VPAA will consult with the faculty member, student's advisor, department chair/program director, and college dean.

In cases where the student contests the accusations of academic dishonesty, the student may file a grievance under either the undergraduate or graduate grievance procedure, whichever one is applicable.

Academic Restart Policy

Full-time undergraduate students who have been academically dismissed or have been withdrawn for at least two academic years from Misericordia University may apply for readmission to the university one time under the academic restart policy. Readmission to Misericordia University under this policy will be granted at the sole discretion of the vice president of academic affairs. In order to qualify, a student must not have attended Misericordia University for 24 months following the dismissal or withdrawal date, or must have completed at least 12 credits approved in advance by the Misericordia University director of student success center earning a "C" or better in each course. He/she will be academically advised by the department chair of the student's declared major, or by both the department chair and the college retention liaison in the Student Success Center for at least the first semester of his/her return.

Part-time undergraduate students who have been academically dismissed or have been withdrawn for at least one academic years from Misericordia University may apply for readmission to the university one time under the academic restart policy. Readmission to Misericordia University under this policy will be granted at the sole discretion of the vice president of academic affairs. In order to qualify, a student must not have attended Misericordia University for 12 months following the dismissal or withdrawal date, or must have completed at least 6 credits approved in advance by the Misericordia University director of the Center for Adult and Continuing Education (CACE), earning a "C" or better in each course. He/she will be academically advised by the department chair of the student's declared major, or by both the department chair and the director of CACE for at least the first semester of his/her return.

Students admitted under the academic restart policy will have their cumulative index reset to 0.00 at the time of their readmission. Courses taken and grades earned before the restart will remain on the student's transcript (permanent record), but they will be treated as the equivalent of transfer credits. Any required courses which were taken at Misericordia University earning a grade below a "C-" will not be awarded credit and will need to be retaken. Students admitted under this policy are not automatically readmitted to any given program.

Academic Standing

All students must maintain an acceptable cumulative grade point average to remain in good academic standing. Failure to do so will result in either academic probation or dismissal. Some majors have academic performance criteria which are program specific.

Alternate Format Course Requests for Students in Traditional Programs

This policy does not apply in the summer semester, as students generally take a lighter course load. The accelerated evening, weekend, and online formats are ordinarily available to the University's nontraditional/adult students. Nontraditional students can be full or part-time. A nontraditional student is defined as an adult learner who is starting or returning to college and is generally 25 years of age or older; or because of life circumstances has assumed such responsibilities as family and career, and would be classified by Financial Aid as an independent student. In restricted circumstances, a full-time, traditional student may be granted permission to register for these adult focused formats. In such a case, registration will only be accepted for a full-time, traditional student prior to the beginning of the semester.

Criteria to be considered for approval of a full-time traditional student are:

1. The student has senior standing and is not able to complete necessary degree requirements for graduation without enrollment in the alternate course format.
2. The desired course is not available in the traditional schedule or a conflict with the required course exists.
3. The student's total semester credit load with the alternate format course does not exceed 18 credits.

4. The student has a cumulative grade point average of 3.0 or above.
5. The student has received specific written permission to register for the alternate format course from his/her advisor and the Director of the Center for Adult and Continuing Education (CACE).

Process for approval for traditional students to register for alternate format course:

1. Student completes a Traditional Student's Approval to Take Alternate Format Course form and submits to the Registrar after obtaining the advisor's signature.
2. The Registrar evaluates the student's request per the criteria indicated on the form (and above) and submits the form to Center for Adult and Continuing Education (CACE).
3. The Center for Adult and Continuing Education (CACE) reserves the right to make the final determination, which will be based on the criteria met, special circumstances, or other significant factors. After a decision is rendered, the form is returned to the Registrar for communication to the student of the outcome of his/her request and for processing, if approved.

(Note: CACE will inform student of the demands of online courses, direct students to the Blackboard tutorial and other resources available to ensure student's success.)

Cancellation of Classes

Students may call (570) 674-6311 or log onto e-MU for information regarding the closing of the university. If the university is to be closed, open for part of a day, or placed on compressed schedule because of weather or other unforeseen events, the decision will be made as soon as possible and posted on the portal and relayed promptly to local television stations. Individual class cancellations are posted on e-MU by the vice president of academic affairs office as they are reported. To locate the list of cancellations, click on the Academics/Academic Affairs tab.

Change of Academic Major

Students who wish to change from one major program to another will consult with their assigned academic advisor. The student must secure approval for the change from the department chair of the major program into which the student wishes to transfer. Forms which must be completed in order to change one's major may be obtained in either the registrar's office, on e-MU, or in the Center for Adult and Continuing Education. The change of major does not take place until the appropriate form is properly executed and filed with the registrar.

Change of Name/Address

Students are responsible for notifying the registrar's office in writing of any change in name and/or address. This change will be appropriately processed throughout the university.

Change of Status

Students who wish to change from full-time to part-time status or from part-time to full-time status must address a letter to the director of admissions stating their intention. Students considering such a change should also consult with their academic advisor and the office of student financial services for information about the implications of the decision on financial aid eligibility.

Class Attendance

It is the responsibility of the student to be aware of the attendance policy of each faculty member in whose classes they are enrolled. It is the responsibility of the student to consult with the appropriate faculty member prior to a necessary absence to determine and confirm arrangements for make-up work.

If a student is unable to attend class, she/he is to contact the faculty member directly in accordance with the class syllabus, if applicable. Should a situation arise where a student will be missing classes for an extended period of time, the student is to contact the student affairs office secretary (570-674-6238) who will then notify the vice president of academic affairs office. The office of academic affairs will notify the student's course instructors of the absence. It is the student's responsibility to contact his/her instructors for information on fulfilling course requirements.

Course Repeat/Grade Replacement Policy

Students can only receive credit for a course once. Students are eligible for a maximum of five grade replacements. However, the same course can be repeated only one time for the purpose of grade replacement. The student must indicate his/her intention of replacing the old grade with the new one by filing the appropriate form with the registrar at registration. All grade replacement courses must be taken at Misericordia University. The repeated course will appear on the transcript twice. The original grade will be indicated with an "R*" next to the original grade. Only the new grade, even if it is lower than the original, will be used in calculating the student's grade point average (GPA). A directed study may not be used as a grade replacement without the permission of the chair of the department offering the course and the approval of the college dean.

If a student has grade replaced a course and receives a second unacceptable grade, and is required to pass the course to achieve the degree, he/she may request the opportunity to take the course a third time. This must be approved by the department chair of the program offering the course. The second unacceptable grade will remain on the student's transcript and be calculated into the student's GPA.

Once a student has graduated, the student's record prior to graduation is not subject to change through this policy.

Contract Learning

Two types of contract learning are available at Misericordia University: (1) directed study and (2) independent study. Student must be formally admitted to the university to register for contract learning. A student can earn no more than 15 credits via the contract learning option. A maximum of six contract learning credits may be carried in a semester.

Credit Load Full-time

A Misericordia University Baccalaureate Degree requires a minimum of 120 credits. A maximum semester load is 17 credits. Students who wish to take 18 credits in one semester must have a minimum GPA of 2.75, or the approval of their academic advisor. Students who wish to take 19 or more credits must also receive written permission from their department chair/program director and college dean prior to registration. Students will pay an additional per credit charge for every credit taken over 17 (see tuition and fees section of the catalog). No student may take more than 21 credits in one semester.

Credit Load Part-time

Ordinarily, students who are classified as part time may take no more than 12 credits, 13 credits if one of the courses is a 1-credit lab-based science course or a 4-credit course, in any combination of traditional, accelerated, or weekend formats in any one semester period while being charged the per-credit tuition rate.

Determination of Requirements Governing Undergraduate Degree or Certificate Conferral

An undergraduate student seeking a degree or certificate at Misericordia University is responsible for adhering to the following policies:

1. Students must meet the graduation requirements of the Catalog under which they first enroll. These requirements will be in effect for a period of ten (10) academic years beginning with the term of initial enrollment.
2. As a result of changes mandated by external accrediting or licensing agencies, students may be required by their programs to complete additional and/or alternate requirements for their current major necessitated by a curriculum change that occurs after their initial enrollment and within that initial ten (10) year period. Decisions to require additional and/or alternate requirements that are a direct result of those accreditation or licensing changes will be communicated in writing to students by the chair of the department in which the program is housed, a copy of which will be sent to the registrar to be included in the student's official academic file.
3. All students enrolled in a given major may opt to complete the requirements of the newest approved curriculum within their major. Such students must meet all the requirements for their major as described in the most recently published Catalog and must obtain approval for this change from their academic advisor and department chair, and submit the appropriate documentation to the Registrar's Office. Students will complete the core requirements under which they entered the University, provided that the change of major does not require the students to exceed the ten academic years under which the catalog of entry is in effect; however, students may also choose to meet the Core Curriculum requirements that are contained in the same Catalog as the newest approved curriculum within their major. If the students wish to opt for the later Core Curriculum requirements, they must indicate that choice, have it approved by their academic advisor and department chair, and submit the appropriate documentation to the Registrar's Office.
4. Students wishing to change their major(s) must obtain approval for the change with the chair of the department in which they are seeking to enroll. Students who change their major(s) must meet all requirements for the new major(s) as described in the most recently published Catalog at the time the student officially confirms this change with the chair of the appropriate department and submits the appropriate documentation to the Registrar's Office. Students will complete the core requirements under which they entered the University, provided that the change of major does not require the students to exceed the ten academic years under which the catalog of entry is in effect; however, students may also choose to meet the Core Curriculum requirements that are contained in the same Catalog as the newest approved curriculum within their major. If the students wish to opt for the later Core Curriculum requirements, they must indicate that choice, have it approved by their academic advisor and department chair, and submit the appropriate documentation to the Registrar's Office.
5. Students wishing to declare a minor, certificate, or specialization with their major(s) must obtain approval for the change with the chair of the department in which they are seeking to enroll. Students must meet all requirements for a minor, certificate, or specialization as described in the most recently published Catalog at the time the student officially confirms this change with the chair of the appropriate department and submits the appropriate documentation to the Registrar's Office.

Directed Study

When a student must take a specific university course in a given semester but it is not part of the offerings in that semester, the student may petition for a directed study. Students may apply for directed study only in exceptional situations. Students may not use a directed study for grade replacement. Students who wish to apply for a directed study must have at least a 2.5 GPA.

A student interested in this option must first discuss this possibility with his/her advisor, and then approach the appropriate department chairperson and college dean sponsoring the course under consideration. If the contract is approved at that level, the student will approach the appropriate faculty member to determine his/her availability. Faculty retain the right to decline a request for a directed study. Final approval of this arrangement is made by the college dean. A written contract is required

between the instructor and the student. The minimum number of times that a student and instructor are to meet will be included in this contract. Copies of the contract are to be forwarded to the college dean, the student's advisor, the instructor, and the registrar. The student must register prior to the beginning of a semester for a contract learning directed study. Ideally the contract should be completed during the previous semester. Students will be expected to assume the majority of responsibility for actually writing the contract. Forms are available in the offices of the registrar, Center for Adult and Continuing Education, and online through the e-MU portal.

Drop/Add

Students should consult the academic or adult education calendars for the dates of the drop/add period, during which time schedule changes may be made with the registrar, or through the online registration system in Oasis. For all non-Oasis transactions, drop/add forms are available in the registrar's office and online through the e-MU portal. The drop/add form must be signed by the student's advisor before it may be processed. Any course adjustment is not official unless the form is received and processed by the registrar during the drop/add period.

Family Education Rights and Privacy Act (Buckley Amendment)

Misericordia University recognizes the privacy rights of individuals who are or who have been students, as guaranteed by the Family Educational Rights and Privacy Act (FERPA) of 1974. No information from records, files, or data directly related to a student shall be disclosed to individuals or agencies outside the University without the express written consent of the student. FERPA does authorize disclosure without consent to school officials with legitimate educational interests who need to review an education record in order to fulfill their professional responsibilities. The following people or agencies are also allowed access to records without consent: persons or companies with whom the University has contracted (such as attorneys, auditors, or collection agents); students serving on official committees, such as disciplinary or grievance committees, or assisting other school officials in performing their tasks; persons or organizations to whom students have applied for financial aid; persons in compliance with a lawful subpoena or court order; and persons in an emergency in order to protect the health or safety of students or other persons.

The University considers the following to be public information which may be made available, at its discretion, without prior consent of the student:

> student name, hometown and state, electronic mail address, dates of attendance, degrees, awards and honors received in the curricular and co-curricular life of the university, participation in officially recognized activities and sports, weight and height of members of athletic teams, the most recent previous educational institution attended by the student, and individually identifiable photographs of the student solicited by or maintained directly by Misericordia University as part of the educational record.

A student wishing to prevent the public disclosure of any or all of the above information may request so by notifying the Registrar's Office, where she or he may obtain the form prohibiting disclosure.

Except where prescribed by law, information regarding a student's educational records may not be disclosed to a parent, guardian or spouse without the student's written authorization on file in the Registrar's Office.

FERPA affords students the right to inspect and review their educational records within 45 days of the day the University receives such requests. Students should submit to the Registrar official written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

Students have the right to request the amendment of any educational records that they believe are inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record that they want changed, and specify why it is inaccurate or misleading. If

the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to appeal the decision. Additional information regarding the appeal will be provided to the student when notified.

For more information regarding FERPA, please contact the Office of the Registrar in Mercy Hall, Room 115. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Misericordia University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and private information without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and private information without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your private information, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent private information from your education records, and they may track your participation in education and other programs by linking such private information to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Grading System

The grade point average (GPA) is computed by dividing honor points earned by credits attempted. Any courses failed will be charged as credits attempted through the final calculation of a student's grade point average. A minimum of a 2.0 cumulative grade point average both overall and in the core curriculum is required to graduate with a baccalaureate degree.

Some majors require a higher cumulative grade point average for graduation and program retention. Students should consult individual academic program descriptions for major requirements.

Grades	*Honor Points Per Credit Hour*
A	4.0
A–	3.7
B+	3.3
B	3.0
B–	2.7
C+	2.3

C		2.0
C–		1.7
D		1.0
F		0.0
I	Incomplete	Not calculated
AU	Audit	Not calculated
W	Withdrawn	Not calculated
IP	In progress	Not calculated
S	Satisfactory: pass	Not calculated
U	Unsatisfactory: fail	Not calculated

Please note the following implications of this grading system:

1. A grade of "W" is given to students who withdraw prior to the end of the withdraw period. As noted in the university calendar, no academic penalty is incurred. Withdrawal forms may be obtained from the registrar's office or online through the e-MU portal. The date on which the form is received by the registrar's office is considered as the date of withdrawal. The tuition refund and grade assignment are based on this date (see refund policy).
2. If a student does not officially withdraw from a course and ceases to attend it, a grade of "F" is incurred, except in extenuating circumstances.
3. An "Incomplete" grade (which is recorded as an "I" on the academic record) will be issued only for those courses in which a student has not completed the necessary requirements because of extenuating circumstances, such as a medical or family emergency. The student's inability to complete required work in a timely fashion is not an acceptable reason for granting an Incomplete. An Incomplete will not count toward completed credits or be factored into the student's semester or cumulative grade point average. It is the responsibility of the undergraduate student to contract with the instructor in writing to apply for an Incomplete grade. It is the exclusive purview of the instructor to determine if the Incomplete is to be granted. All contracted requirements for the Incomplete must be completed and submitted to the instructor within six weeks after the end of the semester, or an earlier date determined by the faculty member and agreed upon by the student, or the Incomplete will default to a failing grade.
4. An "In Progress" grade (which is recorded as an "IP" on the academic record) may only be issued for very specialized courses that lead to the production of a significant final project and often require students to devote additional time beyond the one-semester norm in order to successfully complete the required project (such as a senior thesis, or an Honors Capstone Project). In Progress grades may not be submitted for undergraduate courses that are expected to be completed within a single semester. An In Progress grade will not count toward completed credits or be factored into the student's semester or cumulative grade point average. All requirements for the In Progress course must be completed and submitted to the instructor by the completion of the Final Exam period of the semester that immediately follows the semester in which the In Progress grade was granted, or an earlier date determined by the faculty member and agreed upon by the student, or the In Progress grade will default to a failing grade.
5. Pass/Fail grading is limited to those courses designated in the university catalog to be on a S/U basis. The letter grade of S (satisfactory) or U (unsatisfactory) will be assigned to these courses. S and U grades are listed on the transcript but are not calculated in the grade point average. Credits for these courses are not included in the 12 graded credit hours required for the dean's list.

Graduation Requirements

The minimum number of credits required of a baccalaureate degree from Misericordia University is 120 credits. To obtain a baccalaureate degree a student must complete the minimum hours of credit required

by the declared major program even if that number exceeds 120 credits. A transfer student must complete a minimum of 30 credits at Misericordia University for any given degree. That number may exceed 30 credits contingent on the number of total credits a student needs to meet degree requirements. Students should consult individual program descriptions.

A minimum of a 2.0 cumulative grade point average is required to graduate with a baccalaureate degree. Students should consult individual program descriptions for program specific grade point average requirements.

A degree application form, available from the registrar's office, must be completed by the specified deadline by the student and advisor. This form is to be submitted to the registrar's office during the term prior to his/her intended term of graduation. All bills must be paid in advance for a student to be eligible to receive the diploma and have transcripts released, and to participate in commencement ceremonies.

Only students currently enrolled in all courses necessary to complete all academic requirements by the end of the Spring semester will be permitted to process in the Spring Commencement ceremony held in May of that same year. Only students who have completed their degrees in the Summer semester, or who are currently enrolled in all courses necessary to complete all academic requirements by the end of the Fall semeseter, will be permitted to process in the Winter Commencement ceremony held in December of that same year.

Guidelines for Instructional Time Equivalencies Across Formats/Assignment of Credit Hours

While Misericordia University is committed to an outcome-based approach to curriculum and assessment in accordance with its accreditation by the Middles States Commission on Higher Education 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 as set forth in Chapter 31.21 on curricula as amended. 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." Thus, a 3-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 standards 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 (14 weeks plus one week final examinations over 2 semesters) will meet the 14-hours-of-classroom-instruction-per-one-semester-credit-hour (i.e. 42 hours for a 3-credit course, 56 hours for a 4-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 is 38 hours "face-to-face", 4 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.

Alternative Formats

There are a number of outcome-based formats at the University in which "face-to-face" instructional time is less than 14-hours-of-classroom-instruction-per-one-semester-credit-hour, 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" structured instructional activities must meet 14-hours-of-classroom-instruction-per-one-semester-credit-hour or its equivalent as determined by the faculty (i.e. 42 hours for a 3-credit course, 56 hours for a 4-credit course, etc.). For example, if a 3-semester course in the weekend college format meets for 32 hours of classroom-based instruction, an additional and integrated 10 hours of structured instructional activities are required to meet the standard. For the same course in a 7-week format that meets "face-to-face" for 28 hours, an additional 14 hours of structured instructional activities are required. For a 5-week course that meets 20 hours "face-to-face", an additional 22 hours of structured instructional activities would be required. Online courses would require 42 hours of appropriate structured online activities to meet the minimum threshold. The syllabus for the course reflects the type of activities to be utilized.

Instructional-Related Learning Activities

An array of instructional-related or student engagement activities can be utilized to achieve the equivalent of the 14-hours-of-classroom-instruction-per-one-semester-credit-hour, not including a final examination, are part of the standard. Choosing a particular "learning outside the classroom" activity 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-credit-hour. The following examples are some of the options that may be considered for utilization:

- Discussion Board structured to provide guided or instructor-mediated threaded discussions with specified timeframes and expectations for participation;
- Chat rooms for class or group projects that provide opportunities for collaborative learning that have specific expectations for participation and feedback;
- Case studies and problem-solving scenarios relative to course goals and objectives utilizing higher-order analytical skills with instructor and class-designed feedback;
- Blogs, journals, or logs in which students share the most relevant aspects with instructor and classmates;
- Web Quest activities in which students find Internet sites that address specific course objectives and are shared with class and instruction mediation;
- Library research in which instructor directs students to locate certain information or resources either online or in situ, relate them to course objectives and present them to the class in a designated manner;
- Lecture materials – written transcripts or audio recordings – from which students are expected to develop questions, comments, or observations shared with class and instructor through discussion board postings or participation in chat rooms;
- Instructional CDs
- Field trips or tours in which students may participate as an individual or group in analyzing an activity (concert, museum, art exhibit, religious service, political debate, etc.) and prepare a paper or presentation to share with instructor and class:
- Final group projects which represent a culmination of learning objectives and students collaborative via e-mail, chat-rooms, discussion boards, and "face to face" contract to research, analyze, synthesize and prepare projects with the instructor receiving periodic updates and providing feedback. Instructors should establish and control the learning-based interactions (when, where, and why), including frequency, duration, evaluation and assessment techniques. These guidelines recognize the need for the faculty to actively manage the learning space, both in and outside the traditional classroom.

In order to ensure consistency for students and faculty in meeting Pennsylvania Department of Education requirements and good pedagogy, Misericordia university has developed a rubric ("Alternative Instructional Equivalencies") that establishes a standard amount time for setting

equivalencies to hours of classroom instruction for various online and "out-of-the-classroom" instructor-mediated activities in the various formats.

The Pennsylvania Department of Education has developed certain parameters to assist in developing curricular content that is equivalent to classroom-based instruction. According to Pennsylvania Department of Education clarification: equivalent content should:

- Be related directly to the objectives of the course/program;
- Be measurable for grading purposes;
- Have the direct oversight or supervision of the faculty member teaching the course;
- Be equivalent (in some form) of an activity conducted in the classroom.

The Pennsylvania Department of Education states that equivalent content may not be homework assignments or focused on "time spent" (the amount of time the student spends accomplishing the task).

Independent Study

Independent study is the special investigation of a selected topic. It may be undertaken by a junior or senior student whose academic requirements cannot be met by regular catalog offerings. Only elective credits may be used for independent study. Depending on the depth and scope of an independent study, anywhere from one to six credits may be earned (determination of assigned credits is made by the appropriate department chair and faculty member).

Students who wish to apply for an independent study must have at least a 3.0 GPA. The student must have demonstrated the ability to pursue independent work. To apply for independent study, students must (a) define the topic or issue to be pursued; (b) discuss their plan with their advisor; (c) contact the chairperson of the appropriate department/program to request approval of their proposal; (d) if the independent study is approved, the student will approach a faculty member in the department that sponsors the independent study to serve as a mentor. Faculty are free to choose whether or not to mentor a student for independent study.

Part of the intent of an independent study is to foster self-directed learning. Therefore, after a student has specified the content area to be studied and has diagnosed his/her learning needs, the faculty member and student will jointly negotiate course objectives; learning resources and methodology; and procedures for evaluation. The minimum number of meeting times will also be specified. A written contract, which includes these areas, is to be drafted and signed by the faculty member and student. Copies are to be forwarded to the student's advisor, the mentor, and the registrar.

Independent study application forms may be obtained from the offices of the registrar, the Center for Adult and Continuing Education, and online through the e-MU portal.

Intellectual Property

Misericordia University supports the development, production, and dissemination of intellectual property by members of its community. For those members of the community interested in creating intellectual property as part of their work or learning experience, please be advised that the University's Intellectual Property Agreement can be found at: http://www.misericordia.edu/IntellectualProperty

Off-campus Courses

Misericordia students have three options for taking courses offered at other postsecondary institutions, both domestically and outside of the United States:

1. Consortium with Wilkes University and King's College

Students at Misericordia University may register for courses at King's College and/or Wilkes University in Wilkes-Barre, if those courses are not part of Misericordia's course offerings in the semester in which the course is requested. Full-time students in good academic standing who meet specific course prerequisites are eligible. With the exception of students participating in required courses for the Army ROTC program at King's College, cross registration is available only to juniors and seniors who have received permission from their major department to participate in the program in order to complete degree requirements. Cross-registered courses are considered part of a student's regular course load; courses carry full academic credit and grade value. Upon completion of the coursework, King's or Wilkes will notify Misericordia of the completed grade, which will be recorded on the Misericordia transcript - no transcript record will exist at King's or Wilkes for coursework completed as part of the consortium program.

Please refer to the section of the catalog on Consortium Programs for more specific information on the process for requesting registration for courses through King's or Wilkes.

2. Study Away through approved affiliated institutions

   Misericordia University works with program providers for semester-long study abroad opportunities. Courses completed through approved, affiliated programs are considered part of a student's regular course load; courses carry full academic credit and grade value. Upon completion of the coursework, the affiliated institution will notify Misericordia of the completed courses and grades, which will be recorded on the Misericordia transcript. Students must consult with their academic advisor regarding courses and number of credits to be taken during the study away term. Students who wish to use courses taken away to satisfy specific degree requirements at Misericordia University, whether in the core, major, or program, must secure the approval in advance of the chair of the department (and program director if applicable) that would offer the equivalent course at Misericordia. Students who wish to take courses in an academic area that is not offered at Misericordia must have the courses approved by the registrar, who will verify that the student may apply the credit as free electives to meet degree requirements.

   Please refer to the section of the catalog on Study Away Programs for more specific information on the process of applying for study away programs and receiving approval to take specific coursework.

3. Transfer credit through courses taken at other postsecondary institutions

   During the summer, or in a fall or spring semester when a bachelor's degree seeking student is not currently enrolled in coursework at Misericordia, students may opt to take courses at other regionally accredited, postsecondary institutions, or an approved equivalent institution outside the United States. Students may receive approval to transfer in a maximum of three (3) 3-4 credit courses (no more than two (2) of which may be 3-4 credit core classes) for a total of no more than 12 credits.

   A student who has completed sixty (60) credits of academic work, whether on campus or in transfer, may only apply to take any transfer credits at a regionally accredited bachelor's degree granting institution (or an approved equivalent institution, if taking credits through a nonaffiliated study away program).

   Students who have completed less than 60 credits may apply to take any transfer credits at any regionally accredited associate's degree granting institution, so long as the total number of credits earned at the time of course completion does not exceed sixty (60) credits. (For

example, if a student has earned 57 credits, is taking a course at Misericordia in the first summer term, and also wished to take a course elsewhere during the summer term, the course would have to be taken at a bachelor's level institution, as the student would have completed 60 credits at Misericordia prior to the awarding of the credit for the course taken elsewhere).

All courses taken for transfer credit must be evaluated and approved as to their equivalency to Misericordia University courses. This determination will be made in consultation between the department chair in the discipline which sponsors the course at Misericordia University and the registrar. Grades of C- or better may be accepted for transfer in accordance with individual program requirements and/or restrictions. Transfer credits must come from an accredited degree-granting institution or equivalent as determined by the registrar in consultation with the department chair.

Transfer course requests for currently enrolled students must be submitted to the registrar, and must be accompanied by a course or catalog description of the course the student intends to complete. Department chairs may request additional information if deemed necessary. If a course is not approved in advance of taking the course, it will not be accepted in transfer. (Revision approved 12/12/2014)

Registration

All registration will be done online by current class standing that is determined by credit hours earned for undergraduates seeking the a first bachelor's degree ("freshman" = 29 or less credits earned; "sophomore" = 30-59 credits earned; "junior" =60-89 credits earned; "senior" = 90 or more credits earned), or by the degree level pursued for students seeking a second bachelor's degree ("special") or a graduate degree ("graduate"). Students must make an appointment with their advisor to approve course selection prior to registration. Students should check their status on the portal and resolve any conflict with the registrar's office prior to registration.

Second Degree

Students who wish to obtain a second baccalaureate degree may do so if they meet the following conditions:

1. The student must be officially admitted into the major program in which the second degree is desired.
2. The student must meet all of the curriculum requirements of the second degree.
3. The student must complete a minimum of 30 credit hours in addition to the credits taken in the first degree program.
4. For the purposes of a second degree, the core curriculum is waived with the exception of those courses required for the major.

Second Major

Graduates of Misericordia University who wish to return for a second major may do so by completing only the requirements necessary for the second major. The registrar will post a statement on the official transcript stating "requirements completed for a second major in …." Students cannot declare second majors in Interdisciplinary Studies or Professional Studies. See individual department policies regarding standards for second majors.

Student Identity Verification Procedures and Distance Education

All Misericordia University distance education courses and the Blackboard Learning Management System employ a secure portal login process that requires a student use his or her unique Misericordia email address as his or her identification and personal secure password selected by and known only to that student for entry into a course through Blackboard and for access to the university portal. This ensures verification of student identity and is of no additional cost to the student.

The secure log-in and password verification process ensures the protection of the student's privacy under the Family Education Rights and Privacy Act (FERPA).

The process for resetting student passwords is established by the portal vendor through an electronic system student-selected security questions.

The Office of Information Technology is responsible for the application of the student identity verification procedures and monitoring of the university portal security.

Students with Special Needs

The university, through the Office for Students with Disabilities (OSD), coordinates the efforts to integrate students with disabilities into all areas of campus life. All accommodations are coordinated through the OSD office. Services from the OSD are provided based on receipt and acceptance of specific documentation requirements.

Misericordia University does not discriminate on the basis of disability in admission to its programs, services, in access to them, in treatment of individuals with disabilities or in any aspect of their operations. The university also does not discriminate on the basis of disability in its hiring or employment practices. Should a student with a disability feel that he/she is a victim of discrimination based on ability, he/she can file a grievance through the OSD office.

This notice is provided as required by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints or requests for additional information regarding the ADA and Section 504 may be forwarded to the Office for Students with Disabilities.

This notice is available from the OSD in large print, on audio tape, and in Braille.

(See also Special Programs)

Undergraduate Academic Grievance

The university provides a uniform method by which students can pursue grievable issues. Grievable issues are either complaints about alleged violations of the institution's academic policies or about unfairness in the application of policies.

In all cases, formal grievances must be filed and resolved within one semester of the occurrence of the event being grieved. Summer enrollment period is considered as a semester.

A student who has a grievance must attempt to resolve it by using the following procedures:

- Prior to initiating a formal grievance, the student must attempt to resolve the matter on an informal basis by speaking to the person with whom the complaint rests.
- If unable to reach a resolution, the student must discuss the matter with the department chair who supervises the person against whom the complaint is lodged to attempt to resolve the matter.
- If the matter is not resolved at that level, the student proceeds to the dean of the college in which the grievance resides.

To initiate the formal grievance process the student must submit in writing a letter to the dean of the college in which the event being grieved resides and the vice president of academic affairs informing

them of his or her intent to seek formal redress through the grievance procedure, indicating the nature of the complaint.

Within 14 university business days of receipt of the written complaint, the vice president of academic affairs will convene the academic grievance committee, provide the chair of the committee, and the person against whom the complaint rests, with the student's statement of complaint. The academic grievance committee is composed of one administrator and one faculty member appointed by the vice president of academic affairs, and the academic affairs coordinator of student government.

At least five university business days in advance of the hearing, the chair of the committee will notify the grievant and the individual charged with the complaint of the date, time and place of the hearing, the specification and nature of the complaint, and the composition of the committee. Notification will occur by telephone with confirmation that all parties have been notified.

The grievance hearing is an internal review and, as such, shall be private. The grievant may be assisted by a faculty representative. However, persons external to the university, including outside counsel, shall be excluded from the grievance hearing.

Both the grievant and the person being grieved have the right to be present when charges and evidence are presented to the committee, and to provide evidence in support of their respective positions. Committee members may question witnesses to evaluate all the relevant facts of a given case. Witnesses shall be excluded except for the period of their questioning.

The report and recommendation of the committee shall be in writing, including the committee's rationale for the decision; the report may include any dissenting opinions. Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation.

The committee's report and recommendation shall be forwarded to the vice president of academic affairs within 10 university business days of the hearing. The vice president of academic affairs will make the final determination and formally advise the parties involved in the grievance within five university business days.

Students who wish to grieve circumstances that prohibit immediate continuation in a program or in a sequence of courses (e.g. dismissal from a program or a failing grade), must begin to attempt to resolve the issue based on the procedures outlined above immediately, but no longer than five days upon receipt of the grade or of the dismissal notification. An expedited grievance process is then followed, and the process must be completed before the end of the add period of the subsequent semester. In the event a sequential course begins during the grievance process, the student may be granted permission to register for the course; however, if the resolution of the grievance is not in the student's favor, the student will be withdrawn from the course by the student's department chair or in the chair's absence, by the college dean.

Note: University business days are the business days of Monday through Friday during which the university's administrative offices are open.

University Probation/Dismissal

The university academic status committee meets each semester promptly after grades are run to deliberate the standing of students relative to the university probation/dismissal policy. University academic probation is the automatic and minimum penalty for failing to maintain an acceptable cumulative grade point average (GPA). Students failing to maintain an acceptable cumulative GPA are also subject to dismissal from the university.

Acceptable Cumulative Grade Point Average:

12 to 23 credits	1.75
24 to 37 credits	1.90
38 credits and above	2.0

Full-time students on university academic probation are required to carry a restricted academic load of 12 credits and are mandated to meet with their respective College Retention Liaison. Part-time students are required to carry a restricted academic load of no more than 6 credits. A student on university academic probation is prohibited from representing the university in any official capacity. This prohibition includes, but is not limited to, holding an elected or appointed office or seat in student government, or on the executive board of student government, serving as a resident advisor, or participating in intercollegiate athletics. Furthermore, students may have their participation in non-prohibited extracurricular activities curtailed if, in the judgment of the academic status committee, such activities interfere with their academic performance.

Initial university academic probation will begin with the first class meeting of the semester (fall or spring) following the decision to place a student on academic probation. Students who are placed on probation will have one semester to raise their cumulative GPA to the acceptable level referenced above. Students who take summer courses and raise their cumulative GPA to the acceptable level will be removed from probation prior to the start of the fall semester.

Failure to make satisfactory academic progress after initial probation will result in a student being placed on final university academic probation. Final university academic probation will begin with the first class meeting of the semester (fall or spring) following the decision to place a student on final university academic probation. Students who are placed on final university academic probation will have one semester to raise their cumulative GPA to the acceptable level referenced above. Students who take summer courses and raise their cumulative GPA to the acceptable level will be removed from probation prior to the start of the fall semester. Full-time students on final probation are assigned an academic advisor in the Student Success Center by the Director of the center. Students on final university academic probation will complete an academic probation contract with their new academic advisor that includes the semester cumulative GPA necessary to mathematically increase their current cumulative GPA to the acceptable level, as well as other academic support necessary to do so.

Failure to make satisfactory academic progress after final probation will result in dismissal from the university. A student may be retained if the Academic Status Committee determines that sufficient academic progress has been attained, but an additional semester is needed to mathematically raise his/her current cumulative GPA to the acceptable level. After a student has been dismissed, he/she may submit a written letter of appeal to the Academic Status Committee requesting to remain enrolled at the university. The date by which appeals must be submitted is stated in the student's dismissal letter from the Vice President of Academic Affairs.

Students who have been removed from academic probation must maintain the above acceptable GPA level throughout the remainder of their academic program. Probation status does not restart. If a student was removed from initial probation and his/her cumulative GPA falls below the acceptable level in a future semester, s/he will be placed on final probation. If a student was removed from final probation and his/her cumulative GPA falls below the acceptable level in a future semester, s/he will be dismissed from the university.

Withdrawal from the University

Full-time, undergraduate students must complete the following before an official withdrawal can be granted:

- Contact the retention specialist located in the Student Success Center, Alumni Hall, to begin the process
- Contact his/her advisor or department representative

- Return books to the library
- Return residence hall keys to a member of the residence life staff.
- Return parking permit, student ID, and mailbox key to the retention specialist.
- Clear student balance in Student Financial Services.
- Complete withdrawal form and exit interview.

Part-time, undergraduate students must complete the following before an official withdrawal can be granted:

- Notify in writing the director of the Center for Adult and Continuing Education (CACE)
- Contact his/her advisor or department representative
- Return books to the library
- Return parking permit and/or student ID to CACE.
- Clear student balance in Student Financial Services.
- Complete withdrawal form and exit interview.

The date of withdrawal will be determined by the completion of the above. That date will determine if any refund of tuition is warranted. Cancellation of charges will depend on the date that the withdrawal is official (see refund policy).

In the event that the student returns, this policy does not bind the institution to offer the student's curriculum or major program, which may have been discontinued or substantially altered during the period in which the student was not enrolled. Please see the Determination of Requirements Governing Undergraduate Degree or Certificate Conferral policy for further clarification.

Withdrawal from a Course

A student may withdraw from a course in a traditional semester format from the end of the add/drop period through the tenth week of the semester (see academic calendar for specific date) only with the signatures of the instructor, the student's academic advisor(s), and the chair of the student's major. A grade of "W" will be issued for the course at that time. A student may withdraw from a course for medical reasons, supported by a written excuse from a physician, or for other serious circumstances, approved by the vice president of academic affairs in consultation with the course instructor, provided a grade has not yet been submitted for the course. Students taking courses on alternative calendars should refer to the published deadline for their program.

The student is responsible for initiating the withdrawal process by obtaining a withdrawal form from the registrar's office or the e-MU portal, having it signed by the appropriate personnel, and returning it to the registrar's office within the period described above. A grade of "F" will be recorded for all courses in which no official withdrawal has been completed by the student.

Note: Students taking classes exclusively on weekends, at an Expressway site, or online must communicate their intent to withdraw to their advisor, their instructor, the chair of the student's major program, and the registrar via Misericordia email.

Graduate Academics at Misericordia University

Philosophy

Graduate education at Misericordia University exists within the frame work of the university's mission statement. It is firmly rooted in the mission and academic traditions of the university and its founding group, the Sisters of Mercy, stressing the values of justice, mercy, service, and hospitality. It emphasizes academic excellence and critical thinking, while preparing students for productive careers

and continued professional growth. The graduate faculty foster a climate conducive to academic growth, intellectual discourse, critical thinking, and decision-making. The aims of the graduate programs at Misericordia University are to provide comprehensive education in special fields, offer instruction in the methods of independent investigation, and foster a spirit of research.

Active participation, individualized planning, and selection of learning experiences facilitate the development of students as persons, members of society, and potential leaders in their professions. The graduate programs offered build upon the university's traditional academic strengths.

Graduate Education Goals

The university's graduate education goals are to prepare graduates who:

1. integrate the values of mercy, justice, and hospitality in their scholarly activity and professional work;
2. demonstrate leadership and service to their communities and professions;
3. advocate responsible ethical decision-making and behavior;
4. think independently and creatively, using evidence-based research;
5. demonstrate cultural competence and the ability to consider global perspectives within their communities and professions;
6. value and foster effective oral, written, and technological communication within their communities and professions;
7. incorporate current technologies to enhance communication and professional practice; and,
8. pursue life-long learning and continued professional growth.

Policies and Procedures

Graduate Program Advisement

The director of each graduate program assigns an academic advisor for all students enrolled in that program. The advisor maintains a student record and advisement folder used to plan a student's program and track progress. However, all official student records are maintained in the registrar's office and can be reviewed by students upon request in accordance with federal guidelines.

The academic advisor assists the student in preparing his/her curriculum and in pre-registration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected. Students may register online after receiving approval from their advisor. Students who use the deferred payment plan will be billed 20 percent of the tuition prior to the start of classes. Students who utilize employer reimbursement programs are required to submit a letter from their employers annually prior to registration.

Graduate Grievance Procedures

The university provides a uniform method by which students can pursue grievable issues. Grievable issues are either complaints about alleged violations of the institution's academic policies or about unfairness in the application of policies.

In all cases, formal grievances must be filed and resolved within one semester of the occurrence of the event being grieved. Summer enrollment period is considered as a semester.

A student who has a grievance must attempt to resolve it by using the following procedures:

- Prior to initiating a formal grievance, the student must attempt to resolve the matter on an informal basis by speaking to the person with whom the complaint rests.

- If unable to reach a resolution, the student must discuss the matter with the program director who supervises the person against whom the complaint is lodged to attempt to resolve the matter.
- If the matter is not resolved at that level, the student proceeds to the chair of the department in which the grievance resides.
- If the matter is not resolved at that level, the student proceeds to the dean of the college in which the grievance resides.

To initiate the formal grievance process the student must submit in writing a letter to the dean of the college in which the event being grieved resides and the vice president of academic affairs informing them of his/her intent to seek formal redress through the grievance procedure, indicating the nature of the complaint.

Within fourteen (14) university business days of receipt of the written complaint, the vice president of academic affairs will convene an academic grievance committee and provide the chair of the committee, and the person against whom the complaint rests, with the student's statement of complaint. The academic grievance committee is composed of: one administrator, one faculty member and one graduate student appointed by the vice president of academic affairs.

At least five (5) university business days in advance of the hearing, the chair of the committee will notify the grievant and the individual charged with the complaint of the date, time, and place of the hearing; the specification and nature of the complaint; and the composition of the committee. Notification will occur by telephone with confirmation that all parties have been notified.

The grievance hearing is an internal review and, as such, shall be private. The grievant may be assisted by a faculty representative. However, persons external to the university, including outside counsel, shall be excluded from the grievance hearing.

Both the grievant and the person being grieved have the right to be present when charges and evidence are presented to the committee, and to provide evidence in support of their respective positions. Committee members may question witnesses to evaluate all relevant facts of a given case. Witnesses shall be excluded except for the period of their questioning.

The report and recommendation of the committee shall be in writing, including the committee's rationale for the decision; the report may include any dissenting opinions. Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation.

The committee report and recommendation shall be forwarded to the vice president of academic affairs within ten (10) university business days of the hearing. The vice president of academic affairs will make the final determination and formally advise the parties involved in the grievance within five (5) university business days. Penalties for violations of the Misericordia University's Academic Integrity Policy range from a warning to dismissal from the university. The university reserves the right, depending upon the severity of the conduct, to dismiss a student for a single violation of the university's academic integrity policy. In cases where a student previously has been found to have violated the university's academic integrity policy, for which he/she received a penalty less than dismissal from the university, and the student is subsequently found to have violated the policy once again, the vice president of academic affairs may take more severe action for the subsequent violation than that previously imposed for the prior violation(s), up to and including dismissal from the university.

Students who wish to grieve circumstances that prohibit immediate continuation in a program or in a sequence of courses (e.g. dismissal from a program or a failing grade), must begin to attempt to resolve the issue based on the procedures outlined above immediately, but no longer than five (5) days upon receipt of the grade or of the dismissal notification. An expedited grievance process is then followed, and the process must be completed before the end of the add period of the subsequent semester. In the

event a sequential course begins during the grievance process, the student may be granted permission to register for the course; however, if the resolution of the grievance is not in the student's favor, the student will be withdrawn from the course by the student's department chair or in the chair's absence, by the college dean.

Note: University business days are the business days of Monday through Friday during which the university's administrative offices are open.

Graduate Program Standing

Any student receiving more than six credits below "B–" or more than three credits below "C" will be terminated immediately from the degree program, and may never re-enter the same program. One graduate course can be repeated for grade replacement. This may be done one time only. The second grade shall stand on the student's transcript.

A student whose GPA falls below 3.0 will be placed on probation. This may occur one time only.

For graduate retention criteria in all graduate programs, refer to the individual program guidelines.

Graduation Requirements for Graduate Students

To be eligible for a graduate degree from Misericordia University, students must have a cumulative grade point average of 3.0 at the time of graduation; must fulfill all program requirements, including the professional contribution/scholarly project as required by the program; and must have paid all tuition and fees. Students must complete an application for the graduate degree in a timely manner.

Application for Graduate Degree

It is the student's responsibility to keep abreast of progress toward degree completion. An application for the graduate degree should be filed with the registrar. Failure to do so in a timely manner may delay the date of awarding the diploma.

Auditing

With the appropriate department chair's or program director's approval, any student may register on a space available basis to take a course on an audit or non-credit basis provided that standard admission and course prerequisites have been met. A student may audit no more than three courses or nine credits. The fee for auditing a course is one-half the cost of tuition. Matriculating students must have the permission of their advisor before auditing a course.

Change of Address

Students enrolled for course work in the graduate program are responsible for reporting any change of address and/or other salient information to the Center for Adult and Continuing Education. Failure to do so may result in failure to receive timely registration, program, grading and billing information.

Graduate Course Withdrawal and Refund Policies

A student may withdraw from a course without academic penalty within the period stated in the university calendar. Withdrawal forms may be obtained from the registrar's office or online through the e-MU portal. A grade of "W" is given for an approved withdrawal. The date on which the form is received by the registrar is considered the official date of withdrawal. Refund of tuition and grade assignment is based on the date on which the form is received. If a student does not officially withdraw from a class and ceases to attend it, a grade of "F" is awarded.

When a graduate student drops a course or withdraws from a course or the university, official notice must be filed with the registrar. Tuition refunds are based on the date the registrar receives official notice from a student indicating his/her desire to withdraw from a course.

Directed and Independent Study

Part-time and full-time graduate students may apply for these contract learning opportunities as outlined in the undergraduate section of this catalog with the exception that both require a 3.0 GPA or above.

Student Identity Verification Procedures and Distance Education

All Misericordia University distance education courses and the Blackboard Learning Management System employ a secure portal login process that requires a student use his or her unique Misericordia email address as his or her identification and personal secure password selected by and known only to that student for entry into a course through Blackboard and for access to the university portal. This ensures verification of student identity and is of no additional cost to the student.

The secure log-in and password verification process ensures the protection of the student's privacy under the Family Education Rights and Privacy Act (FERPA).

The process for resetting student passwords is established by the portal vendor through an electronic system student-selected security questions.

The Office of Information Technology is responsible for the application of the student identity verification procedures and monitoring of the university portal security.

Family Education Rights and Privacy Act (Buckley Amendment)

Misericordia University recognizes the privacy rights of individuals who are or who have been students, as guaranteed by the Family Educational Rights and Privacy Act (FERPA) of 1974. No information from records, files, or data directly related to a student shall be disclosed to individuals or agencies outside the University without the express written consent of the student. FERPA does authorize disclosure without consent to school officials with legitimate educational interests who need to review an education record in order to fulfill their professional responsibilities. The following people or agencies are also allowed access to records without consent: persons or companies with whom the University has contracted (such as attorneys, auditors, or collection agents); students serving on official committees, such as disciplinary or grievance committees, or assisting other school officials in performing their tasks; persons or organizations to whom students have applied for financial aid; persons in compliance with a lawful subpoena or court order; and persons in an emergency in order to protect the health or safety of students or other persons.

The University considers the following to be public information which may be made available, at its discretion, without prior consent of the student:

> student name, hometown and state, electronic mail address, dates of attendance, degrees, awards and honors received in the curricular and co-curricular life of the university, participation in officially recognized activities and sports, weight and height of members of athletic teams, the most recent previous educational institution attended by the student, and individually identifiable photographs of the student solicited by or maintained directly by Misericordia University as part of the educational record.

A student wishing to prevent the public disclosure of any or all of the above information may request so by notifying the Registrar's Office, where she or he may obtain the form prohibiting disclosure.

Except where prescribed by law, information regarding a student's educational records may not be disclosed to a parent, guardian or spouse without the student's written authorization on file in the Registrar's Office.

FERPA affords students the right to inspect and review their educational records within 45 days of the day the University receives such requests. Students should submit to the Registrar official written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

Students have the right to request the amendment of any educational records that they believe are inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record that they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to appeal the decision. Additional information regarding the appeal will be provided to the student when notified.

For more information regarding FERPA, please contact the Office of the Registrar in Mercy Hall, Room 115. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Misericordia University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and private information without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and private information without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your private information, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent private information from your education records, and they may track your participation in education and other programs by linking such private information to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Grading System

The grade point average is computed by dividing honor points earned by credits attempted according to the following scale:

Grades	Honor Points Per Credit
A	4.0

A–	3.7
B+	3.3
B	3.0
B–	2.7
C+	2.3
C	2.0
C–	1.7
F	0
AU	Not calculated
W	Not calculated
IP (see below)	Not calculated
I (see below)	Not calculated
S	Not calculated
U	Not calculated

Incomplete Grades for Graduate Program

The grade of "I" will be issued only for those courses in which a student has not completed the necessary requirements for graduate courses (500 and 600 level courses) because of extenuating circumstances.

Should conditions arise that prohibit the student from completing required course assignments by specified due dates, the student must negotiate with the course professor for a grade of incomplete ("I"). The student must contact the course professor and file an incomplete contract grade form with the professor at least two weeks prior to the date semester grades are due to the registrar. The form is signed by the student and the faculty member and a copy is retained by the student. The course professor has the right to determine the length of time for completion of the course requirements within the maximum time limits allowed. The grade of "I" must be removed within a maximum of one calendar year or the "I" automatically becomes an "F."

Emergencies may arise which do not allow a two-week notice. In that event, the student must contact the director of the Center for Adult and Continuing Education who will, in turn, inform the course faculty member involved.

A grade of "IP" (In Progress) will only be issued for profession contribution, thesis courses, or clinical education/fieldwork courses. The "IP" must be removed within a maximum of one calendar year or the "IP" automatically becomes an "F."

Note: A student who will be negotiating a grade of "I" or "IP" must obtain an incomplete contract grade form from the Center for Adult and Continuing Education or online through the e-MU portal.

Graduate Maintenance of Matriculation/Withdrawals

Normally, students have no more than five years after the date of matriculation to complete graduate degree requirements. Once accepted into a program, students must maintain matriculation on a continuing basis as specified by the program until they have completed all requirements. Students who do not maintain continuous registration as specified by the program must notify their respective program chairs/directors/coordinators in writing of their intent to withdraw from matriculation. The letter must state the reasons for the request and the anticipated length of withdrawal from matriculation, if known.

Generally, students who are in good academic standing both in their program and institutionally at the time of withdrawal, are granted a period of up to one calendar year from the time of withdrawal to return to the institution. In extraordinary circumstances, students may request an extension of this time period by petitioning the program chair/director/coordinator who will make a recommendation and forward the petition to the vice president of academic affairs, who will make the final decision. Each request will be evaluated on an individual basis. Students should contact the program chair/director/coordinator for specific requirements for returning to an academic program.

This policy does not bind the institution to offer the student's curriculum or program, which may have been discontinued or substantially altered during the period in which the student was not enrolled.

When withdrawing from matriculation for more than one semester, graduate students must complete the following in order to withdraw without penalty:

- return books to the library;
- return parking permit and student ID to the Center for Adult and Continuing Education;
- complete a withdrawal form and return it to the Center for Adult and Continuing Education.

The date of withdrawal will be determined by the completion of all of the above. That date will determine if any refund of tuition is warranted. Cancellation of charges will depend on the date that the withdrawal is official (see Refund Policy).

Students who withdraw after the last day to withdraw without academic penalty will receive a withdraw (W).

Graduate Non-Matriculation Status

Persons who have an undergraduate degree and who are not enrolled in a graduate program may take up to six graduate credits without applying for admission. After successful completion of six credits, matriculation is required to continue enrollment in program courses. However, workshops and seminars sponsored by the graduate programs are open to members of the public who may enroll in the workshops and seminars on an audit basis.

Transfer of Credit

In graduate programs that allow transfer or prior learning assessment (PLA) credits, applicants may transfer credit within the limits established by the residency requirement of the individual program, provided the courses were completed with a grade of "B" or better, and the credit was earned at an institution that is legally authorized to grant graduate degrees and is accredited by an accrediting agency recognized by the United States Department of Education. The university may award transfer credit based upon course equivalencies, expected learning outcomes and applicability to Misericordia University's curricula, standards, and course offerings. Please refer to the individual program for residency criteria.

Applicants with undergraduate or graduate coursework from institutions outside of the United States will be required to provide a credential evaluation prepared by either the international credentialing service of the American Association of Collegiate Registrars and Admission Officers (AACRAO), available at ies.aacrao.org; or, a credentialing service that is a member of the National Association of Credential Evaluation Services (NACES -- a list of members may be found www.naces.org). The University may award graduate transfer credit to graduate level coursework based upon course equivalencies, expected learning outcomes and applicability to Misericordia University's curricula, standards, and course offerings, consistent with the residency requirements of the individual program.

Graduate Accreditation

The master's degree in education offered by Misericordia University is fully approved by the Pennsylvania Department of Education. The master's degree in nursing is fully accredited by the

Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN), 1 Dupont Circle, NW, Washington, DC 20036, (202) 887-6791. The professional master's degree program in occupational therapy is fully accredited by the Accreditation Council for Occupational Therapy Education, 4720 Montgomery Avenue, Bethesda, MD, 20814-3425, (301) 652-6611. The entry level program in physical therapy is fully accredited by the Commission on Accreditation of Physical Therapy Education, American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, (800) 999-2782. The transition doctor of physical therapy program (tDPT) and the occupational therapy doctoral program (OTD) are fully approved by the Pennsylvania Department of Education. The master's degree in business administration and the master's degree in organizational management have accreditation by the International Assembly for Collegiate Business Education, P.O. Box 3960, Olathe, KS 66063, (913) 631-3009. The professional master's degree program in speech-language pathology at Misericordia University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, (301) 897-5700. The ARC-PA has granted **Accreditation - Provisional** to the **Misericordia University Master of Science in Physician Assistant Studies**, sponsored by Misericordia University. Accreditation - Provisional is an accreditation status. The status indicates that the plans and resource allocation for the proposed program appear to demonstrate the program's ability to meet the ARC-PA Standards, if fully implemented as planned. Accreditation - Provisional does not ensure any subsequent accreditation status and is limited to no more than three years for any program.

Graduate Programs

Contacts for Graduate Programs

For more information on particular aspects of Misericordia University, contact the individuals listed below at 570-674-6400 (toll-free at 866-262-6363) between 8:30 am and 4:30 pm. Other university personnel are listed in the directory section of this catalog.

Academic Affairs	Dr. Charles J. Brody, Vice President of Academic Affairs	
Admissions and Financial Aid	David Pasquini, Assistant Director of Admissions	
	Kimberly Spencer, Student Financial Services Counselor (student last name begins with A-L)	
	Kathy Pesta, Student Financial Services Counselor (student last name begins with M-Z)	
Program Directors	Education	Dr. Fred Croop fcroop@misericordia.edu
	Health Informatics	Dr. Allen Minor aminor@misericordia.edu
	Doctor of Nursing Practice	Dr. Brenda Hage bhage@misericordia.edu
	Master of Science in Nursing	Dr. Brenda Pavill bpavill@misericordia.edu
	Master of Business Administration	Dr. Corina Slaff cslaff@misericordia.edu
	Occupational Therapy	Dr. Grace Fisher gfisher@misericordia.edu
	Organizational Management	Dr. Corina Slaff cslaff@misericordia.edu

	Physical Therapy	Dr. Susan P. Barker sbarker@misericordia.edu
	Physician Assistant Studies	Darci Brown dbrown@misericordia.edu
	Speech-language Pathology	Dr. Glen Tellis gtellis@misericordia.edu
Student Life	Vice President of Student Life	Kathleen Foley kfoley@misericordia.edu
	Website	http://www.misericordia.edu
	Graduate e-mail Address	graduate@misericordia.edu

Financial Information

Please refer to Expenses per Semester 2015-16 section for a listing of all graduate program expenses.

Financial Assistance Programs

Definition of Academic Year

Misericordia University defines its academic year as the period of at least 30 weeks of instructional time, which begins on the first day of classes in the fall semester and ends on the last day of examinations in the spring semester.

The office of student financial services staff are available from 8:30 am to 4:30 pm to discuss individual problems and advise students in matters regarding financial aid and student accounts.

Federal Nurse Traineeship Monies

Federal nurse traineeship monies may be available for full-time graduate students in nursing (students registered for nine or more credits per semester). Please check with the chair, nursing department.

Graduate Assistantships

A limited number of graduate assistantships are available on a competitive basis to graduate students. The assistantships involve designated institutional or programmatic work responsibilities that relate to the student's graduate studies. Graduate assistantships provide full or partial payment of tuition and/or stipends. Written requests for assistantships should be submitted to the program director, who can provide specific information regarding available assistantships.

Graduate Student Loans

Through the Federal Unsubsidized Direct Loan, graduate students enrolled on at least a half-time basis may apply for up to $20,500 per year. Repayment of principal is deferred until six months after program completion (or after a student ceases enrollment on at least a half-time basis).

Alumni discount: one third off up to 11 credits per semester (when no other discounts apply).

Veteran's Benefits

Misericordia University is approved by the Veteran's Administration for the education and training of veterans and welcomes the opportunity to provide graduate education to veterans of the armed services. Veterans enrolling at the institution for the first time should notify their local Veteran's Administration Office in order to apply for educational benefits. This application should be filed six weeks prior to the beginning of the semester. Students must contact student financial services to initiate the process.

Additional Requirements

Students may take coursework outside the academic requirements for their degree; however, he/she should be aware that Title IV financial aid and Veterans Administration aid may not be used to cover the costs associated with such courses. The Student Financial Services Office should be consulted on the impact of taking coursework outside the degree requirements prior to finalizing his/her registration.

Admission Requirements

Matriculation in any graduate program at Misericordia University requires at minimum a bachelor's degree from an accredited college or university. In addition, some graduate programs have program-specific admissions requirements, which are noted in the program section of the catalog. Applicants must file a formal request for admission along with three letters of recommendation and the results of either the Graduate Records Examination (GRE) or the Miller's Analogy Test (MAT) as required by specific programs. A complete application consists of the application form, three letters of reference, the application fee, official transcripts of previous academic work to be forwarded directly from the institution at which the credits were earned, and the results of either the GRE or MAT examination as appropriate. Students for whom English is a second language must demonstrate proficiency in written and spoken English. The application and all supporting material should be mailed to:

Office of Admissions
Misericordia University
301 Lake Street, Dallas, PA 18612-1090

Phone: 570-674-6451
Fax: 570-675-2441

Credentials will be screened by the graduate admissions committee. The applicant will be notified in writing of matriculation status within eight weeks of receipt of a completed application.

Students with Credentials from Foreign Institutions

Applicants with prior coursework from institutions outside of the United States will be required to provide a credential evaluation prepared by either the international credentialing service of the American Association of Collegiate Registrars and Admission Officers (AACRAO), available at ies.aacrao.org; or, a credentialing service that is a member of the National Association of Credential Evaluation Services (NACES -- a list of members may be found www.naces.org).

Criminal Background Check Internal Policy

Misericordia University is a community rooted in its mission where all are welcome. The University is also committed to the safety of our community. As a result of this commitment, offenses, such as crimes of dishonesty, crimes of violence, crimes involving controlled substances, and other similar offenses that may place the University community at risk, are taken very seriously.

When an applicant for admission indicates on the admissions application that they have been convicted of, have plead guilty to, have plead no contest to, or have a pending charge or charges related to, a criminal incident (including - felony, misdemeanor and/or summary non-traffic offenses), Misericordia University will require further investigation into the applicant's background. Such applicants will be sent an email from the Admissions Applicant Background Review Committee requesting more information related to the conviction(s) and/or pending charge(s). Additionally, the Committee may schedule a personal interview with the applicant to discuss the situation. If such an interview is to be scheduled, the applicant will be notified by the Committee via e-mail of the date, time and location of the interview. After a review of all available information, a decision on acceptance will be rendered by the Committee and conveyed to the applicant by the University Admissions Department.

If the University discovers that an applicant has failed to disclose a criminal conviction or pending criminal charge as requested in their application for admission, the University may revoke an offer of acceptance if one has been made, or may take other appropriate action consistent with its policies.

Tuition Payment Options

Deferred Payment Plan

Misericordia University provides an option for students to pay tuition, fees, and other charges on a deferred payment plan. The plan permits educational costs to be spread over a period of time. The requirements of the plan are as follows:

1. A down payment of 20% of the total term/semester charges is required unless other arrangements have been made with the office of student financial services.
2. Deferments are limited to one term/semester; the unpaid balance must be paid before final examinations that term/semester. Failure to pay charges in full before final exams may result in loss of credit for the term/semester.
3. At the close of each month, the unpaid balance will be charged a one percent finance charge.
4. Student who fail to meet their deferred payment obligations will be dropped from the plan.
5. Participants in the plan must sign and receive a copy of the deferred payment plan.

Finance Charge

It is a university policy that any outstanding balances will be charged a one percent finance charge at the close of the second month into the semester and each month thereafter. This policy is waived for students who receive tuition benefits, rehabilitation benefits or veterans' education benefits.

Tuition Reimbursement Payment Plan

Students who receive tuition benefits from their employer may be eligible to participate in Misericordia University's Tuition Reimbursement Payment Plan. Generally, this payment plan permits tuition and fees to be paid up to 30 days after grades have been sent to students, rather than the time of registration for the course. The requirements of the plan are as follows:

- only part-time students are eligible;
- a tuition reimbursement letter from the employer must be on file prior to registration and must be updated annually. The letter must state the terms of the benefit;
- students must keep the original invoice and final grades for employer verification. Duplicate invoices and grade sheets will not be issued;
- it is the responsibility of the student, not the employer, to ensure that payment is made within the 30-day period. Students who fail to make payment within the 30-day grace period may be removed from the tuition reimbursement payment plan;
- the 30-day grace period does not apply to graduating students. Tuition and fees must be paid prior to graduation; and,
- students receiving partial tuition benefits must make arrangements to pay the costs not covered by the employer at the time of registration.

Special Programs

Air Force ROTC

Through cooperative programs with Wilkes University, Misericordia University students can take part in Air Force Reserve Officers' Training Corps. The Air Force ROTC program is based at Wilkes University. Students who participate in ROTC at this institution do so without penalty to their full-time academic status at Misericordia University. Free elective courses are awarded by the university for ROTC participation. Tuition for ROTC courses is paid directly to the institutions offering the programs. More information about ROTC may be obtained from the Director of Admissions at Misericordia

University and the ROTC Office at Wilkes University by phone at 570-408-4860 and by email at rotcdl@wilkes.edu mailto:. More information can also be found online at afrotc.wilkes.edu/afrotc.

Army ROTC Military Science

Misericordia University offers students the opportunity to participate in Army ROTC at King's College in nearby Wilkes-Barre through the Northeast Pennsylvania (NEPA) Reserve Officer Training Corps Royal Warrior Battalion. The Army ROTC Battalion continually ranks in the top 10% of all ROTC programs nationwide and was ranked tenth in the eastern United States Army ROTC region in 2010. The Battalion has recently celebrated sixty years of commissioning outstanding officers for America's military. Students who participate in this program do so without penalty to their full-time academic status. The university awards free elective credit for participation in any ROTC course. Any Misericordia University student may participate in any ROTC basic course program for two years without cost or obligation.

The primary objective of the Reserve Officer Training Program is to develop leadership capabilities in students and to train future officers for the active Army, US Army Reserve, the Army National Guard, as well as leaders for the civilian community. The Army ROTC program can be tailored to fit any student's schedule, particularly in the freshman and sophomore years. Military science instruction is offered at King's College campus with two, three and four programs of study leading to a commission as an officer in one of the three components of the United States Army. To be commissioned as a second lieutenant, students must pass a physical examination and complete the two, three, or four-year program of military science courses. Students normally take one course per semester during their normal four-year course of study although there are numerous means to meet each student's academic needs.

All students receiving ROTC scholarship benefits, as well as sophomores, juniors and seniors that are contracted with the Army, receive a monthly stipend. The stipend starts at $300 per month during their freshman year, increases to $350 during their sophomore year, $450 during their junior year and $500 during their senior year. The stipend is paid directly to the student each month that they are in school. The military science department provides all uniforms, equipment and textbooks required for the classes at no cost to the student.

In addition to academic classes, students may also participate on a voluntary basis in many additional training opportunities such as physical training and hands-on equipment training each week. Each semester there is a military social event and at least one weekend training session that includes such events as military marksmanship, cross country orienteering, military rappelling, leadership application courses and obstacle/confidence courses. During breaks and vacations students can volunteer for active army training such as military parachute operations, helicopter operations, military mountain climbing and training with active army units in the United States and overseas. There are also numerous academic internships with state and federal agencies available through Army ROTC. All training is cost free to the student and students are paid for some summer training courses.

The ROTC program consists of two primary programs, the basic course normally given during the freshman year and sophomore year consisting of MIL 211/212, MIL 221/222 and MIL 251/252. The advanced courses normally taken during the junior and senior years consists of MIL 231/232, MS 241/242, and MS 251/252. MIL 100 Physical Fitness Training is encouraged for all students participating in Army ROTC.

Students who have completed basic training in any U.S. service may qualify for placement into the advanced course. Additionally students who have not completed the ROTC basic course may qualify for the advanced course by attending a paid four week long leadership training course conducted each summer at Fort Knox, Kentucky. Freshman and sophomore students can compete for two, two and one half, and three year ROTC scholarships that pay up to full tuition and fees per year and $1200 per year for books. Special nurse, Army National Guard and Army Reserve Scholarships are also available.

The Army will commission successful graduates as a second lieutenant with a starting salary of over $38,000 per year plus medical and dental benefits, as well as 30 days paid vacation per year.

For more information on the Army ROTC program at Misericordia University, contact the Military Science Department at 570-208-5900 ext. 5305 or ext. 5301.

Military Science Course Descriptions

MIL 100 Physical Fitness Training 1 credit

U.S. Army Master Fitness trainers supervise a comprehensive fitness program based on the latest military fitness techniques and principles. The classes are conducted on Mondays, Wednesdays, and Fridays at the King's College Scandlon Fitness Center and are one hour.

MIL 211/2 Concepts of Leadership I & II 1 credit

Instruction focuses on providing a basic understanding of the Army and general military knowledge and skills while concentrating on leadership skills and civic responsibilities important to everyone. Classes are one hour each week.

MIL 221/2 Dynamics of Leadership I & II 2 credits each

Instruction is designed to familiarize students with basic military leadership at the junior leader and immediate supervisor level. Classes are two hours each week.

MIL 231/2 Basic Military Leadership I & II 2/1 credits

Instruction focuses on continued leadership development. Students are trained and evaluated on developing, managing and presenting training to the MS I & II cadets. The goal of the MSIII year is to prepare students for the National Advanced Leadership Camp. Classes are two hours each week. Prerequisite: Advanced placement credit.

MIL 241/2 Advanced Military Leadership I & II 2/1 credits

Instruction focuses on teaching students to function as a member of a staff and continue to develop leadership skills. This course covers public speaking, military briefing, effective writing as well as training management and administrative and logistical support. Classes are two hours each week.

MIL 251/2 Leadership Application Laboratory no credit

This class focuses on hands-on application and reinforcement of classroom instruction as well as teaching weapons, first aid, land navigation and tactical leadership. This class meets at various locations in the Wilkes-Barre/Scranton area for two hours each week and is highly encouraged for students in the basic course and is required for students in the advanced course.

Center for Adult and Continuing Education

Misericordia University offers a variety of educational options for non-traditional students: those students who attend part-time, those who did not go to college right after high school and those with some prior college experience.

The Center for Adult and Continuing Education is sensitive to the alternative needs of students with families, full-time jobs, or both. Evening classes are held every semester and during the summer. Many non-traditional students find weekend, accelerated evening and online classes convenient. All of the university's academic and student services facilities are available to students. Similarly, such students must comply with the university regulations. The adult learner can access a variety of academic and support services including individualized academic assistance; various computerized career guidance tools to help students determine vocational paths that best suit their work values, interests and abilities; periodic workshops on topics such as study skills, job search, and interview techniques; free tutoring on

campus and a free online tutoring and writing assistance service, Smartthinking; and a variety of credit options outside of the classroom (see Credit Option Outside the Classroom).

Part-time, Evening and Online

Flexible scheduling enables many students to work towards a degree without giving up full-time work or family care.

Expressway

The Expressway Program is an accelerated, bachelor's degree completion program designed for adult students who have prior college credits and relevant work or life experience. Classes are held at Luzerne County Community College (LCCC) in Nanticoke and Lackawanna College (LC) in Scranton one evening per week. Classes are also held in Nanticoke every third Saturday. Online classes are also available. Classes are scheduled in five-week, seven-week, and full semester formats. Students in the Expressway Program are limited to 12 credits per 15-week semester (with the exception of those enrolled in a required lab science course, who are limited to 13 in that semester). This program is also available for students who want to earn a second bachelor's degree or a certificate.

For further informaton on distance education courses, please refer to the Student Identity Verification Procedures and Distance Education and Guidelines for Instructional Time Equivalencies Across Formats/Assignment of Credit Hours policies, under the Undergraduate Academic Policies and Procedures section of the catalog.

Expressway faculty are professionals within a field of expertise and have been carefully selected and trained to facilitate adult learners in this innovative learning environment.

Weekend College Classes on Campus

Weekend College is a special accelerated educational model for adult learners in select programs who must balance family and career responsibilities while pursuing their education. Students earn credit toward a degree by attending classes every other weekend. The program emphasizes independent, self-motivated study. Weekend College classes meet on Saturdays and/or Sundays (8 am–noon).

For further information contact the Center for Adult and Continuing Education at 570-674-6450.

Non-credit Programs

For individuals interested in professional and personal development, the Center for Adult and Continuing Education offers a variety of credit-free programs, classes and workshops.

The Fun and Fitness Program offers special programs, camps, non-credit courses and workshops for children, students, employees, alumni, and the community.

For further information, contact the Center for Adult and Continuing Education at 570-674-6289.

Consortium Programs

Students at Misericordia University may register for courses at King's College and/or Wilkes University in Wilkes-Barre, if those courses are not part of Misericordia's curricula. The program is reciprocal. Full-time students in good academic standing who meet specific course prerequisites are eligible. Ordinarily, cross registration is available only to juniors and seniors who have received permission from their major department to participate in the program. Cross-registered courses are considered part of a student's regular course load; no additional tuition fees are charged and courses carry full academic credit and grade value.

Credit Options Outside the Classroom

Misericordia University recognizes that significant, meaningful learning often occurs in settings other than structured, university-sponsored courses. For adult students who would like to receive credit for knowledge they have already acquired, College Level Examination Program (CLEP) and Prior Learning Assessment (PLA) permit them to translate their learning into college credit. No more than a total of 40 credits may be earned through credit options outside the classroom.

CLEP: College Level Examination Program

CLEP allows students to demonstrate their knowledge in a wide range of subject areas. CLEP examinations are standardized tests that measure a person's knowledge of the material covered in introductory college courses. The knowledge may have been obtained through on-the-job experiences, professional workshops, classes at business or technical schools, volunteer activities, or vocational pursuits. CLEP credits are treated as transfer credits and are awarded on a credit/no credit basis. Only passing grades appear on transcripts. Call the Center for Adult and Continuing Education at 570-674-6450 for more information.

Prior Learning Assessment (PLA) Credits - Graduate Programs

Prior Learning Assessment (PLA) credits provide students the opportunity to validate their relevant learning in a written document called a portfolio. The portfolio information is organized to correspond as closely as possible to comparable courses from Misericordia University inventory of graduate offerings. Emphasis is placed on the satisfactory presentation of the student's knowledge relative to each course's learning objectives.

Eligibility for PLA application will be determined by the appropriate program director who will select a faculty assessor from the involved department. The assessor will review the portfolio according to the following criteria: the learning will be demonstrated to be college level; the learning is current, particularly in quickly-changing fields; the learning must be able to be generalized and transferred, i.e., it can be applied outside of the specific context or situation in which it was acquired; the learning must be measurable; the learning must have a theoretical as well as a practical component; credits will be awarded for competence and actual learning outcomes, not merely the experience; the credits awarded will not duplicate other earned credits.

Students who request assessment of their prior learning must:

1. Be matriculated at the university with a declared major;
2. Limit requests for assessment to those course areas that will fulfill degree requirements in their declared graduate major;
3. Have had all transfer credits officially evaluated prior to attempting this credit option;
4. Submit the designated fee for each PLA assessment being evaluated made payable to the department assessing the PLA portfolio(s).

Students who have been awarded prior learning assessment credits at another institution will not automatically be awarded such credit in transfer. Students have the opportunity to present their portfolios, with updated information, to the appropriate program director for consideration.

In no case may the number of PLA credits brought into a graduate program at Misericordia University after matriculation exceed twelve (12), nor can the combination of PLA credits and/or transfer credits exceed twelve (12).

The PLA decision of the department is final.

Prior Learning Assessment (PLA) Credits - Undergraduate Programs

Prior Learning Assessment (PLA) credits provide students the opportunity to validate their relevant learning in a written document called a portfolio. The portfolio information is organized to correspond as closely as possible to comparable courses from Misericordia's inventory of undergraduate offerings. Emphasis is placed on the satisfactory presentation of the student's achievement relative to each course's learning objectives.

For challenged courses, a faculty assessor from the involved department will be selected by that college's dean. The assessor will review the portfolio according to the following criteria: the learning will be demonstrated to be college level; the learning is current, particularly in quickly-changing fields such as computer science and business; the learning must be able to be generalized and transferred, i.e., it can be applied outside of the specific context or situation in which it was acquired; the learning must be measurable; the learning must have a theoretical as well as a practical component; credits will be awarded for competence and actual learning outcomes, not merely the experience; the credits awarded will not duplicate other earned credits. (This includes transfer, CLEP, and/or completed course credits, ACT, PEP exams, etc.)

Students who request assessment of their prior learning must:

1. Be matriculated at the university with a declared major;
2. Limit requests for assessment to those course areas that will fulfill degree requirements in their declared major;
3. Have had all transfer credits officially evaluated prior to attempting this credit option.
4. Submit the designated fee for each PLA assessment being evaluated made payable to the Center for Adult and Continuing Education.

Students will not be required to have any previously earned university credits; thus there will be no minimum GPA requirements. Students who have been awarded prior learning assessment credits at another institution will not automatically be awarded such credit in transfer. Students have the opportunity to present their portfolios, with updated information, to the appropriate department chair for consideration.

The option for prior learning assessment will be available only during fall and spring semesters. The PLA decision of the department is final. For more information contact the Center for Adult and Continuing Education at 570-674-6450.

Honors Program

The honors program is an interdisciplinary community of undergraduate students and faculty working together to create an intellectually stimulating and challenging environment for learning. Honors students take a common sequence of core curriculum courses, participate each semester in the Honors Explorations Seminar, and produce a professional quality paper or project as part of the Honors Capstone. The honors program also sponsors a variety of extra-curricular programs, such as travel to local and regional historical venues and cultural events, opportunities for presenting original research, and participation in conferences sponsored by the National Collegiate Honors Council and other colleges and universities. Program-related decisions are made and activities are planned with input from both honors faculty and students. Honors students also receive recognition on their transcript, at university awards ceremonies, and at commencement.

The academic portion of the honors program consists of three components. The first is an alternative 36-credit core sequence in the humanities and social sciences. All students must complete a core curriculum, but honors students take humanities and social sciences classes with a special emphasis on written responses (science and math requirements are taken as part of the regular core). Honors classes are not necessarily harder, but approach course material in different ways. They tend to be small and

interactive, emphasize discussion and critical analysis, and use primary sources in addition to textbooks. Additionally, honors courses are interdisciplinary, linked by common principles and ideas. All honors core courses are listed as "Section 07" in each semester's schedule of classes. In combination they include: two semesters of English, fine arts, history, philosophy, and religious studies, plus one semester of psychology and either sociology or economics. Elective honors courses in math, the natural sciences, and the health sciences also may be offered. A minimum of eight honors section core courses is required to graduate with honors.

The second academic component requires student participation in the non-credit Explorations Seminar (HNR 300), which meets three times per semester. Within this seminar, students and faculty together explore a theme or topic that often relates to issues being explored in the honors courses. While the seminar may take different forms, such as a debate, a roundtable, or a guest lecture, it always involves discussion among students and faculty.

The final academic component of the program is the Capstone Project (HNR 401) in which students create a professional-quality project that advances their research and presentation skills. Students develop their projects after a process of self-directed research and writing under faculty guidance. The final projects are presented in a public forum to the university community and published in the honors journal *Honorus*.

Students are admitted to the honors program by application only. Admission decisions for first-year students are based on high school academic record, involvement in extra-curricular activities, evidence of intellectual curiosity, and overall "fit" with the program. Application materials may be requested by any qualified, interested high school senior. In addition, current and transfer students can determine their eligibility for admission to the program by contacting the program director. To remain in the honors program, students must maintain a 3.15 GPA in their first and sophomore years, and a 3.35 GPA subsequently.

All honors courses are open to non-honors first-year students and sophomores with a 3.0 GPA or higher, and to juniors and seniors with a 3.25 GPA or higher, with the professor's approval and assuming space is available.

For information contact Thomas Hajkowski, PhD.

Service-Learning

The mission of Misericordia University's Office of Service-Learning is to engage students in the development of lifelong civic responsibility through academic coursework. The university believes that through service engagement, students will gain the knowledge, skills and commitment to make a significant impact on the communities in which they live. The goal is to not just engage students in learning through service but to instill a lifelong commitment to mercy, service and justice. Further, Misericordia University believes that the combination of strong academics, career development and community service leadership will foster the development of citizens who will take leadership roles in creating communities where mercy and justice prevail.

Service-Learning Goals:

- Support the incorporation of Service-Learning service opportunities into courses.
- Provide service-learning experiences supportive of the university's mission that connect students with their communities.
- Foster a commitment to mercy, service and justice.
- Develop strong community partnerships between the University and within the community.
- Implement programming such that each student will participate in at least one service-learning academic experience before graduation.

For further information, please contact the Office of Service-Learning at 570-674-6203.

Study Away Programs

Misericordia University works with program providers for semester-long study abroad opportunities. Students may choose to study abroad for one or two semesters, normally in their junior year. Students must consult with their academic advisor regarding courses and number of credits to be taken at the institution abroad. Students who wish to use courses taken abroad to satisfy specific course requirements at Misericordia University, whether in the core or the major, must secure the approval in advance of the appropriate department chair. For more information and to obtain the appropriate study abroad paperwork, students must contact the Insalaco Center for Career Development.

Study away credits, either through affiliated or non-affiliated programs, are governed by the relevant sections of the "Off Campus Courses" policy. Students planning a study abroad experience must consult with the director of student financial services to determine appropriate financial responsibility.

Office of Summer Studies

The Office of Summer Studies, located in the Center for Adult and Continuing Education, in collaboration with the deans and department chairs, manages the summer undergraduate and graduate course offerings for both current and visiting students. The Center hosts and facilitates summer conferences and institutes and assists with special programs, camps, non-credit courses, and workshops for children, students, employees, alumni, and the community.

Office for Students With Disabilities

504

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, students with documented disabilities may seek academic accommodations for their disability free of charge. These academic accommodations include extended time on tests, use of a note sharer and tape recording of lectures.

ALP

The Alternative Learners Project (ALP) is a fee based program of services offered in addition to the services Misericordia University is required to provide students with disabilities under 504. ALP services include an eight-week course in Learning Strategies and an individualized Program of Accommodations (POA). The POA may include writing support instruction, access to a dedicated study room and time management skills. Each student meets individually with a program coordinator on a weekly basis.

The 2015-2016 fee schedule is as follows:

First year freshmen $2,250 (first semester)

Second semester freshman and all upperclassmen $1,750 (semester)

Women with Children Program

The Ruth Matthews Bourger Women with Children Program is designed for academically qualified single mothers and provides the opportunity to live on campus with their children while attending classes.

Academic Program Definitions

Academic programs fall into six inter-related groups: majors, minors, specializations, certificates, certifications, and elective areas of study. These program areas are defined below.

Majors	Areas of study in a formal discipline for which a degree is awarded; for example, a Bachelor of Arts Degree in History, a Bachelor of Social Work Degree in Social Work, a Bachelor of Science Degree in Mathematics, or a Master of Science Degree in Occupational Therapy.
Minors	Focused programs of study which involve specific clusters of courses around a general area of study. Minors are not associated with particular degree programs and are therefore open to all undergraduate students. For example, minors are available in writing, philosophy, and religious studies.
Specializations	Specializations are focused programs of extended study closely associated with a specific degree program. Specializations are generally available only to students who have been accepted into the major for the specific degree, for example, BA, History (Pre-law) or BS, Biology (Pre-medicine).
Certificates	Certificates are awarded to students who complete specified coursework independent of a defined degree program. Certificate programs are offered in addictions counseling, informatics, nuclear medicine, PACS administration and diagnostic medical sonography. A graduate level pediatric certificate is available for practicing occupational and physical therapists. NOTE: Completion of a certificate program does not equate to certification in any of the programs.
Certifications	Certifications are prescribed programs of study designed to meet requirements of official agencies which recognize the certification as a valid credential. For example, certifications are available in early childhood education which is recognized by the Pennsylvania Department of Education.
Elective Areas of Study	There are clusters of courses which are not as a group directly associated with a specific degree program. Elective courses are intended to augment the liberal arts background of any interested students. For example, electives are available in philosophy or sociology.

Academic Program Listings

Specific Degree Programs	In the academic program listings majors, specializations, and certifications are listed alphabetically within each college.
Minor Programs	Minors, which are open to all students, may be taken in association with any degree Minors involve 15 to 22 credits in specific areas. The minors offered are listed in al order within each college.
Course Descriptions	Specific information regarding every course offered may be found in the course des section at the end of the catalog.

Undergraduate and Graduate Curricula Academic Colleges

Misericordia University's academic programs are administered by three distinct colleges. The programs offered by each college are listed below.

College of Arts and Sciences

Majors	Biochemistry
	Biology

	Chemistry
	Clinical Laboratory Science
	Communications
	Computer Science
	English
	Government, Law, and National Security
	History
	Information Technology
	Mathematics
	Medical Science
	Philosophy
	Physician Assistant Studies, MS
Minors	Advanced Clinical Nutrition
	Art History
	Biology
	Chemistry
	Communications
	Computer Science
	English
	Ethics
	History
	Information Security
	Mathematics
	Music and Culture
	Philosophy
	Political Science
	Religious Studies
	Social Studies
	Studio Art
	Theater
	Writing
Certificates	Advanced Clinical Nutrition (post-bachelor's certificate)
Specializations	IT Security, (Information Technology Major)
	Pre-law, English
	Pre-law, History
	Pre-law, Philosophy
	Pre-professional (Biochemistry, Chemistry)

College of Health Sciences

Majors	Health Science, BS (for five-year degree programs)
	Diagnostic Medical Sonography, BS
	Nursing, BSN (Traditional and Part-time)
	BSN Evening Nursing Program (Part-time accelerated)
	RN to BSN (Expressway)
	MSN (FNP)

	DNP
	BSN to DNP
	Medical Imaging, BS
	Occupational Therapy, Entry-level Professional, MS in OT, (Traditional & Weekend Format)
	Occupational Therapy, Post-Professional, MS
	Occupational Therapy Post-Professional OTD
	Physical Therapy, Entry-level Professional DPT
	Physical Therapy, Post-professional, transition DPT
	Speech-language Pathology, MSSLP
Minors	Management (Medical Imaging Majors)
Specializations	Management (Medical Imaging Majors)
	Family Nurse Practitioner (MSN)
	Nursing Education (DNP)
	Nursing Leadership (RN to BSN)
	Pediatrics (Health Science/OT majors)
Certificates/Certifications	Diagnostic Medical Sonography
	Post Masters Family Nurse Practitioner
	Pediatrics (for Practicing Occupational and Physical Therapists)
	Teacher Certification in Speech and Language Disabilities

College of Professional Studies and Social Sciences

Majors	Accounting
	Applied Behavioral Science
	Business Administration
	Education, Graduate
	Education: Early Childhood and Special Education
	Education: Midlevel (Grades 4-8)
	Health Care Management
	Health Informatics, MS
	Masters of Business Administration
	Organizational Management–Graduate
	Professional Studies
	Psychology
	Social Work
	Sport Management
Minors	Accounting
	Addictions Counseling
	Applied Economics
	Child Welfare Services (no longer accepting applicants as of October 2, 2014)
	Forensic Accounting
	Gerontology
	Health Care Management
	Management (for Medical Imaging Majors)
	Management
	Management Information Systems

	Marketing
	Psychology
Certificates/Certifications	Addictions Counseling
	Geriatric Care Manager
	Health Informatics
	PA Reading Specialist, K-12
	PA Teacher Certification, Grades Pre-K-4
	PA Teacher Certification, Grades 4-8
	PA Teacher Certification, Special Education Grades Pre-K-8
	PA Teacher Certification, Secondary Education
	PACS Administrator
	Reading Specialist
Specializations	Accounting, Graduate (Master of Business Administration)
	Addictions Counseling
	Child Welfare Services
	Forensic Accounting (Accounting)
	General Business (Business Administration)
	Gerontology
	Health Care Management (Business)
	Health Care Management, Graduate (Organizational Management, Master of Business Administration)
	Health Care Marketing (Health Care Management Major)
	Human Resource Management, Graduate (Organizational Management, Master of Business Administration)
	Information Technology Management (Organizational Management)
	Instructional Technology, Graduate Education
	Management (Business)
	Management, Graduate (Organizational Management, Master of Business Administration)
	Management Information Systems (Business Administration)
	Marketing (Business Administration, Health Care Management)
	Mental Health Intervention (Psychology)
	Reading, Graduate Education
	Select Sequence (Business)
	Special Education, Graduate Education
	Sport Management (Business)
	Sport Management, Graduate (Master of Business Administration)

Core Curriculum Requirements

The Misericordia University Core Curriculum is a comprehensive program in the Arts, Humanities, and Social, Behavioral and Natural Sciences that prepares students to think critically and creatively, to communicate effectively, and to embody the spirit of service. The Core Curriculum is intentional in exposing students to diversity, raising cultural awareness, and shaping them as global citizens. Catholic

values as expressed in the charisms of the Sisters of Mercy create the foundation for students to reflect, act ethically and live in relationship with God, humanity and creation. The courses that form the Core Curriculum provide the knowledge and skills that lay the foundation for undergraduate education at Misericordia University.

Core Curriculum Goals

1. Students will communicate effectively using oral, written and/or artistic presentations.
2. Students will demonstrate critical thinking and problem solving skills.
3. Students will demonstrate integrating information and technological literacy.
4. Students will demonstrate an understanding of the central concepts and ideas of the arts, humanities, and the social, behavioral, and natural sciences.
5. Students will demonstrate an awareness of ethical issues across disciplines.
6. Students will demonstrate an awareness of and appreciation of global interdependence and diversity.

All undergraduate students, regardless of major, are required to complete a minimum of 49 credit hours of core courses, as listed below:

Written Communication Requirement

All students must complete:

1. The University Writing Seminar (3 credits). See the core requirements listed below for where specific departments offer University Writing Seminar (UWS) courses within their curriculum. Successful completion of the UWS course is required prior to beginning the writing intensive courses. These courses also satisfy core requirements in the department in which they are offered. A second UWS course cannot be taken by a student who has already successfully completed another UWS course in a different department. A UWS course from one department cannot be used to grade replace a UWS course taken in another department.
2. At least two courses identified as writing intensive. Sections that are writing intensive will be indicated with a "W" following the course number on the course schedule. These courses may be offered and taken as part of the core requirements listed below and/or within individual majors/minors.

Behavioral Science: Select any two (6 course credits required)

PSY 123 Introduction to Psychology (3 credits)

SOC 101 Comparative Sociology (3 credits)

BUS 205* Macroeconomics (3 credits)

BUS 206* Microeconomics (3 credits)

BUS 207* Contemporary Economics (3 credits)

(*Only one Economics course may count towards core)

English: Select any two (6 course credits required)

ENG 150 Introduction to Literature (3 credits)

ENG 151 University Writing Seminar (3 credits)

ENG 185 Special Topics-Core (3 credits)

ENG 208 African American Literature (3 credits)

ENG 216 Italy in Literature & Film (3 credits)

ENG 219 Modern World Literature (3 credits)

ENG 223 Ethnic American Literature (3 credits)

ENG 224 Women Writers (3 credits)

ENG 225 Disability in Literature (3 credits)

ENG 245 British Literature I (3 credits)

ENG 246 British Literature II (3 credits)

ENG 247 American Literature I (3 credits)

ENG 248 American Literature II (3 credits)

ENG 249 European Fiction (3 credits)

Fine Arts: Select any two (6 course credits required)

FA 203 Subjects and Symbols (3 credits)

FA 204 Beauty and Ugliness (3 credits)

FA 207 World Music (3 credits)

FA 208 Pop Music: Diversity and Identity (3 credits)

FA 209 Themes in Art (3 credits)

FA 211 Global Contemporary Art (3 credits)

History/Political Science: Select one course from Group A and one course from Group B (6 course credits required) OR select a survey sequence (both HIS 101 and 102; or, both HIS 103 and 104)

History Group A:

HIS 103 US History I (3 credits)

HIS 104 US History II (3 credits)

HIS 105 Turning Points in American History (3 credits)

HIS 110 Spies, Traitors, and Saboteurs (3 credits)

HIS 115 Introduction to U.S. Environmental History (3 credits)

HIS 120 The U.S. in a World at War (3 credits)

HIS 125 Modern U.S. History through Popular Culture (3 credits)

HIS 151A University Writing Seminar (3 credits)

POL 100 American National Government (3 credits)

History Group B:

HIS 101 Western Civilizations I (3 credits)

HIS 102 Western Civilizations II (3 credits)

HIS 151B University Writing Seminar (3 credits)

HIS 155 Nineteenth Century Europe (3 credits)

HIS 160 Contemporary Europe (3 credits)

HIS 165 The History of Human Rights (3 credits)

HIS 170 The Holocaust: History, Memory, and Legacy (3 credits)

HIS 175 Introduction to Middle Eastern History (3 credits)

HIS 180 Introduction to World History (3 credits)

POL 103 Global Politics (3 credits)

Mathematics: All students are required to take two mathematics courses: one from Group A and one from Group B (minimum of 6 course credits required).

Placement into Mathematics Group A courses is determined by a student's score in the mathematics section of the Scholastic Aptitude Test (SAT):

MTH 120: SAT Math scores of 440 and below

MTH 160: SAT Math scores of 450-490

MTH 165: SAT Math scores of 500 and above

MTH 171: Required Mathematics Bank A course for Biochemistry, Biology, Chemistry, Computer Science and Mathematics majors.

Mathematics Group A

MTH 120 Mathematical Reasoning (3 credits)

MTH 160 Discrete Mathematics (3 credits)

MTH 165 Survey of Calculus (3 credits) *

MTH 171 Calculus I (4 credits)

Mathematics Group B (May be specified by program)

MTH 115 Statistics (3 credits)

MTH 160 Discrete Mathematics (3 credits)

MTH 165 Survey of Calculus (3 credits) *

MTH 171 Calculus I (4 credits)

MTH 172 Calculus II (4 credits)

*NOTE: This course may NOT be taken for credit by students who have previously received credit for MTH 151 or MTH 171.

Philosophy: Take PHL 100: Introduction to Philosophy and one of the following courses (6 course credits required). NOTE: PHL 100 is a prerequisite for every 200 level course.

PHL 200 Ethical Theory (3 credits)

PHL 201 Law, Justice and Society (3 credits)

PHL 202 Environmental Philosophy (3 credits)

PHL 203 Philosophy, Art and Film (3 credits)

PHL 210 Philosophy of Person (3 credits)

PHL 215 Wisdom Traditions (3 credits)

PHL 220 Philosophy and Literature (3 credits)

PHL 223 Social Ethics (3 credits)

PHL 257 Philosophy of Religion (3 credits)

PHL 261 Philosophy of Women (3 credits)

PHL 270 Social and Political Philosophy (3 credits)

PHL 285 Special Topics-Core (3 credits)

Religious Studies: Select one course from Group A and one course from Group B (6 course credits required).

Group A

RLS 104 World Religions (3 credits)

RLS 151 University Writing Seminar (3 credits)

Group B

RLS 100 Biblical Studies (3 credits)

RLS 106 Theology and Human Experience (3 credits)

RLS 107 Women and Spirituality (3 credits)

RLS 113 Theology of the Church (3 credits)

RLS 114 Introduction to Christian Thought (3 credits)

RLS 115 Religion in America (3 credits)

RLS 116 American Catholicism (3 credits)

RLS 117 Christian Health Care Ethics (3 credits)

RLS 118 Catholic Social Teaching and Mercy Spirituality for the 21st Century (3 credits)

RLS 160 Marriage, Sexuality and Family (3 credits)

RLS 185 Special Topics-Core (3 credits)

RLS 215 Death and Dying (3 credits)

RLS 285 Special Topics-Core (3 credits)

Natural Sciences - Select one lab science course and one non-lab science course, or two lab science courses (minimum of 7 course credits required).

Courses are listed in sequence when the first course is a prerequisite for the second course.

Lab courses:

BIO 105/105L Essential Biology with Laboratory (4 credits)

BIO 111: Evolution, Genetics and Ecology-BIO 112: Cell and Molecular Biology (4 credits each)

BIO 121 Human Structure and Function I (4 credits)

BIO 211 Anatomy and Physiology I (4 credits)

CHM 101-102 Chemistry in Context I & II (4 credits each)

CHM 104-105 General Chemistry and Introduction to Organic Chemistry (4 credits each)

CHM 133-134 Chemical Principles (4 credits each)

PHY 117-118 Physics Introduction I & II (4 credits each)

PHY 135 Introduction to Physical Science (4 credits)

PHY 145 Observational Astronomy (4 credits)

PHY 221-222 General Physics (4 credits each)

Non-lab courses:

BIO 105 Essential Biology (3 credits)

BIO 106 Introduction to Environmental Science (3 credits)

BIO 210 Biology of Aging (3 credits)

PHY 121 Energy in Our World (3 credits)

PHY 141 Introduction to Astronomy (3 credits)

PHY 142 Earth Science (3 credits)

Free Elective Credits: 9 credits.

Any courses can be taken to fulfill the nine credit free elective requirement. It is strongly recommended that students take the free elective courses outside the major.

Technical Competency Requirement

The technical competency requirement consists of a test designed to provide all incoming students with core technology competence for application throughout the academic experience and beyond. Students will automatically be registered for this non-credit course (TC 000). Successful completion is a graduation requirement for all undergraduate students at Misericordia University (for students in distance learning and hybrid progams, the competency is satisfied through their program orientation).

The technical competency requirement uses a grading system of “S” or “U.” If a student does not pass the test in the first semester, s/he will receive an “U” and will be automatically re-enrolled the following semester in the technical competency course.

Students who complete (or have completed) either Basic Computer Technology (BUS 105) or Educational Technology (TED 121) with a "C" or higher automatically meet the technology competency requirement.

The Misericordia University Guidelines for Appropriate Computing Behavior will be applicable.

Information Literacy

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

College of Arts and Sciences Majors

Biochemistry Major

College of Arts and Sciences
Degree BA or BS, Biochemistry
Department Chair Anna Fedor, PhD

Faculty

Nicola Y. Edwards, Assistant Professor of Chemistry/Biochemistry, BA Rice University; PhD University of California, Los Angeles

Anna Fedor, Assistant Professor of Chemistry, BS Pennsylvania State University; PhD Syracuse University

Beth Leverett Haas, Assistant Professor of Chemistry/Biochemistry, BS Indiana University of Pennsylvania; MS, PhD University of Michigan

Charles Saladino, Jr., Professor of Chemistry, BA, MA Hofstra University; PhD Iowa State University

Frank Yepez Castillo, Assistant Professor of Chemistry/Biochemistry, BS Universidad Simón Bolívar; PhD The University of Oklahoma

Biochemistry is an exciting and challenging field of study that combines the worlds of chemistry and biology into a science that explores the chemistry of biomolecules and those biological processes that support a living system. Today's biochemistry operates in the world of life on earth described by

biology and probes the complexities of this world on the molecular scale using the concepts and analysis techniques derived from the field of chemistry.

The biochemistry major reflects the fusion of the biological and chemical fields as a hybrid of both departments' curricula, combining the essential areas of chemistry knowledge of biology at the molecular level. We believe that students must first be good chemists before they can be good biochemists. Thus, the program is designed to be highly interdisciplinary. The biochemistry program at Misericordia University prepares students for graduate studies in chemistry and biochemistry, as well as the pharmaceutical, biomedical, and bio-technology industries.

At the end of their sophomore year and thereafter, biochemistry majors must have and maintain a GPA of 2.5 in courses required for the major in order to remain in good standing in the program, and a GPA of 3.0 to be recommended for graduate or professional schools. Students must earn a minimum of three (3) credits of research (CHM 460) before, or during, the first semester of their senior year. Research can be replaced with a summer internship (CHM 490, up to 3 credits) before, or during, their junior year.

Program Goals and Outcomes

The following are program goals for the Biochemistry major:

1. To prepare students in the area of biochemistry for careers in industry or for study in graduate or professional programs.
2. To teach students to solve problems, to think critically, and to interpret and report data with the use of technology
3. To familiarize students with chemical literature in multiple formats, including print and electronic references and chemical databases
4. To help students develop skills for independent and collaborative laboratory practices, including lab safety, analytical instrumentation, chemical synthesis, and quantitative analysis
5. To promote students' understanding of professional, ethical, and social responsibilities in the practice of chemistry and biochemistry
6. To prepare students to communicate effectively through written reports and oral presentations, including preparation of professional quality visual aids

The Biochemistry major program goals are realized in the following student learning outcomes:

1. Demonstrate proficiency in laboratory techniques in lower-level courses and proficiency in reporting advanced research in upper-level courses
2. Demonstrate proficiency in researching, completing, and reporting advanced disciplinary research
3. Demonstrate proficiency in laboratory techniques and in preparing formal laboratory reports
4. Illustrate professional, ethical, and social responsibilities in the practice of chemistry and biochemistry in advanced disciplinary research
5. Present advanced disciplinary research in paper, poster, and oral presentation to the university's consortium group

Biochemistry BS Degree

Suggested Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
CHM 133	Chemical Principles I	4
BIO 111	Evolution, Genetics & Ecology	4
MTH 171	Calculus I	4
	University Writing Seminar	3

Second Semester		*Total Credits 15*
CHM 134	Chemical Principles II	4
BIO 112	Cell and Molecular Bio	4
MTH 172	Calculus II	4
	Core	3

Sophomore Year

First Semester		*Total Credits 17*
CHM 243	Organic Chemistry	4
PHY 221	Physics I	4
	Core	3
	Core	3
	Core	3

Second Semester		*Total Credits 15*
CHM 244	Organic Chemistry	4
CHM 350	Chemical Literature	1
PHY 222	Physics II	4
	Core	3
	Core	3

Junior Year

First Semester		*Total Credits 16*
CHM 224	Analytical Chemistry	4
CHM 353	Biochemistry I	3
CHM 355	Physical Chemistry I	4
CHM 363	Biochemistry Laboratory	1
CHM 370	Junior Chemistry Seminar	1
	Core	3

Second Semester		*Total Credits 14*
CHM 324	Instrumental Methods for Chemical Analysis	4
CHM 354	Biochemistry II	3
CHM 460	Research[1]	1
	Core	3
	Core	3

Senior Year

First Semester		*Total Credits 16*
CHM	Chemistry Elective[2]	3
CHM 460	Research [1]	2
CHM 470	Senior Chemistry Seminar	2
BIO	Biology Major Elective[3]	3
BIO	Biology Major Elective[3]	3
	Core	3

Second Semester		*Total Credits 15*
CHM	Major Elective	3
	Free Elective	3
	Free Elective	3
	Free Elective	3
	Core	3

Total required for graduation 123 credits

Notes on major requirements

[1] May be replaced with Chemistry Internship (CHM 490)

[2] Students must complete at least 6 credits of electives in chemistry from the following:

- CHM 420: Polymer Chemistry

- CHM 360: Principles and Biochemical Mechanisms of Pharmacology
- CHM 356: Physical Chemistry II
- CHM 450: Special Topics
- CHM 460: Research
- CHM 410: Advanced Inorganic Chemistry

[3] Students must complete at least 6 credits of biology major electives from the following:

- BIO 243: General Microbiology
- BIO 252: Histology
- BIO 360: Immunology
- BIO 435: Cell Biology
- BIO 441: Molecular Genetics

Pre-Professional Specialization Curriculum

The Pre-Professional Specialization curriculum is the same as the B.S. in Biochemistry degree with the following exceptions:

1. The students interested in pursuing post-graduate professional studies should, at minimum, maintain a GPA of 3.0 (a "B" average) or better in order to be recommended to these programs.
2. Students are required to take CHM 356: Physical Chemistry II as one of their two chemistry electives.
3. As part of their specialization, students must complete three additional credits of biology major electives as one of their free electives, for a total minimum of 9 credits of biology major electives, from the following list of courses: BIO 243: General Microbiology, BIO 251: Comparative Anatomy, BIO 301: Gross Anatomy, BIO 346: General Physiology, BIO 360: Immunology, BIO 435: Cell Biology, BIO 441: Molecular Genetics
4. As part of their specialization, students are required to complete at least three credits of mathematics major electives as part of their free electives, from the following list of courses: MTH 215: Mathematical Statistics, MTH 226: Calculus III, MTH 241: Linear Algebra

Biochemistry BS Degree, With Pre-Professional Specialization

Suggested Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
CHM 133	Chemical Principles I	4
BIO 111	Evolution, Genetics & Ecology	4
MTH 171	Calculus I	4
	University Writing Seminar	3

Second Semester		*Total Credits 15*
CHM 134	Chemical Principles II	4
BIO 112	Cell and Molecular Bio	4
MTH 172	Calculus II	4
	Core	3

Sophomore Year

First Semester		*Total Credits 17*
CHM 243	Organic Chemistry	4
PHY 221	Physics I	4
MTH	Mathematics major elective	3
	Core	3
	Core	3

Second Semester		*Total Credits 15*
CHM 244	Organic Chemistry	4
CHM 350	Chemical Literature	1
PHY 222	Physics II	4
	Core	3
	Core	3

Junior Year

First Semester		*Total Credits 16*
CHM 224	Analytical Chemistry	4
CHM 353	Biochemistry I	3
CHM 355	Physical Chemistry I	4
CHM 363	Biochemistry Laboratory	1
CHM 370	Junior Chemistry Seminar	1
	Core	3

Second Semester		*Total Credits 14*
CHM 354	Biochemistry II	3
CHM 356	Physical Chemistry II	4
CHM 460	Research[1]	1
	Core	3
	Core	3

Senior Year

First Semester		*Total Credits 16*
CHM	Chemistry Elective[2]	3
CHM 460	Research [1]	2
CHM 470	Senior Chemistry Seminar	2
BIO	Biology Major Elective[3]	3
BIO	Biology Major Elective[3]	3
	Core	3

Second Semester		*Total Credits 15*
CHM 324	Instrumental Methods for Chemical Analysis	3
BIO	Biology major elective	3
	Free Elective	3
	Core	3
	Core	3

Total required for graduation 123 credits

[1]May be replaced with Chemistry Internship (CHM 490)

Bachelor of Arts in Biochemistry, pre-Doctor of Physical Therapy Curriculum

The Pre-Doctor of Physical Therapy (pre-DPT) curriculum is specifically designed for students admitted to the pre-DPT program. The Bachelor of Arts in biochemistry degree option allows pre-DPT students to complete the degree and all pre-DPT program prerequisites in 3-1/2 years.

Students in the BA Biochemistry program are required to complete at least three credits of Chemistry electives from the following list:

CHM 324: Instrumental Methods for Chemical Analysis

CHM 356: Physical Chemistry II

CHM 360: Principles and Biochemical Mechanisms of Pharmacology

CHM 363: Biochemistry Laboratory

CHM 410: Advanced Inorganic Chemistry

CHM 420: Polymer Chemistry

CHM 450: Special Topics

CHM 460: Research in Chemistry (no more than three credits)

CHM 490: Chemistry Internship (no more than three credits)

Biochemistry BA Degree, With Pre-DPT Specialization

Suggested Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
CHM 133	Chemical Principles I	4
BIO 111	Evolution, Genetics & Ecology	4
MTH 171	Calculus I	4
PSY 123	Introduction to Psychology	3

Second Semester		*Total Credits 18*
CHM 134	Chemical Principles II	4
BIO 112	Cell and Molecular Bio	4
MTH 172	Calculus II	4
	University Writing Seminar	3
	Core	3

Summer Semester

	Core	3

Sophomore Year

First Semester		*Total Credits 15*
CHM 243	Organic Chemistry	4
PHY 221	Physics I	4
MTH 115	Statistics	3
BIO 211	Anatomy and Physiology I	4

Second Semester		*Total Credits 16*
CHM 244	Organic Chemistry	4
CHM 350	Chemical Literature	1
PHY 222	Physics II	4
BIO 212	Anatomy and Physiology II	4
	Core	3

Summer Semester

	Core Courses (2)	6

Junior Year

First Semester		*Total Credits 16*
CHM 224	Analytical Chemistry	4
CHM 353	Biochemistry I	3
CHM 355	Physical Chemistry I	4
CHM 363	Biochemistry Laboratory	1
CHM 370	Junior Chemistry Seminar	1
PSY 275	Child and Adolescent Psychology	3

Second Semester		*Total Credits 15*
CHM 354	Biochemistry II	3
PSY 290	Psychopathology	3
	Core	3
	Core	3
	Core	3

Summer Semester: Core, 3 credits

Summer Semester

	Core	3

Senior Year

First Semester *Total Credits 17*

CHM	Chemistry Elective[2]	3
CHM 470	Senior Chemistry Seminar	2
	Free Elective[3]	3
	Free Elective	3
	Free Elective[3]	3
	Core	3

Second Semester

Begin DPT Program

Total required for graduation 124 credits

Biology

College of Arts and Sciences
Degree: BS, Biology; BA, Biology
Department Chair: Angela Asirvatham, PhD

Faculty

Angela Asirvatham, Associate Professor of Biology, DVM Madras Veterinary College; MS University of Wyoming; PhD Kent State University

Grace Fu-Chun Chen, Assistant Professor of Biology, BS National Cheng Kung University; MS University of Missouri - St. Louis; PhD Michigan State University

Larry Corpus, Assistant Professor of Biology, BA, MA California State University, Sacramento; MS Washington State University; PhD Kansas State University

Frank DiPino, Professor of Biology, BA State University of New York; PhD Marquette University

Carl J. Konecke, Associate Professor Emeritus of Biology, BS King's College; MS University of Nebraska

Stanley S. Knapich, Professor Emeritus of Biology, BS Wilkes University; MEd, DEd The Pennsylvania State University

Barbara J. McCraith, Associate Professor of Biology, BS LeMoyne College; MS Winthrop College; PhD University of South Carolina

Evelyn Neunteufel, Assistant Professor of Biology, BS St. Johns University, MS Rutgers University, PhD The City University of New York

Anthony Serino, Associate Professor of Biology, BS MS University of Scranton; PhD The Pennsylvania State University

Cosima B. Wiese, Associate Professor of Biology, BA Bucknell University; MSc, PhD The Pennsylvania State University

The biology curriculum is designed to provide a diverse and solid foundation in various areas of the biological sciences. Given the rate and nature of the current advances, such a background requires a supporting foundation in the physical sciences, mathematics and the other liberal arts in order to adequately prepare an individual to pursue a career in the field of biology. A variety of opportunities exist for post-graduate employment in the pharmaceutical, agricultural, biotechnology, food, and chemical industries as well as in government agencies and universities.

With this foundation and the selection of appropriate elective courses, a biology major is prepared for post-graduate studies in medicine, veterinary medicine, dentistry, podiatry, optometry, or for graduate study in various specialties in the biological sciences such as molecular biology, neurobiology, genetics, physiology, developmental biology, botany, microbiology, and ecology. A biology major is assigned an advisor who helps plan a program of courses consistent with the student's interest and career objectives. Majors in Biology must maintain at least a "B" cumulative average and a GPA of at least 3.0 to be recommended to graduate or professional schools.

Biology Program Mission and Goals

The mission of the biology program is to provide students with a quality education in the diverse areas of biological sciences so they can be prepared to pursue a career in research and graduate studies. The program goals for the biology major are:

1. To provide a quality education in the biological sciences.
2. To stimulate a student's innate curiosity for lifelong learning.
3. To develop an understanding of the scientific process and its application.
4. To provide the tools and promote knowledge for future opportunities and endeavors, and to develop involved members of the community.

The Biology major program goals are realized in the following student learning outcomes:

Outcome for Goal1:

1. Be able to identify and explain fundamental biological concepts and principles on the molecular, cellular, organismal and population levels.
2. Describe the unifying concepts underlying the diversity of life.

Outcome for Goal 2:

1. Apply knowledge of biological concepts to formulate questions and hypotheses for research.
2. Demonstrate ability to find, read, understand, and critically evaluate scientific papers.

Outcome for Goal 3:

1. Use the scientific method to develop hypotheses, design and execute experiments, collect and analyze data and communicate findings both orally and in written form.
2. Develop experimental skills and techniques used in laboratory and field research.

Outcome for Goal 4:

1. Succeed in competing for internship or summer research opportunities during the academic program.
2. Be successful in obtaining jobs or gaining admittance to post-graduate studies in the biological sciences.

Admissions Requirements:

Prospective undergraduate applicants must meet both Misericordia University's and the biology department's admission criteria. Students must have the following criteria to be considered for acceptance into the biology program:

1. Completion of at least one year (each) of high school Biology, Chemistry and pre-Calculus.
2. Class rank in the top half of the high school graduate class and/or a cumulative 2.75 grade point average
3. Minimum SAT score of 500 in Math and a combined score of 950 in Critical Reading and Math, or equivalent ACT composite score (20)

The mission of the biology program is to provide students with a quality education in the diverse areas of biological sciences so they can be prepared to pursue a career in research and graduate studies. The curriculum emphasizes the central principles of biology while also allowing students to specialize by selecting upper level courses from three distinct tracks to prepare them for diverse career paths in the biological sciences. Experiential learning is built into the biology curriculum through investigative laboratory activities in courses and research opportunities with faculty. By doing hands-on work through courses and research opportunities, students will learn to develop, carry out and analyze

experiments using the scientific method while learning specific research techniques, such as those used for tissue culture, molecular biology, biochemistry, histology, physiology and biology field work. This curricular approach, in conjunction with the supporting courses required by the curriculum, provides students with the knowledge and skills necessary to prepare for a diverse array of career paths. A variety of opportunities exist for postgraduate employment in the pharmaceutical, agricultural, biotechnology, food, and chemical industries, as well as in government agencies and universities. In addition, biology majors are prepared for post-graduate studies in medicine, veterinary medicine, dentistry, podiatry, optometry, or for graduate study in various specialities in the biological sciences such as cell and molecular biology, genetics, organismal biology, and ecology.

Students who are on the B.S. track have two options:

1. B.S. Biology with research option: Students who choose the research option are required to take five biology electives. Additionally, they will take at least 2 credits of BIO 480 to conduct an independent research project under the guidance of a faculty memeber and present their findings in BIO 491: Senior Thesis course.
2. B.S. Biology with the non-research option: Students who choose the non-research option are required to take six biology electives and present a paper on a topic prescribed by the BIO 491 Senior Thesis course. These students are not required to take BIO 480: Research.

The following are suggested curricula for a variety of biology specialities including a BS in Biology, BA Biology/Secondary Education, or a BA Biology (Pre-DPT). A minor is also available.

Students must take five (5) biology electives from the courses listed below, with at least one (1) elective in each of the three (3) tracks:

Track I: Cell and Molecular Biology

BIO 341: Genetics (4 credits)
BIO 343: Microbiology (4 credits)
BIO 345: Developmental Biology (3 credits)
BIO 352: Histology (4 credits)
BIO 360: Immunology (4 credits)
BIO 354: Biochemistry II (4 credits)
BIO 435: Cell Biology (3 credits)
BIO 441: Molecular Genetics (3 credits)
BIO 450: Endocrinology (3 credits)

Track II: Organismal Biology

BIO 251 or 351: Comparative Anatomy (4 credits)
BIO 301: Gross Anatomy (5 credits)
BIO 311: Plant Physiology, Biochemistry and Molecular Biology (4 credits)
BIO 312: Invertebrate Zoology (4 credits)
BIO 346: General Physiology (4 credits)
BIO 352: Histology (4 credits)

Track III: Ecology and Evolution

BIO 251 or 351: Comparative Anatomy (4 credits)
BIO 310: Environmental Biology (4 credits)

BIO 313: Marine Biology (4 credits)

BIO 425: Ecology (4 credits)

BIO 431: Field Biology (3 credits)

Biology Bachelor of Science Curriculum

Sequence of Required Courses for the research option track. Students pursuing the non-research option would not take BIO 480, and would take an additional BIO major elective.

First Year

First Semester		*Total Credits 14*
BIO 111	Evolution, Genetics & Ecology	4
CHM 133	Chemical Principles I	4
	Core	3
	Core	3

Second Semester		*Total Credits 14*
BIO 112	Cell and Molecular Biology	4
CHM 134	Chemical Principles II	4
	Core	3
	Core	3

Second Year

First Semester		*Total Credits 18*
BIO 201	Organismal Structure & Function	4
CHM 243	Organic Chemistry 1	4
MTH 171	Calculus I	4
	Core	3
	Core	3

Second Semester		*Total Credits 16*
BIO 200	Sophomore Seminar	1
BIO 202	Biological Interactions	4
CHM 244	Organic Chemistry II	4
MTH 172	Calculus II	4
	Core	3

Third Year

First Semester		*Total Credits 15*
BIO	Elective Track	4
CHM 353	Biochemistry I	3
PHY 221	General Physics I	4
BIO 300	Junior Biology Seminar	1
	Core	3

Second Semester		*Total Credits 15*
BIO	Elective Track	4
PHY 222	General Physics II	4
BIO 480	Research	1
	Core	3
	Free elective	3

Fourth Year

First Semester		*Total Credits 15*
BIO	Elective Track	4

BIO	Major Elective	3
	Free elective	3

BIO 480	Research	2
	Core	3

Second Semester *Total Credits 13*

BIO	Major Elective	3
	Free elective	3

BIO 491	Senior Thesis	1
	Core	3
	Core	3

Minimum credits required for graduation: 120

Pre-professional Curriculum

The Pre-professional curriculum is the same as the Biology BS degree curriculum.

Students are advised to find information about graduate studies from the following sources:

American Dental Association: www.ada.org

American Medical Association: www.ama-assn.org

American Optometric Association: www.aoa.org

American Veterinary Medicine Association: www.avma.org

Biology Bachelor of Arts Curriculum for Pre-DPT program students

Sequence of Required Courses

First Year

First Semester *Total Credits 17*

BIO 111	Evolution, Genetics & Ecology	4
CHM 133	Chemical Principles I	4
	Core	3
	Core	3
	Core	3

Second Semester *Total Credits 17*

BIO 112	Cell and Molecular Biology	4
CHM 134	Chemical Principles II	4
	Core	3
	Core	3
	Core	3

Summer

Total Credits 3

PSY 123	Introduction to Psychology	3

Second Year

First Semester *Total Credits 18*

BIO 201	Organismal Structure & Function	4
CHM 243	Organic Chemistry 1	4
MTH 171	Calculus I	4
	Core	3
	Core	3

Second Semester *Total Credits 16*

BIO 200	Sophomore Biology Seminar	1
BIO 202	Biological Interactions	4
CHM 244	Organic Chemistry II	4
MTH 172	Calculus II	4
	Core	3

Third Year

First Semester		*Total Credits 17*
BIO 351	Comparative Anatomy	4
CHM 353	Biochemistry I	3
PHY 221	General Physics I	4
	Core	3
PSY 275	Developmental Psychology	3

Second Semester		*Total Credits 17*
BIO 346	General Physiology	4
BIO	Elective Track	3
PHY 222	General Physics II	4
PSY 290	Psychopathology	3
	Core	3

Fourth Year

First Semester		*Total Credits 16*
BIO	Elective Track	4
BIO	Elective Track	3
MTH 115	Basic Statistics	3
	Free elective	3
	Free elective	3

Second Semester

Begin DPT program

Minimum credits required for graduation 120

Chemistry Major

College of Arts and Sciences
Degree BS, Chemistry
Department Chair Anna Fedor, PhD

Faculty

Nicola Y. Edwards, Assistant Professor of Chemistry/Biochemistry, BA Rice University; PhD University of California, Los Angeles

Anna Fedor, Assistant Professor of Chemistry, BS Pennsylvania State University; PhD Syracuse University

Beth Leverett Haas, Assistant Professor of Chemistry/Biochemistry, BS Indiana University of Pennsylvania; MS, PhD University of Michigan

Charles Saladino, Jr., Professor of Chemistry, BA, MA Hofstra University; PhD Iowa State University

Frank Yepez Castillo, Assistant Professor of Chemistry/Biochemistry, BS Universidad Simón Bolívar; PhD The University of Oklahoma

Chemistry has been called the “central science” because it has applications in so many fields. Graduates with a major in chemistry can select from a variety of jobs in the chemical industry, in government laboratories, or in medical or agricultural research. In addition, they are prepared for graduate studies in chemistry or biochemistry and, with the proper selection of elective courses, for professional studies in medicine, veterinary medicine, and related fields.

At the end of their sophomore year and thereafter, chemistry majors must have and maintain a GPA of 2.5 in courses required for the major in order to remain in good standing in the program, and a GPA of 3.0 to be recommended for graduate or professional schools. Students must earn three credits doing either a summer internship during their junior year [CHM 490] or by taking research [CHM 460] in (or before) the first semester of their senior year.

Program Goals and Outcomes

The following are program goals for the Chemistry major:

1. To prepare students in the area of chemistry and biochemistry for careers in industry or for study in graduate or professional programs.
2. To teach students to solve problems, to think critically, and to interpret and report data with the use of technology.
3. To familiarize students with chemical literature in multiple formats, including print and electronic references and chemical databases.
4. To help students develop skills for independent and collaborative laboratory practices, including lab safety, analytical instrumentation, chemical synthesis, and quantitative analysis.
5. To promote students' understanding of professional, ethical, and social responsibilities in the practice of chemistry and biochemistry.
6. To prepare students to communicate effectively through written reports and oral presentations, including preparation of professional quality visual aids.

The Chemistry major program goals are realized in the following student learning outcomes:

1. Demonstrate proficiency in laboratory techniques in lower-level courses and proficiency in reporting advanced research in upper-level courses.
2. Demonstrate proficiency in researching, completing, and reporting advanced disciplinary research.
3. Demonstrate proficiency in laboratory techniques and in preparing formal laboratory reports.
4. Illustrate professional, ethical, and social responsibilities in the practice of chemistry and biochemistry in advanced disciplinary research.
5. Present advanced disciplinary research in paper, poster, and oral presentation to the university's consortium group.

Chemistry BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 14*
CHM 133	Chemical Principles	4
MTH 171	Calculus I	4
	University Writing Seminar	3
	Core	3

Second Semester		*Total Credits 17*
CHM 134	Chemical Principles II	4
MTH 172	Calculus II	4
	Core	3
	Core	3
	Core	3

Sophomore Year

First Semester		*Total Credits 15*
CHM 243	Organic Chemistry I	4
PHY 221	Physics I	4
MTH 226	Calculus III	4
	Core	3

Second Semester		*Total Credits 15*
CHM 244	Organic Chemistry II	4
CHM 350	Chemical Literature	1
PHY 222	Physics II	4
MTH	Mathematics major elective	3
	Core	3

Junior Year

First Semester		*Total Credits 16*
CHM 355	Physical Chemistry I	4
CHM 353	Biochemistry I	3
CHM 363	Biochemistry Laboratory	1
CHM 224	Analytical Chemistry	4
CHM 370	Junior Chemistry Seminar	1
	Core	3

Second Semester		*Total Credits 15*
CHM 356	Physical Chemistry II	4
CHM 324	Instrumental Methods for Chemical Analysis	4
CHM 460	Research[2]	1
	Core	3
	Core	3

Senior Year

First Semester		*Total Credits 16*
CHM 410	Advanced Inorganic Chemistry	3
CHM 470	Senior Chemistry Seminar	2
CHM 460	Research[2]	2
CHM	Chemistry Elective	3
	Free Elective	3
	Core	3

Second Semester		*Total Credits 15*
CHM	Chemistry Elective	3
CHM	Chemistry Elective	3
	Free Elective	3
	Free Elective	3
	Core	3

Total required for graduation 122 credits

Notes on major requirements

[1] Students must complete at least 3 credits of mathematics major electives from the following:

- MTH 241: Linear Algebra
- MTH 242: Differential Equations

[2]May be replaced with Chemistry Internship (CHM 490)

A mathematics minor is a strong recommendation for chemistry majors who plan on attending graduate school. If a student would choose to minor in mathematics, free elective credits can be used to enroll in the following courses and would result in receiving a minor in mathematics:

- MTH 215: Mathematical Statistics (3 credits)
- MTH 244: Set Theory and Logic (3 credits)
- MTH 241: Linear Algebra (3 credits)

Pre-Professional Specialization Curriculum

The Pre-Professional Specialization curriculum is the same as the B.S. in Chemistry degree with the following exceptions:

1. The students interested in pursuing post-graduate professional studies should, at minimum, maintain a GPA of 3.0 (a "B" average) or better in order to be recommended to these programs.
2. Students are required to take CHM 354: Biochemistry II.
3. Students are not required to take any chemistry electives.
4. As part of their specialization, students must complete at least 14 credits of biology major electives.

a. Students are required to enroll in the following courses as their first biology major electives: BIO 111: Evolution, Genetics and Ecology; and BIO 112: Cell and Molecular Biology

b. Students must complete a minimum of six credits of biology major electives from the following list: BIO 243: General Microbiology; BIO 251: Comparative Anatomy; BIO 301: Gross Anatomy; BIO 346: General Physiology; BIO 360: Immunology; BIO 435: Cell Biology, BIO 441: Molecular Genetics

Chemistry BS Degree, With Pre-Professional Specialization

Suggested Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
CHM 133	Chemical Principles	4
BIO 111	Evolution, Genetics & Ecology	4
MTH 171	Calculus I	4
	University Writing Seminar	3

Second Semester		*Total Credits 15*
CHM 134	Chemical Principles II	4
BIO 112	Cell & Molecular Biology	4
MTH 172	Calculus II	4
	Core	3

Sophomore Year

First Semester		*Total Credits 16*
CHM 243	Organic Chemistry I	4
PHY 221	Physics I	4
MTH 226	Calculus III	4
CHM 224	Analytical Chemistry	4

Second Semester		*Total Credits 15*
CHM 244	Organic Chemistry II	4
CHM 350	Chemical Literature	1
PHY 222	Physics II	4
MTH	Mathematics major elective[1]	3
BIO	Biology major elective	3

Junior Year

First Semester		*Total Credits 15*
CHM 355	Physical Chemistry I	4
CHM 353	Biochemistry I	3
CHM 363	Biochemistry Laboratory	1
CHM 370	Junior Chemistry Seminar	1
BIO	Biology major elective	3
	Core	3

Second Semester		*Total Credits 14*
CHM 356	Physical Chemistry II	4
CHM 354	Biochemistry II	3
CHM 460	Research[2]	1
	Core	3
	Core	3

Senior Year

First Semester		*Total Credits 16*
CHM 410	Advanced Inorganic Chemistry	3

CHM 470	Senior Chemistry Seminar	2
CHM 460	Research[2]	2
	Core	3
	Core	3

	Core	3
Second Semester	*Total Credits 16*	
CHM 324	Instrumental Methods for Chemical Analysis	4
	Core	3
	Core	3
	Core	3
	Core	3
	Core	3

Total required for graduation 123 credits

Notes on major requirements

[1] Students must complete at least 3 credits of mathematics major electives from the following:

- MTH 241: Linear Algebra
- MTH 242: Differential Equations

[2]May be replaced with Chemistry Internship (CHM 490)

Clinical Laboratory Science Major

College of Arts and Sciences
Degree BS, Clinical Laboratory Science
For information contact Anthony Serino, PhD

Clinical laboratory science (CLS) (formerly Medical Technology) major offers, through its affiliation with hospital schools, the opportunity to complete the requirements for a bachelor of science degree in four years with a clinical year rotation at an accredited hospital school. CLS majors complete three years in a biology-based curriculum on campus, and then apply for acceptance to an affiliated hospital program at the end of their fourth semester. Admission to a hospital school program is not guaranteed, but Misericordia University maintains a very high success rate. Following the hospital program, the student is eligible to sit for the certification examinations offered by the Board of Registry of Clinical Laboratory Scientists (or Medical Technologists) and the National Accrediting Agency for Clinical Laboratory Science (NAACLS).

The mission of the Clinical Laboratory Science program at Misericordia University is to provide students with quality educational experiences that produce a clinical laboratory professional with the theoretical knowledge, technical skills and liberal arts education necessary to succeed in the clinical laboratory. The program meets or exceeds all requirements of the National Accrediting Agency for Clinical Laboratory Science (NAACLS).

Program Goals and Outcomes

The following are program goals for the Clinical Laboratory Science major:

1. To provide a quality education in the biological sciences
2. To stimulate a student's innate curiosity for lifelong learning
3. To develop an understanding of the scientific process and its application
4. To provide the tools and promote knowledge for future opportunities and endeavors, and to develop involved members of the community

The Clinical Laboratory Science major program goals are realized in the following student learning outcomes:

Outcome Group 1:

1. Be able to identify and explain fundamental biological concepts and principles on the molecular, cellular, organismal and population levels
2. Describe the unifying concepts underlying the diversity of life

Outcome Group 2:

1. Apply knowledge of biological concepts to formulate questions and hypotheses for research
2. Demonstrate ability to find, read, understand, and critically evaluate scientific papers

Outcome Group 3:

1. Use the scientific method to develop hypotheses, design and execute experiments
2. Collect and analyze data
3. Communicate findings both orally and in written forms
4. Develop experimental skills and techniques used in laboratory and field research

Outcome Group 4:

1. Recognize their (the students') ability to make positive contributions to the general and/or scientific communities
2. Promote awareness of job and/or graduate opportunities
3. Promote awareness of internship and summer research opportunities during their tenure at Misericordia University
4. Evaluate and understand human impact on the environment

Clinical Laboratory Science BS Degree

Sequence of Required Courses (Note: Core courses can be taken in any order.)

First Year

First Semester		*Total Credits 17*
BIO 111	Evolution, Genetics & Ecology	4
ENG/HIS/ RLS 151	University Writing Seminar	3
FA	Core	3
CHM 133	Chemical Principles I	4
MTH	Mathematics Bank I	3

Second Semester		*Total Credits 14*
BIO 112	Cell & Molecular Biology	4
FA	Core	3
ENG/HIS/ RLS	Core	3
CHM 134	Chemical Principles II	4

Sophomore Year

First Semester		*Total Credits 17*
PHL 100	Intro to Philosophy	3
BIO 211	Anatomy & Physiology	4
CHM 243	Organic Chemistry I	4
PSY 123	Intro to Psychology	3
ENG/HIS/ RLS	Core	3

Second Semester		*Total Credits 17*
BIO 212	Anatomy & Physiology II	4
CHM 244	Organic Chemistry II	4
ENG/HIS/ RLS	Core	3
PHL 100	Introduction to Philosophy	3
Behavioral Science	Core	3

** apply to hospital at end of sophomore year*

Junior Year

First Semester		*Total Credits 17*
MTH 115	Statistics	3
ENG/HIS/ RLS	Core	3
CHM 353	Biochemistry I	4
BIO 243	Microbiology	4
	Free elective	3

Second Semester		*Total Credits16-17*
BIO 252	Histology	4
BIO	Elective	3-4
ENG/HIS/ RLS	Core	3
	Free elective	3
	Free elective	3

Senior Year

First Semester		*Total Credits 15*
CLS 400	Clinical Microbiology	8
CLS 401	Clinical Chemistry	7

Second Semester		*Total Credits 15*
CLS 402	Clinical Hematology/ Coagulation	5
CLS 403	Clinical Immunohematology	4
CLS 404	Clinical Immunology/ Serology	4
CLS 405	Clinical Seminar	2

Total required for graduation 128 credits

Clinical Laboratory Science Affiliates

Lancaster General Hospital, Lancaster, Pennsylvania
Program Director Marie Wood, MT (ASCP)
Medical Director James Eastman, MD

The Williamsport Hospital Campus, Williamsport, Pennsylvania
Program Director Ed Bietz
Medical Director William Lubbe, MD

Robert Packer Hospital, Sayre, Pennsylvania
Program Director Brian Spezialetti, MS, MT (ASCP)
Medical Director Joseph King, MD

Communications Major

College of Arts and Sciences
Degree BA, Communications
Department Chair Melissa Sgroi, EdD

Faculty

Dan Kimbrough, Assistant Professor, BS Manchester College, MS Central Michigan University

Melissa Becker Sgroi, Assistant Professor, BA Kings College; MS Ed, EdD Wilkes University

Rachel Urbanowicz, Assistant Professor of Communications, BA University of Wisconsin; MA Concordia University

The communications major prepares students for careers in areas such as graphic design, public relations, journalism (print, broadcast, and electronic), video and audio production, still photography, advertising, writing for print and electronic media, and documentary film-making. The curriculum is specifically designed to help future media professionals develop the multiple skills required in a rapidly evolving and convergent media environment. Emphasis is on the development of written communication skills, visual literacy, ethical decision-making, and the acquisition of professional-level experience across media platforms.

Majors must complete 33 credits in Communications core courses, and an additional 12 credits in Communications elective courses and three credits of additional English coursework. Majors must complete three one-credit Practicum courses in newspaper, television, and radio during their first two years and one three-credit off campus internship at a professional media organization. The Practicum courses and internship provide valuable skills and contact with professionals in the media industry.

General Requirements

Incoming first-year students seeking admission as communications majors must meet the general and specific requirements as stated in this catalog, including a 2.5 GPA in high school. Where a student does not fully meet those requirements, they may become a communications major whenever they achieve an overall university GPA of 2.0 or better. Continuation as a communications major requires that the student maintain a minimum GPA of 2.0 or "C" average, both in the major and in the overall grade point average.

Transfer students must complete all of the requirements listed in the sequence of required courses in this catalog. Approval for transfer credits in communications or approval of off-campus courses in communications rests with the department chair.

Mission

The Communications Department provides an educational environment in which students analyze the theories and concepts of communication and mass communication, consider their history and impact, and develop proficiency in crafting media messages for multiple media platforms. The department fosters aesthetic awareness, creative expression, and professional development as it promotes the ethical judgment and service leadership necessary to prepare students for the global media environment of the 21st century.

Communications Program Goals

The program goals help Communications majors to:

1. Produce oral, written, virtual, and mediated communication that demonstrates coherent integration of communication theory and processes. (University Goals 7, 8)
2. Apply, respect, and value the role of ethics and the law in mass media practices, procedures, policies, and issues. (University Goals 1, 2, 3)
3. Demonstrate critical discernment of mass media products and possess a system of scholarship and inquiry that informs and enriches professional preparation (University Goals 4, 5, 6)
4. Combine the technical, theoretical, and aesthetic means to create effective messages for mass audiences (University Goals 7, 8)

Communications Program Learning Outcomes

1. Demonstrate effective interpersonal, group, and public communication skills. (Program Goal 1)
2. Write clearly and effectively in forms and styles appropriate for the professions, audiences and purposes being served. (Program Goals 1, 2, 4)
3. Perform critical evaluations and offer judgments on media products and systems. (Program Goals 2, 3)

4. Demonstrate the use of communication tools and practices both ethically and legally. (Program Goal 2)
5. Conduct research and critically evaluate information using methods appropriate to communications professions (Program Goal 3)
6. Develop expertise across media platforms to craft creative, aesthetically effective messages according to media industry standards. (Program Goals 1, 4)

Communications BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
ENG/HIS/RLS 151	University Writing Seminar	3
ENG/HIS/RLS	Core	3
Behavioral Science	Core	3
MTH	Mathematics Group A	3
COM 102	Introduction to Mass Communications	3

Second Semester		*Total Credits 16*
ENG/HIS/RLS	Core	3
ENG/HIS/RLS	Core	3
PHL 100	Intro to Philosophy	3
MTH	Mathematics Group B	3
COM 220	Journalism I	3
COM 173	Practicum	1

Sophomore Year

First Semester		*Total Credits 17*
FA	Core	3
SCI	Science Core (with Lab)	4
PHL	Core	3
COM 215	Web Design & Production	3
COM 232	Video I Production	3
COM 272	Practicum	1

Second Semester		*Total Credits 16*
SCI	Science Core	3
Behavioral Science	Core	3
COM	Major Elective	3
COM 217	Intro to Graphic Design	3
COM 222	Fundamentals of Digital Photography	3
COM 273	Practicum	1

Junior Year

First Semester		*Total Credits 15*
FA	Core	3
ENG/HIS/RLS	Core	3

COM 251	Public Relations Principles and Practices	3
COM 307	Communications Research	3
	Free elective	3

Second Semester		*Total Credits 15*
ENG/HIS/ RLS	Core	3
COM	Major Elective	3
COM	Major Elective	3
	Free Elective	3
	Free Elective	3

Senior Year

First Semester		*Total Credits 15*
COM 470	Internship	3
COM	Major Elective	3
COM	Major Elective	3
	Free Elective	3
	Free Elective	3

Second Semester		*Total Credits 15*
COM 490	Senior Seminar	3
COM	Major Elective	3
	Free Elective	3
	Free Elective	3
	Free Elective	3

Total required for graduation 124 credits

Computer Science Major

College of Arts and Sciences
Degree BS, Computer Science
For information contact Patricia Lapczynski, RSM, DPS

Faculty

Patricia Lapczynski, RSM, Associate Professor of Computer Science, BA Douglass College; MS Dartmouth College; DPS Pace University

The computer science curricula follows the recommendations of the Association of Computing Machinery and provides career-oriented education within a strong liberal arts program. The computer science major leads to a bachelor of science in computer science. The program prepares students to pursue careers in scientific or industrial programming and systems analysis, or to continue their education at the graduate level. Students have ample access to computer labs stocked with Windows and Apple operating systems. All facets of hardware and software are continually upgraded to ensure that students work with the most recent components of this dynamic technology. In addition, a double major of computer science and mathematics is available by completing additional approved mathematics courses. Contact the math department chair for details.

Technology is always changing therefore the program has a strong foundation of knowledge to keep pace with trends in the computer science industry. The major goes beyond basic programming to include algorithm development, computer architecture, and more.

Coursework in the major explores the following areas:

- Algorithms and data structure
- Computer systems and architecture
- Database concepts and programming
- Game programming
- Impact of technology on society
- Information security
- Internet applications
- Network theory and design
- Object oriented programming

- Operating systems
- Programming logic and design
- Smartphone applications
- Software engineering

Mission

To provide a cooperative and quality academic environment in which students can graduate with an undergraduate liberal arts based degree in computer science and in which faculty are enabled to develop professionally.

Program Objectives

A student who graduates with a degree in computer science can:

- think critically
- reason logically and analytically
- solve abstract and complex problems
- use written, oral and electronic methods for effective communication
- translate verbal material to computer algorithms
- write a well-organized theme
- complete assigned work
- use the scientific method and mathematical techniques to make informed choices among alternative solutions
- discern and articulate the impact of technologies on society
- understand structured and object-oriented programming techniques
- understand database methodology, operating systems, software, and hardware

Admission Requirement

Students should have one year of high school biological science and one year of high school physical science. Students should also have taken sufficient mathematics courses to successfully pass Math 171, and 172.

Retention Criteria

Students should have a minimum average GPA of 2.0 in their major courses.

Computer Science BS Degree

Sequence of Required Courses

Sequence of required courses

Course #	Title	Credits
CPS 101	Introduction to Programming	3
CPS 121	Computer Programming	3
CPS 222	Computer Organization	3
CPS 232	Data Structures	3
ITS 200	IT Security	3
MIS 220	Applied Network Design	3
MIS 310	Object Oriented Programming I	3

CPS 321	Operating System Architecture	3
CPS 331	Organization Programming Language	3
CPS 341	Introduction to Game Programming	3
CPS 351	Internet Programming	3
CPS	Major Elective	3
CPS 431	Software Design, Development	3
CPS 432	Database Management Design	3
CPS 480	Independent Study	3
CPS 485	Special Topics	3
MTH 171	Calculus I	4
MTH 172	Calculus II	4
MTH 115	Basic Statistics	3
MTH 210	Discrete Structures	3
PHY 221	General Physics I	4
PHY 222	General Physics II	4
ENG/HIS/ RLS 151	University Writing Seminar	3
PHL 100	Introduction to Philosophy	3
	Humanities core (eight additional courses)	24
	Behavioral science core (two courses)	6
	Free electives totalling	15

Total credits for degree: 121

English Major

College of Arts and Sciences
Degree BA, English
Department Chair Patrick Hamilton, PhD

Faculty

W. Scott Blanchard, Professor of English, BA Middlebury College; PhD Columbia University

Amanda Caleb, Assistant Professor of English, BA Davidson College, MA, PhD University of Sheffield

Jeffrey Okla Elliott, Assistant Professor of English, BA, MA University of North Carolina at Greensboro; MFA Ohio State University; PhD University of Illinois at Urbana-Champaign

Patrick L. Hamilton, Associate Professor of English, BA Portland State University; MA University of Arkansas; PhD University of Colorado

Matthew C. Nickel, Assistant Professor of English, BA, MA State University of New York at New Paltz, PhD University of Louisiana at Lafayette

Rebecca Steinberger, Professor of English, BA Wilkes College; MA University of Scranton; PhD Indiana University of Pennsylvania

The English curriculum emphasizes the development of critical reading and writing skills as an essential preparation for professional life or graduate school. Students in English most often seek careers in writing, editing, web design, journalism, law, or teaching at the high school or college level. The English major gives students the ability to adapt to different job markets and career changes. In addition to its focus on improving writing and analytical skills, the program ensures a familiarity with different critical approaches to literature and an understanding of different literary forms, movements, and periods.

Programs Goals and Outcomes

The program in English helps its majors to:

1. Develop critical reading skills that will allow them to approach primary and secondary sources thoughtfully, independently, and with attention to detail.
2. Develop writing skills that will make them competitive on the job market and prepare them for professional life or graduate school.
3. Develop effective research and documentation skills, including the use and evaluation of Internet sources.
4. Understand the development of the English language, its structure and basic elements, and linguistic theories that help to explain it.
5. Develop discussion and oral presentation skills that will allow them to speak effectively in front of others.
6. Acquire a background in English and American literature.
7. Become familiar with the perspectives of non-Western literature and the literature of under-represented groups in Western society.
8. Become familiar with different critical theories and approaches to literature.
9. Understand the opportunities open to English majors, and behaviors that will assist them in finding employment or entering graduate school.

The English major program goals are realized in the following student learning outcomes:

Department/Program Goal 1 Outcomes:

1. Students will be able to comprehend texts for their information and/or implications.
2. Students will be able to identify texts' genres and their implications for meaning(s).
3. Students will be able to evaluate texts' meaning within their specific context(s).
4. Students will be able to analyze texts in part or as wholes.
5. Students will be able to make sense with texts as blueprints for meaning.
6. Students will be able to engage in academic discourse about a text or texts.

Department/Program Goal 2 Outcomes:

1. Students will be able to establish a focus (i.e., a thesis) that is well-defined, relevant, sophisticated, and original.
2. Students will be able to develop complex ideas that are relevant to/support the focus/thesis.
3. Students will be able to analyze effectively evidence that is relevant to/supports the focus/thesis.
4. Students will be able to demonstrate a logical and compelling progression of ideas through effective and unified paragraphs.
5. Students will be able to use appropriate and varied language with fluency.
6. Students will be able to write virtually free of grammatical, formatting, and mechanical errors.

Department/Program Goal 3 Outcomes:

1. Students will be able to cite sources accurately and completely.
2. Students will be able to summarize sources accurately, clearly, and succinctly.
3. Students will be able to evaluate sources clearly and critically.

Department/Program Goal 4 Outcomes:

1. Students will demonstrate a knowledge of the basic features of historical and structural linguistics as they bear upon English.
2. Students will demonstrate a knowledge of the phonology, morphology, syntax, and lexicon of the English language.

Department/Program Goal 5 Outcomes:

1. Students will be able to organize communication skillfully and cohesively.
2. Students will be able to use appropriate and effective language.
3. Students will be able to use compelling and effective delivery.
4. Students will be able to use credible and varied supporting material/evidence.
5. Students will be able to communicate a clear, consistent, and compelling central message.

Department/Program Goal 6 Outcomes:

1. Students will be able to recognize the cultural movements, genres, key figures, and social/historical forces that shape the Western literary tradition.

Department/Program Goal 7 Outcomes:

1. Students will be able to recognize the cultural movements, genres, key figures, and social/historical forces that shape the literary traditions of non-Western society and underrepresented groups in Western society.

Department/Program Goal 8 Outcomes:

1. Students will be able to identify a critical lens.
2. Students will be able to apply a critical lens to literary texts.

Department/Program Goal 9 Outcomes:

1. Students will secure employment in a job/career relevant to their skills and background as an English major.
2. Students will be admitted to a graduate program in English or related discipline.

The English major provides students with a firm background in English and American literature, in addition to courses in a variety of areas of interest to the faculty. The major has a large number of free electives and allows students to specialize in pre-law, obtain secondary education certification, or minor in an area of interest. The major also provides excellent preparation for those planning to go on to graduate school.

General Requirements

Incoming first-year students seeking admission to the university as English majors must meet the general and specific admissions requirements of the university as stated in this catalog. When the student does not fully meet those requirements, a personal interview is required. Continuation as an English major requires that the student maintain a minimum 2.0 or "C" average, both in the major and in the overall grade point average.

After transfer credits are applied, transfer students must complete all of the remaining English requirements as listed in the sequence of required courses in this catalog.

Recommendations

To receive a recommendation for graduate school or law school, students must maintain a minimum 3.0 or “B” average, both in the major and in the overall grade point average.

English BA Degree

General Requirements

Incoming first year students seeking admission to the university as English majors must meet the general and specific admissions requirements of the university as stated in this catalog. When the student does not fully meet those requirements, a personal interview is required. Continuation as an English major requires that the student maintain a minimum 2.0 or "C" average, both in the major and in the overall grade point.

After transfer credits area applied, transfer students must complete all of the remaining English requirement as listed in this catalog.

Students in the English major must complete the following requirements; the total number of credits, including University Core Curriculum Requirements and Electives, required for graduation with the English major is 121:

Introductory Level: English majors will be required to take 9 credits (3 courses) at the introductory level. Six (6) of these 9 credits will be completed as part of each major’s fulfilling the University’s Core Curriculum; English majors should take University Writing Seminar in a discipline other than English:

a. Select 3 from the following courses (9 credits):

ENG 245: British Literature I

ENG 246: British Literature II

ENG 247: American Literature I

ENG 248: American Literature II.

Intermediate Level: English majors will be required to take 15 credits at the Intermediate Level:

a. ENG 310: Introduction to Literary Studies (3 credits)

b. Pre-1800 Literature (6 credits); Select from:

ENG 319: Early American Literature

ENG 347: Seventeenth Century Literature

ENG 350: Medieval & Renaissance Literature

ENG 351: Restoration & 18th Century Literature

c. Post-1800 Literature (6 credits); Select from:

ENG 320: 19th-Century American Literature

ENG 321: 20th-Century American Literature

ENG 355: British Romanticism

ENG 356: Victorian Literature

ENG 353: 20th-Century British Literature

Advanced Courses: English majors will be required to take 9 credits at the Advanced Level:

a. ENG 401: Major Author (3 credits)

b. ENG 418: Language Studies (3 credits)

c. Select One (1) of the following (3 credits):

ENG 440: Advanced Literary Theory, or

ENG 450: Thesis

Major Electives: Students must take six (6) credits in English at the 200, 300, or 400-level (including ENG 415: Selected Studies in Literature & ENG 470: Internship) in addition to courses fulfilling the requirements above.

Advanced History Courses: (6 credits): Students must take six (6) credits in History at the 200, 300, or 400-level (including HIS 320 Selected Studies in History).

In unusual situations, the English department chair may approve changes in specific course requirements. Final approval for transfer credits in English or approval of off-campus courses in English rests with the English department chair.

English BA, Writing Track

Writing Track

English majors have the option of selecting the writing track within the major, which emphasizes professional writing and is designed for those interested in careers in writing and related fields such as journalism, feature writing, magazine article writing, publishing, editing, technical writing, advertising, script writing for radio and television, screen writing for film, and other kinds of creative writing. It is also appropriate for students interested in teaching writing.

Note: Students on the writing track within the major cannot also receive a Writing minor.

Students in the English major's writing track must complete the following requirements in addition to fulfilling the University Core Curriculum Requirements. The total number of credits, including University Core Cur*riculum Requirement*s and Electives, required for graduation with the English major's writing track is 121:

Intermediate Level (12 credits)

a. ENG 310: Introduction to Literary Studies (3 credits)

b. Three 300-level Literature courses (9 credits); Select from the following:

ENG 319: Early American Literature

ENG 347: Seventeenth Century Literature

ENG 350: Medieval & Renaissance Literature

ENG 351: Restoration & 18th Century Literature

ENG 320: 19th-Century American Literat*ure*

ENG 321: 20th-Century American Literature

ENG 355: British Romanticism

ENG 356: Victorian Literature

ENG 353: 20th-Century British Literature

Advanced Level (3 credits)

a. A. ENG 401: Major Author(s)

Writing Courses (15 credits)

a. ENG 303: Advanced Expository Writing

b. Select four (4) courses from the following (12 credits)

COM 207: Script Writing

COM 215: Web Design

ENG 301: Teaching Writing

COM/ENG 325: Feature & Magazine Writing

ENG 339: Technical Writing

ENG 370: Craft of Poetry (up to 6 credits)

ENG 343: Writing for Media

ENG 371: Cra*ft of Fiction (up* to 6 credits)

ENG 372: Craft of Drama (up to 6 credits)

ENG 470: Internship (6 credits)

Advanced History Course (3 credits)

A 200-, 300- (including HIS 320 Selected Studies in History), or 400-level History course

English, BA to MA Degree

BA to MA in English

For information contact program director Amanda M. Caleb, PhD

The Misericordia University/University of Reading International Partnership: BA to MA in English is a five-year program in which students complete a four-year Bachelor of Arts degree in English at Misericordia and a one-year Master of Arts degree in English Language and Literature at the University of Reading in the United Kingdom. Students may earn a Master's degree in English, with tracks in Renaissance, Victorian, or Modern and Contemporary Literature, or a Master's degree in Children's Literature.

Studying for an MA at the University of Reading has three major benefits: lower tuition fees than many US graduate programs in English; a shorter duration (twelve months as opposed to twenty-four months); world-renowned facilities and faculty. The University of Reading is ranked in the top one percent of universities in the world according to the Times Higher Education University Ranking, 2013-14. The University is a 30-minute train ride to both London and Oxford. To learn more about the University of Reading's English department, please visit: http://www.reading.ac.uk/english-literature/

Students may join the BA to MA track as early as August of their first year of study at Misericordia and as late as Fall of their Junior year. Students in the BA to MA track must fulfill the following requirements by the end of their junior year:

- Complete at least nine upper-division English classes;
- Earn a cumulative GPA of 3.3 and a major GPA of 3.5;

- Be approved for graduate study by all full time faculty of the English department;
- Write a letter of interest to the specific Master's program or track at the University of Reading.

Upon completion of these requirements, the program director will submit the supporting documents to the University of Reading; students will receive confirmation of acceptance by July 1 before their final year of study at Misericordia. Throughout the entire program, the program director will serve as advisor to the students to help with class selection, letter of interest, etc.

Students in the English major's BA to M.A in English track must complete the following requirements; the total number of credits, including University Core Curriculum Requirements and Electives, required for graduation with the English major in the BA to MA track is 121.

Introductory Level: English majors will be required to take 9 credits (3 courses) at the introductory level. Six (6) of these 9 credits will be completed as part of each major's fulfilling the University's Core Curriculum; English majors should take University Writing Seminar in a discipline other than English:

a. Select 3 from the following courses (9 credits):

ENG 245: British Literature I

ENG 246: British Literature II

ENG 247: American Literature I

ENG 248: American Literature II.

Intermediate Level: English majors will be required to take 15 credits at the Intermediate Level:

a. ENG 310: Introduction to Literary Studies (3 credits)

b. Pre-1800 Literature (6 credits); Select from:

ENG 319: Early American Literature

ENG 347: Seventeenth Century Literature

ENG 350: Medieval & Renaissance Literature

ENG 351: Restoration & 18th Century Literature

c. Post-1800 Literature (6 credits); Select from:

ENG 320: 19th-Century American Literature

ENG 321: 20th-Century American Literature

ENG 355: British Romanticism

ENG 356: Victorian Literature

ENG 353: 20th-Century British Literature

Advanced Courses: English majors will be required to take 9 credits at the Advanced Level:

a. ENG 401: Major Author (3 credits)

b. ENG 418: Language Studies (3 credits)

c. ENG 440: Advanced Literary Theory

d. ENG 450: Thesis

Major Electives: Students must take six (9) credits in English at the 200, 300, or 400-level (including ENG 415: Selected Studies in Literature & ENG 470: Internship) in addition to courses fulfilling the requirements above.

Advanced History Courses: (6 credits):

a. Select one of the following (3 credits):

   HIS 210: History of England

   HIS 211: History of Britain

b. One (1) additional 200, 300, or 400-level (including HIS 320 Selected Studies in History) HIS course (3 credits).

English, Pre-law

College of Arts and Sciences
Degree BA, English
Department Chair Patrick Hamilton, PhD
For information contact Brian F. Carso, JD, PhD

English majors interested in the legal profession may specialize in pre-law. Misericordia University's pre-law specialization was developed in accordance with the Association of American Law Schools, which recommends that prospective law students have a broad liberal arts background. The combination of English and pre-law makes an excellent preparation for the LSAT.

The program has been carefully designed to develop ability in expression and analytical comprehension, to afford basic information about human institutions and values, and to cultivate the ability to think creatively and critically with thoroughness and independence.

Upon satisfactory completion of the major program requirements and the pre-law program requirements, the student will earn a Bachelor of Arts degree in English with a pre-law specialization. English, pre-law students must fulfill the general and specific requirements of the university and of the major as stated in the catalog for retention in the program and for recommendation to law school.

Pre-law students should register at the pre-law director's office, where advice on course selection and information concerning the Law School Admission Test (LSAT) and law schools can be obtained.

Students in the English, pre-law specialization must complete the following requirements in addition to those in the English Major and University's Core Curriculum; the total number of credits required for graduation with the English, pre-law specialization is 121.

First Year Requirements (6 credits)

POL 100: American National Government (3 credits)

POL 103: Global Politics (3 credits)

Second Year Requirements (6 credits)

POL 251: Law Seminar I (3 credits)

POL 252: Law Seminar II (3 credits)

Third Year Requirements (6 credits)

POL 405: American Constitutional Law I (3 credits)

POL 406: American Constitutional Law II (3 credits)

Fourth Year Requirements (12 credits)

POL 450: Law Internship I (3 credits)

POL 451: Law Internship II (3 credits)

BUS 352: Business Law (3 credits)

POL Elective (3 credits)

English Major, Secondary Education Certification

College of Arts and Sciences
Degree BA, English
Department Chair Patrick Hamilton, PhD

The secondary education program in English (ENG/SECED) prepares students to teach English at the junior-level and high-school level. In addition to providing the necessary knowledge base in language and literature, the program gives students the skills to identify and assist those with learning disabilities and to use technology effectively in the classroom. The program is fully approved by the Pennsylvania Department of Education and leads to a teaching certificate valid in Pennsylvania for grades 7 through 12, which is transferable to many other states.

Students in English/Secondary Education must complete the same requirements for the English major as outlined above, with the following exceptions:

1. As ENG/SECED students are required to take University Writing Seminar as an English course (ENG 151), within their six (6) credits of English electives, ENG/SECED students should take three (3) credits from the following menu of courses in order to maintain the current total number of credits within this specialization:

ENG 245: British Literature I

ENG 246: British Literature II

ENG 247: American Literature I

ENG 248: American Literature II

2. The English Department will offer Shakespeare under the new designation ENG 401: Major Author; ENG/SECED students will be required to take Shakespeare when offered as ENG 401: Major Author.

See Secondary Education Program in English for further information

Government, Law and National Security Major

College of Arts and Sciences
Degree BA, Government, Law and National Security
Department Chair David C. Wright, Jr., PhD
For information contact Christopher Stevens, PhD

The program in Government, Law and National Security (GLNS) at Misericordia University is designed to prepare students to enter the expanding national security work force within both government and the private sector. Students will achieve an integrated knowledge of political science, legal studies, behavioral science, management, history, and national security studies focused on the deterrence,

detection, and mitigation of domestic and international threats to the public safety. The program equips graduates with a solid academic foundation for entry level career employment and mid-level career mobility opportunities in broad areas of criminal justice, public safety and security services, government and court administration, and legal services. In addition, the GLNS degree will prepare students for graduate study in law, government administration, business, and national security studies.

Program Goals and Outcomes (revised, and approved 10/20/2014)

The following are program goals for the Government, Law, and National Security major:

1. To provide students with an interdisciplinary background in history, political science, and related disciplines.
2. To cultivate the ability to think, write, and speak clearly with thoroughness and independence.
3. To foster an understanding of the complexity of human motivation and action across a diverse set of individuals, groups, communities, and organizations, by providing a critical approach to evaluating past and present events and issues of historical, legal, and/or political significance.
4. To promote an understanding of human values and moral considerations, and of how to incorporate an ethical awareness into problem-solving strategies that reflects the values of mercy, justice, service, and hospitality.
5. To afford students the opportunity to develop and increase their capacity for qualitative and quantitative analysis and evaluation of local, national and international issues and the strategic implementation of concepts and policy options for conflict and problem resolution.
6. To familiarize students with the political, economic, legal, and national securltiy institutions and processes in the United States and the international community, and their histories.

The Government, Law, and National Security major program goals are realized in the following student learning outcomes:

1. Students will evaluate American and international economic, legal, and/or political systems, institutions, issues, and activities.
2. Students will be able to critically assess the concepts, history, institutions, laws, and methods of national security, broadly understood.
3. Students will be able to critically evaluate both historical and current events to identify intentions and motivations of action.
4. Students will identify and explain the ethical, legal, and/or moral dimension of political, economic, and social issues.
5. Students will be able to develop explanations, theories of causation, and strategies for conflict and program resolution.
6. Students will be able to communicate clearly and persuasively both verbally and in writing.

Government, Law and National Security BA Degree

Sequence of Required Courses (for those in the traditional program)

First Year

First Semester		*Total Credits 15*
PSY 123	Introduction to Psychology	3
PHL 100	Introduction to Philosophy	3
SOC	Sociology or Economics	3
101/BUS 205, 206 or 207		
ENG/HIS/	University Writing Seminar	3

RLS		
POL 100	American National Government	3

Second Semester *Total Credits 15*

	Free Elective	3
PHL 200	Ethical Theory	3

Sophomore Year

First Semester *Total Credits 16*

FA	Core	3
MTH	Mathematics Group A	3
SCI	Core (with Lab)	4
PSY 285	Communication Skills	3
POL 251	Law Seminar I	3

Second Semester *Total Credits 15*

HIS 102	Western Civilization II	3
or	or	
HIS 104	US History II	
ENG/HIS/ RLS	Core	3
POL 103G	Global Politics	3

FA	Core	3
MTH 115	Basic Statistics	3
SCI	Core	3
BUS 208	Principles of Management	3
GEO 202	Cultural Geography	3

Junior Year

First Semester *Total Credits 15*

POL 405	Constitutional Law I	3
ENG/HIS/ RLS	Core	3
POL 308	Comparative Government	3
	GLNS elective	3
	GLNS elective	3

Second Semester *Total Credits 15*

POL 406	Constitutional Law II	3
ENG/HIS/ RLS	Core	3
POL 321	National Security I	3
	GLNS elective	3
	Free elective	3

Senior Year

irst Semester *Total Credits 15*

POL 322	National Security II	3
	GLNS elective	3
	Free elective	3
	Free elective	3
	Free elective	3

Second Semester *Total Credits 15*

POL 323	National Security III	3
	GLNS elective	3
	Free elective	3
	Free elective	3
	Free elective	3

Total required for graduation 121 credits

Major Electives

BUS 207	Contemporary Economics	3
BUS 306	Organizational Behavior	3

BUS 415	International Business	3
BUS 465	Special Topics in Business	3
HIS 320	Selected Studies in History	3
HIS 322	World Wars, Cold War, and Beyond	3
HIS 330	Immigration and American Ethnic History	3
HIS 350	Post-1945 US History	3
ITS 200	Introduction to IT Security	3
PHL 223	Social Ethics	3
PHL 270	Social and Political Philosophy	3
POL 252	Law Seminar II	3
POL 485	Special Topics in Political Science	3
PSY 290	Psychopathology	3
SOC 101	Comparative Sociology	3
SOC 122	Social Problems	3
SOC 221	Cultural Minorities	3
	Foreign Language (up to six credits total)	
	Criminal Justice (up to six credits total)	

History Major

College of Arts and Sciences
Degree BA, History
Department Chair David C. Wright, Jr., PhD

Faculty

Allan W. Austin, Professor of History and Government, BA, MA Bowling Green State University; PhD University of Cincinnati

Jennifer M. Black, Assistant Professor of History and Government, BA, MA Western Michigan University; PhD University of Southern California

Brian F. Carso, Jr., Associate Professor of History and Government, BA, MA University of Rochester; JD State University of NY at Buffalo, School of Law; PhD Boston University

Paul Andrew Fetzer, Visiting Instructor of History and Government, BA Misericordia University; MA Lehigh University

Donald O. Fries, Professor Emeritus of History and Government, BA, MA, University of Michigan; PhD Michigan State University

Thomas Hajkowski, Associate Professor of History and Government, BA Seton Hall University; MA Villanova University, PhD Northwestern University

Louis Maganzin, Professor Emeritus of History and Government, BA St. Bonaventure; MA, PhD Georgetown University

Rebecca Padot, Assistant Professor of History and Government, BA Eastern University; MGA, MPA Fels Institute of Government, University of Pennsylvania; MA , PhD University of Pennsylvania

Marguerite R. Roy, Visiting Professor of History and Government, BS College Misericordia; MA Tufts University; JD Washington University School of Law

Christopher A. Stevens, Assistant Professor of History and Government, BA University of

Massachusetts-Amherst; MA University of Delaware; PhD Brandeis University

David C. Wright, Jr., Professor of History and Government, BA Kenyon College; MA, PhD University of Wisconsin-Madison

Following a major course of study in history provides a student with a strong liberal arts background. The study of history can broaden a student's perspective on local, national, and international issues. It fosters an understanding of the complexity of human motivation and action, providing a critical approach to looking at the past. The history program cultivates the ability to think, write, and speak clearly with thoroughness and independence.

History majors must fulfill the core curriculum requirements in addition to completing 33 credits in history. Advanced history courses require six credits of core history/political science courses as prerequisites.

General Requirements

Incoming first-year students seeking admission as history majors must meet the general and specific admissions requirements of the university as stated in this catalog. In cases where the student does not fully meet them, a personal interview is required.

Continuation as a history major requires that the student maintain a minimum of a 2.0 or "C" average in the major and a similar total grade point average. A student on academic probation for two consecutive semesters will be dismissed from the major.

Transfer students must complete all the history requirements as listed in the sequence of courses in this catalog.

Internship

Internships for history majors are assigned on the basis of availability. Pre-law internships are required as a part of the pre-law specialization. Majors who desire to pursue internships must receive prior approval of the department chair or work out the details with the pre-law advisor. Internships may only be taken if the student has a "B" average in the major and is a fully accredited junior or senior.

Recommendation

To receive a recommendation for graduate study or law school, the student must maintain the minimum of a "B" in the major, pre-law specialization, and total grade point average.

Program Goals and Outcomes

The following are program goals for the History major, in which students will:

1. Broaden perspectives on local, national, and international issues
2. Understand the complexity of human motivations
3. Provide a critical approach to looking at the past
4. Cultivate writing and oral communication skills
5. Foster cultural understanding

The History major program goals are realized in the following student learning outcomes (approved and revised, 10/20/2014):

1. Students will identify major events and issues in local, national, and international history and/or politics
2. Students will identify different historical and theoretical perspectives
3. Students will be able to analyze primary and secondary sources
4. Students will be able to use primary and secondary sources to make an argument

5. Majors will write a research paper that asks a significant historical or political science question
6. Majors will present historical, policy, or political arguments and analysis in an oral presentation
7. Majors will identify key attributes of global regions

History BA Degree

Sequence of Required Courses (without specialization or certification)

First Year

First Semester		*Total Credits 15*
HIS 101	Western Civilization I	3
MTH	Mathematics Group A	3
ENG/RLS	University Writing Seminar	3
PHL 100	Introduction to Philosophy	3
POL 100	American Natl. Government	3

Second Semester		*Total Credits 15*
HIS 102	Western Civilization II	3
MTH	Mathematics Group B	3
ENG/RLS	Core	3
PHL	Core	3
POL 103G	Global Politics	3

Sophomore Year

First Semester		*Total Credits 16*
FA	Core	3
SCI	Core (with lab)	4
Behavioral Science	Core	3
HIS 103	United States History I	3
	Free elective	3

Second Semester		*Total Credits 15*
FA	Core	3
SCI	Core	3
Behavioral Science	Core	3
HIS 104	United States History II	3
	Free elective	3

Junior Year

First Semester		*Total Credits 15*
HIS 405	Seminar on History	3
ENG/RLS	Core	3
HIS 210	History of England or Britain	3
HIS/POL	Advanced elective	3
	Free elective	3

Second Semester		*Total Credits 15*
HIS 491	Research Seminar	3
ENG/RLS	Core	3
HIS	Advanced elective	3
HIS	Advanced elective	3
	Free elective	3

Senior Year

First Semester		*Total Credits 15*
HIS	Advanced elective	3
ENG	Advanced elective	3

HIS/POL	Advanced elective	3
	Free elective	3
	Free elective	3

Second Semester *Total Credits 15*

HIS/POL	Advanced elective	3
ENG	Advanced elective	3
SOC 221	Cultural Minorities	3
GEO 202	Cultural World Geography	3
	Free elective	3

Total required for graduation 121 credits

History Major Pre-law Specialization

Degree BA, History
Department Chair David C. Wright, Jr., PhD
For information contact Brian F. Carso, JD, PhD

The pre-law specialization was developed in accordance with the Association of American Law Schools, which recommends that prospective law students have a broad liberal arts background. The program provides sound preparation for the Law School Admission Test and the graduate study of law.

History Pre-law Specialization Degree

Suggested Course of Study

First Year

First Semester *Total Credits 15*

HIS 101	Western Civilization I	3
PHL 100	Introduction to Philosophy	3
Behavioral Science	Core	3
ENG/RLS	University Writing Seminar	3
POL 100	American National Government	3

Second Semester *Total Credits 15*

HIS 102	Western Civilization II	3
PHL	Core	3
Behavioral Science	Core	3
ENG/RLS	Core	3
POL 103	Global Politics	3

Sophomore Year

First Semester *Total Credits 15*

FA	Core	3
MTH	Mathematics Group A	3
SCI	Core (with lab)	4
HIS 103	United States History I	3
POL 251	Law Seminar I	3

Second Semester *Total Credits 15*

FA	Core	3
MTH	Mathematics Group B	3
SCI	Core	3
HIS 104	United States History II	3
POL 252	Law Seminar II	3

Junior Year

First Semester *Total Credits 15*

HIS 405	Seminar on History	3
ENG/RLS	Core	3
HIS 210	History of England or Britain	3
POL 405	American Constitutional Law I	3
	Free elective	3

Second Semester		*Total Credits 15*
HIS 491	Research Seminar	3
ENG/RLS	Core	3
HIS	Advanced Elective	3
POL 406	American Constitutional Law	3

Senior Year

First Semester		*Total Credits 15*
HIS	Advanced Elective	3
ENG	Advanced Elective	3
SOC 221	Cultural Minorities	3
POL 450	Law Internship I	3
BUS 352	Business Law	3

Second Semester		*Total Credits 15*
	II	
	Free elective	3
HIS/POL	Advanced Elective	3
ENG	Advanced Elective	3
GEO 202	Cultural World Geography	3
POL 451	Law Internship II	3
POL	Advanced Elective	3

The total required for graduation 121 credits

History Major Secondary Education Certification

Degree BA, History
Department Chair David C. Wright, Jr., PhD

The Secondary Education Program in Citizenship is designed to prepare students to become secondary school social studies teachers, including equipping them with the skills to identify and assist students with learning disabilities. The emphasis is on history, along with a number of courses in political science, geography, sociology, anthropology, and economics. This program has been continually refined to keep pace with developments in the field of education. Fully approved by the Pennsylvania Department of Education, this program leads to a teaching certificate valid in Pennsylvania (grades 7–12) and transferable to many other states. See history/secondary education for further information.

Information Technology Major

College of Arts and Social Sciences
Degree: BS, Information Technology
For information contact program director Sr. Patricia Lapczynski, RSM, BA, MS, DPS

The information technology curriculum models the recommendations of the Association of Computing Machinery and provides career-oriented education with a strong liberal arts program. The information technology major leads to a bachelor of science in information technology. The program prepares students to pursue careers in scientific or industrial programming and systems analysis, or to continue their education at the graduate level. Students have ample access to computer labs stocked with Windows and Apple operating systems. All facets of hardware and software are continually upgraded to ensure that students work with the most recent components of this dynamic technology. In addition, a student may elect to do a specialization in IT Security.

Technology is always changing, therefore the program has a strong foundation of knowledge to keep pace with trends in technology. The major goes beyond basic programming to include project implementation, computer architecture, and more.

Coursework in the major explores the following areas:

- Management information systems
- Computer systems and architecture

- Database concepts and programming
- Impact of technology on society
- Information security
- Internet applications
- Network theory and design
- Object oriented programming
- Operating systems
- Programming logic and design
- Software engineering

Mission

To provide a cooperative and quality academic environment in which students can graduate with an undergraduate liberal arts based degree in information technology. The curriculum encompasses all apects of computing technology. It is concerned with issues of how information technology can assist an organization meet their goals. Students learn how to select, create, apply, integrate and administer technology in an organization. Faculty are enabled to develop professionally.

Program Goals

The program must enable the students to attain, by the time of graduation:

a. An ability to apply knowledge of computing and mathematics appropriate to the discipline
b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
c. An ability to design, implement, and evaluate a computer-based system, process , component or program to meet desired needs
d. An ability to function effectively on teams to accomplish a common goal
e. An understanding of professional, ethical, legal, security and social issues and responsibilities
f. An ability to communicate effectivel with a range of audiences
g. An ability to analyze the local and global impact of computing on individuals, organizations and society
h. Recognition of the need for and an ability to engage in continuing professional development
i. An ability to use current techniques, skills and tools necessary for computing practice
j. An ability to use and apply current technical concepts and practices in the core information technologies
k. An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems
l. An ability to effectively integrate IT-based solutions into the user environment
m. An understanding of best practices and standards and their application
n. An ability to assist in the creation of an effective project plan

Admission Requirement

Students should have one year of high school biological science and one year of high school physical sceince.

Retention Criteria

Students should have a minimum average grade point average of 2.0 in their major courses.

Information Technology Major

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
	Math Bank 1	3
	Core	3
	Core	3
CPS 101	Intro to Programming	3
BUS 205, BUS 206, or BUS 207	Macroeconomics, Microeconomics, or Contemporary Economics	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
CPS 121	Computer Programming	3
MIS 110	Introduction to Information Systems	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
MTH 115	Basic Statistics	3
CPS 222	Computer Organization	3
ITS 200	IT Security	3
	Free Elective	3

Second Semester		*Total Credits 15*
	Core	3
	Free Elective	3
COM 215 or CPS 215	Web Design and Production or Introduction to Web Design	3
	IT Elective	3
MIS 220	Applied Networking Design	3

Junior Year

First Semester		*Total Credits 16*
	Core -Science with Lab	4
	Core	3
CPS 321	Opreating System Architecture	3
	IT Elective	3
BUS 300	Quantitative Methods I	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
CPS 432	Database Management Design	3
ITS 420	Information Technology Privacy and Legal Issues	3
	Free Elective	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
	IT Elective	3
	IT Elective	3
MIS 310	Object Oriented Programming	3

Second Semester		*Total Credits 15*
	I	
	Free Elective	3

	Core	3	IT Electives can be CPS 232, CPS 331, CPS 341, CPS 351, CPS 485, ACC 101, BUS 471 or other courses approved by the program director.
MIS 432	Database Management	3	
	IT Elective	3	
MIS 491	Information Technology Management	3	
	Free Elective	3	

Total required for graduation 121 credits

Information Technology Major, IT Security Specialization

College of Professional Studies and Social Sciences
Degree BS, Information Technology
Department Chair Timothy Kearney, PhD
For information contact program director Sr. Patricia Lapczynski, RSM, BA, MS, DPS

The information technology degree with a specialization in information technology security prepares information technology managers to establish the procedures, policies and practices that should be in place to protect information and data.

The information technology curriculum models the recommendations of the Association of Computing Machinery and provides career-oriented education with a strong liberal arts program. The information technology major with a specialization in IT security leads to a bachelor of science in information technology with a specialization in IT security. The program prepares students to pursue careers in scientific or industrial programming and systems analysis, or to continue their education at the graduate level. Students have ample access to computer labs stocked with Windows and Apple operating systems. All facets of hardware and software are continually upgraded to ensure that students work with the most recent components of this dynamic technology. The specialization in IT security places an additional focus on issues such as:

- Security management
- Risk assessment
- Security models
- Access controls
- Cryptology
- Physical Security
- Disaster Recovery
- Privacy and Legal Issues

Technology is always changing, therefore the program has a strong foundation of knowledge to keep pace with trends in technology. The major goes beyond basic programming to include project implementation, computer architecture, and more.

Coursework in the major explores the following areas:

- Management information systems
- Computer systems and architecture
- Database concepts and programming
- Impact of technology on society
- Information security
- Internet applications
- Network theory and design
- Object oriented programming
- Operating systems

- Programming logic and design
- Software engineering

Mission

To provide a cooperative and quality academic environment in which students can graduate with an undergraduate liberal arts based degree in information technology. The curriculum encompasses all apects of computing technology. It is concerned with issues of how information technology can assist an organization meet their goals. Students learn how to select, create, apply, integrate and administer technology in an organization. Faculty are enabled to develop professionally.

Program Goals

The program must enable the students to attain, by the time of graduation:

a. An ability to apply knowledge of computing and mathematics appropriate to the discipline
b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
c. An ability to design, implement, and evaluate a computer-based system, process , component or program to meet desired needs
d. An ability to function effectively on teams to accomplish a common goal
e. An understanding of professional, ethical, legal, security and social issues and responsibilities
f. An ability to communicate effectivel with a range of audiences
g. An ability to analyze the local and global impact of computing on individuals, organizations and society
h. Recognition of the need for and an ability to engage in continuing professional development
i. An ability to use current techniques, skills and tools necessary for computing practice
j. An ability to use and apply current technical concepts and practices in the core information technologies
k. An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems
l. An ability to effectively integrate IT-based solutions into the user environment
m. An understanding of best practices and standards and their application
n. An ability to assist in the creation of an effective project plan

Admission Requirement

Students should have one year of high school biological science and one year of high school physical sceince. Students should also have taken sufficient mathematics courses to successfully pass MTH 160: Discrete Math.

Retention Criteria

Students should have a minimum average grade point average of 2.0 in their major courses.

Information Technology Specialization in Information Technology Security

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
	Math Group A	3
	Core	3
	Core	3
CPS 101	Intro to Programming	3
BUS 205, BUS 206, or BUS 207	Macroeconomics, Microeconomics, or Contemporary Economics	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
CPS 121	Computer Programming	3
MIS 110	Introduction to Information Systems	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
MTH 115	Basic Statistics	3
CPS 222	Computer Organization	3
ITS 200	IT Security	3
	Free Elective	3

Second Semester		*Total Credits 15*
	Core	3
	Free Elective	3
COM 215 or CPS 215	Web Design and Production or Introduction to Web Design	3
ITS 300	Security Management and Risk Assessment	3
MIS 220	Applied Networking Design	3

Junior Year

First Semester		*Total Credits 16*
	Core -Science with Lab	4
	Core	3
CPS 321	Opreating System Architecture	3
ITS 410	Access Controls, Models and Cryptography	3
BUS 300	Quantitative Methods I	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
CPS 432	Database Management Design	3
ITS 420	Information Technology Privacy and Legal Issues	3
	Free Elective	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
	IT Elective	3
ITS 430	Physical Security and Disaster Recovery	3
MIS 310	Object Oriented Programming I	3
	Free Elective	3

Second Semester		*Total Credits 15*
	Core	3
MIS 432	Database Management	3
ITS 490	Current Issues and Trends in IT Security	3
MIS 491	Information Technology Management	3
	Free Elective	3

Total required for graduation 121 credits

Mathematics Major

College of Arts and Sciences
Degree BS or BA, Mathematics
Department Chair Jay Stine, PhD

Faculty

Jerry Bradford, Associate Professor of Mathematics, BA Indiana Wesleyan University; MS, PhD The University of Iowa

Patricia Lapczynski, RSM, Associate Professor of Computer Science, BA Douglass College; MS Dartmouth College; DPS Pace University

David Perkins, Assistant Professor of Mathematics, BA Houghton College; MS South Dakota State University; PhD University of Montana

Jay Stine, Associate Professor of Mathematics, BA Shippensburg University; MS, PhD, University of Miami

Steven J. Tedford, Associate Professor of Mathematics, BA, MS Marist College, PhD Binghamton University

Patrick Touhey, Professor of Mathematics, BA Fordham University; PhD City University of New York

Mathematics has been called the queen of the sciences. In recent years, the increased use of statistics and quantitative methods, combined with the computer revolution, have caused mathematics to pervade not only the physical sciences, but the life and social sciences as well. Mathematical techniques are widely used in research, in industry, manufacturing, commerce, and government. Recognizing these broad applications, this major in mathematics was designed to expose students to both classical and contemporary areas.

The mathematics major prepares students for careers in business, industry or government, or for future study in graduate or professional school.

Students may choose to pursue either a BS or BA degree in mathematics. The required mathematics courses for either degree are the same. Students who choose a BA must complete PHY 221-222; those choosing a BS must complete PHY 221-222 and either CHM 133-134 or BIO 111-112.

Upper-level courses are offered in alternate years (see course descriptions for details), so that a student's schedule may not follow this sequence exactly. The above would be typical for a traditional first-year student whose first semester begins in the fall of an odd numbered year (e.g., 2007).

Program Goals and Outcomes

The following are program goals for the Mathematics major, in which students will:

1. Think critically, reason analytically, and solve problems creatively.
2. Be competent mathematically.
3. Respect and understand the culture, philosophy, and history of Mathematics.
4. Think and act mathematically in order to pursue a life-time of learning.
5. Succeed in their careers; in business, industry, government, or teaching as well as in graduate or professional schools.
6. Teach according to national recommendations for the teaching of Mathematics (Secondary Education majors).

The Mathematics major program goals are realized in the following student learning outcomes:

1. Explain inferential statistics.

2. Calculate the derivatives of a variety of functions.
3. Evaluate arguments.
4. Utilize course related mathematical concepts and theories.
5. Solve applied problems via integral calculus.
6. Solve problems in naïve set theory.
7. Compute basic Riemann integrals; utilize the fundamentals of power series expansions.
8. Solve equations in polynomial rings.
9. Demonstrate success in careers, business, industry, government, or teaching, as well as in graduate or professional school.
10. Pass the Mathematics: Content Knowledge (PRAXIS II Secondary Education Mathematics) examination at an acceptable level (Secondary Education majors).

For information about the requirements for students pursuing Secondary Education certification, please refer to the Teacher Education programs section of the catalog.

Mathematics BS or BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
CPS 101	Intro. to Programming	3
MTH 171	Calculus I	4
	Core	3
	Core	3
	Core	3

Second Semester		*Total Credits 16*
MTH 172	Calculus II	4
MTH 244	Set Theory & Logic	3
	Core	3
	Core	3
	Core	3

Sophomore Year

First Semester		*Total Credits 17*
MTH 226	Calculus III	4
MTH 241	Linear Algebra	3
PHY 221	General Physics I	4
	Core	3
	Core	3

Second Semester		*Total Credits 16*
MTH 215	Mathematical Statistics	3
MTH 242	Differential Equations	3
PHY 222	General Physics II	4
	Core	3
	Core	3

Junior Year

First Semester		*Total Credits 15*
MTH 463	Abstract Algebra I	3
MTH	Mathematics elective	3
MTH	Mathematics elective	3
	Core	3
	Free elective	3

Second Semester		*Total Credits 15*
MTH	Mathematics elective	3
MTH	Mathematics elective	3
	Core	3
	Core	3
	Free elective	3

Senior Year

First Semester		*Total Credits 15*
MTH 441	Real Analysis I	3
MTH	Mathematics elective	3
	Free elective	3
	Core	3
	Core	3

Second Semester		*Total Credits 12*
	Free elective	3
	Free elective	3
	Free elective	3
	Free elective	3

Total required for graduation 122 credits

Medical Science Major

College of Arts and Sciences
Degree BS, Medical Science
Department Chair Darci Brown, MSPAS

Faculty

Jennifer L. Arnold, Assistant Professor of Physician Assistant Studies, BS Hahnemann University; BS Arcadia University; MHS Drexel University

Darci L. Brown, Assistant Professor, BS Buffalo State College, MSPAS Arcadia University

Stanley J. Dudrick, Professor, BS Franklin and Marshall College, MD University of Pennsylvania School of Medicine

Diane McAvoy, Assistant Professor of Physician Assistant Studies, BS King's College, MS A.T. Still University

Lindsey Vigilante, Assistant Professor of Physician Assistant Studies, BS, MS Marywood University

Balancing strong preparation in the life sciences with an intensive year of pre-clinical education, Misericordia University's Bachelor of Science in Medical Science (BSMS) provides students with nationally-normed science prerequisites for pursuing physician assistant education. The program engages students in a sequence of specialized, medically-based courses that provides strong preparation for work in a physician assistant studies program at the graduate level. Freshman students are accepted to the BSMS program each fall in cohorts of 20. To receive the BSMS, students complete a curriculum of 125-131 semester hours.

Faculty teaching in the program include the eminent surgeon and research scientist Stanley J. Dudrick, MD, veteran physician assistants, and gifted researchers and teachers from the university's biology and chemistry/biochemistry departments.

The mission of the Misericordia University pre-professional Bachelor of Science in Medical Science program is to prepare exceptional students for success in graduate degree work in Physician Assistant studies. Graduates will achieve their maximum potential as able, caring, compassionate, competent, idealistic pre-professionals. The program's educational environment will promote an ethos of service, responsibility, morals and ethics, a quest for excellence, and an avid desire for self-directed lifelong learning in a spiritually enriched environment, while preparing students to apply evidence-based knowledge.

Program graduates will exhibit honesty, communication skills, talents, dedication, self-discipline, initiative, resourcefulness, and judgment as pre-professional Physician Assistant Studies candidates. Graduates will be dedicated to their patients and communities, showing respect for the dignity, worth, and rights of others, while serving with integrity, accountability, and trust as developing leaders in an evolving profession, and as potential advocates and innovators for augmenting, complementing, and advancing the quality, accessibility, and transformation of the healthcare system.

Progression from the third year of Misericordia University's Bachelor of Science in Medical Science to the didactic year of the proposed program is open to matriculants of the undergraduate curriculum who have met, or will have met, by the end of the spring semester prior to fall semester didactic year coursework the following pre-requisites:

- All required science courses, electives, and core curriculum courses completed prior to entrance into didactic coursework.
- A minimum average of 3.3 in required science courses.
- A minimum cumulative grade point average of 3.3.
- A minimum grade of C minus (C-) in all courses at the 100 through 400 levels.
- Completion of 100 hours shadowing a Physician Assistant
- Completion of 100 hours of community service
- Maintenance of good academic standing, as defined by the university.
- No record of university disciplinary sanction.
- Satisfactory Level 1 Criminal Background Check and Drug Screen.
- Successful completion of an interview with and positive recommendation from program principal faculty.
- Demonstration to program principal faculty of ability to meet the following technical standards in timed settings and under stressful conditions:
    - Sufficient capacity for observation in academic, clinical, and other medical settings; functional vision, hearing, and tactile sensation sufficient to observe a patient's condition and perform procedures regularly required during a physical examination.
    - Sufficient skills to communicate verbally and in writing in academic and healthcare settings.
    - Sufficient motor function to carry out movements necessary for patient diagnosis and care; for free movement in patient care and between facilities and buildings in academic and healthcare environments; physical stamina to complete didactic and clinical coursework.
    - Sufficient intellectual ability to measure, calculate, reason, analyze, and synthesize, in the context of medical problem-solving and patient care.
    - Sufficient emotional health and stability required for exercising good judgment and promptly completing all academic and patient care responsibilities.
- Students who enter the BSMS program each year are assigned to a cohort that enters the master's curriculum in the senior year. If a student decelerates due to academic difficulty or other personal reasons, and is thereby ineligible to enter the graduate phase with the assigned timetable there is no guarantee that a seat will be available in any other cohort.

Successful transfer applicants will hold a minimum collegiate grade point average of 3.3, having completed at least 15 college credits, have a science grade point average of 3.0, and have a proven record of success in high school and have no disciplinary actions on record. Transfer applicants must successfully complete an interview with Physician Assistant Program faculty to be accepted into the program.

Program Goals and Outcomes

The following are program goals for the Medical Science major, in which students will:

1. Develop a basic scientific foundation for learning to organize, integrate, interpret, and present clinical data.
2. Develop critical thinking and evaluation skills.
3. Develop a basic scientific approach to normal human health and development.

4. Develop effective communication and teamwork skills.
5. Promote cross-cultural and socioeconomic sensitivity and emphasize the fundamental importance of ethical behavior in basic scientific and medical practice.
6. Develop introductory knowledge of the Physician Assistant profession.
7. Develop knowledge of basic scientific concepts to facilitate understanding of the medical sciences.
8. Develop a basic scientific foundation for learning to perform a complete human physical examination.
9. Upon graduation, be prepared to enter an accredited graduate-level Physician Assistant program.

The Medical Science major program goals are realized in the following student learning outcomes:

1. Recognize the pathology of human disease by system and specialty.
2. Present orally and in writing a medical history for assigned human patients.
3. Perform a physical examination on an assigned adult patient.
4. Present orally and in writing physical examination findings about assigned human patients.
5. Demonstrate pharmacologic and therapeutic skills appropriate to introductory level Physician Assistant studies.
6. Display a working knowledge of major anatomical regions and structures of the human body.
7. With regard to human physiology and pathophysiology, explain interrelationships of function and dysfunction at the molecular, cellular, tissue, organ, and systemic levels.
8. Recognize the role of genetic factors in health and disease.
9. Analyze the socio-behavioral aspects of medical practice.
10. Examine ethical concepts as they relate to practical decision-making and problem-solving in medical practice.

Medical Science BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 14*
BIO 111	Evolution, Genetics & Ecology	4
CHM 133	Chemical Principles I	4
Core	Math Group A	3
ENG/HIS/ RLS 151	University Writing Seminar	3

Second Semester		*Total Credits 17*
BIO 112	Cell and Molecular Biology	4
CHM 134	Chemical Principles II	4
MTH 115	Statistics	3
Core	English/History/Religious Studies Core	3
PSY 123	Introduction to Psychology	3

Sophomore Year

First Semester		*Total Credits 17*
BIO 211	Anatomy & Physiology I	4
CHM 243	Organic Chemistry 1	4
	English/History/Religious Studies Core	3
PHL 100	Introduction to Philosophy	3
	English/History/Religious Studies Core	3

Second Semester		*Total Credits 17*
BIO 212	Anatomy & Physiology II	4
CHM 244	Organic Chemistry II	4
	Behavioral Science Core	3
	English/History/Religious Studies Core	3
	PHL Core	3

Junior Year

First Semester		*Total Credits 12-16*
CHM 353	Biochemistry I	3
Major	Required Med. Science elective	3-5
Major	Required Med. Science elective	3-5
	FA Core	3

Second Semester		*Total Credits 13-15*
BIO 343	Microbiology	4
Major	Required Med. Science elective	3-5
	FA Core	3
	English/History/Religious Studies Core	3

Medical Science Elective Courses

Choose three of the following

-An advisor-approved Biology course (300 level or greater)

-An advisor-approved Chemistry course (300 level or greater)

-An advisor-approved Psychology course (200 level or greater)

-An advisor-approved Physician Assistant elective course

Senior Year

First Semester		*Total Credits 17*
PA 526	Introduction to the Profession	1
PA 530	Clinical Medicine I	5
PA 538	Patient Assessment I	4
PA 541	Pharmacology I	2
PA 544	Gross Clinical Anatomy	3
PA 546	Pathophysiology I	2

Second Semester		*Total Credits 18*
PA 527	Health Care Issues I	2
PA 531	Clinical Medicine II	6
PA 539	Patient Assessment II	4
PA 542	Pharmacology II	3
PA 547	Pathophysiology II	2
PA 560	Clinical Genetics	1

Minimum credits required for graduation: 126-132

Alternate Senior Year

There is a secondary pathway for students who are not able to or choose not to progress to the final phase of the program, which requires admittance to the didactic year of the Master of Science in Physician Assistant Studies (MSPAS) program.

The additional required courses for the Bachelro of Science in Medical Science, Non-Physician Assistant track consist of::

PSY 277 - Adult Development and Aging (3 credits)

PSY 290 - Psychopathology (3 credits)

CHM 360 - Pharmacology (2 credits)

Physics (8 credits): Either PHY 117/118 or PHY 221/222 (to be determined by the student's graduate school intentions -- e.g., intention to apply to medical school would dictate PHY 221/222)

Natural Science electives (9 credits): must be above 200-level courses

Free Electives (12 credits total)

Total credits for fourth year for Bacelor of Science in Medical Science, Non-Physician Assistant Track - 37 credits.

Philosophy Major

College of Arts and Sciences
Degree BA, Philosophy
Department Chair Matthew Swanson, PhD

Faculty

Mark Painter, Professor of Philosophy, BA Evergreen State College; MA University of North Texas; PhD University of Missouri

George William Shea, IV, Assistant Professor of Philosophy, BS Towson University; MA Georgia State University; PhD Duquesne University

Melanie Shepherd, Associate Professor of Philosophy, BA Hanover College, PhD The Pennsylvania State University

Matthew L. Swanson, Associate Professor of Philosophy, BA, MA, PhD University of Missouri

This program presents philosophy as an integral life activity growing out of a deep and passionate concern with life and its meaning and the recognition that the traumatic changes that mark an age and affect all people involve philosophical issues. In its academic mode, philosophy is noted for cultivating those dispositions and aptitudes requisite for critical thinking and sound judgment. In this function, it provides the strongest preparation for rational living and intelligent participation in contemporary discussions about issues such as freedom, justice, personal authenticity, morality, and political legitimacy.

Pre-Law Specialization

The pre-law specialization was developed in accordance with the Association of American Law Schools, which recommends that prospective law students have a broad liberal arts background. The program represents sound preparation for the Law School Admissions Test and the study of law.

General Requirements

Philosophy majors must complete 24 credits in philosophy beyond the six credits that satisfy core requirements, and maintain a 2.00 (C grade) average overall and in the major. They are also required to take Introduction to Logic (PHL 105), Ethical Theory (PHL 200) and the four upper level historical

courses: Ancient Philosophy (PHL 320), Early Modern Philosophy (PHL 330), 19th Century Philosophy (PHL 340) and 20th Century Philosophy (PHL 430). A proficiency in a foreign language is advisable.

A large number of free electives allows students flexibility in personalizing their studies. Majors can, with approval of their advisors, either select from various minors and areas of concentration, pursue double majors, or select clusters of advanced courses from different disciplines in pursuit of more integrated understanding.

Program Goals and Outcomes

Students majoring in Philosophy will:

1. Develop and apply the skills necessary to critically analyze philosophical and ethical arguments.
2. Develop and apply the skills necessary to effectively write about philosophical arguments.
3. Understand the main historical figures and movements in philosophy.
4. Develop the ability to deal responsibly with social and political issues.
5. Develop the ability to appreciate the cultural contexts of philosophical ideas.
6. Develop the skills necessary to speak publically about philosophical ideas in a clear, responsive, articulate manner with respect for divergent opinions.

The Philosophy major program goals are realized in the following student learning outcomes:

1. Students will critically analyze philosophical and ethical arguments in terms of content, logical structure and reasoning.
2. Students will write effectively about philosophical arguments.
3. Students will demonstrate a comprehensive and clear understanding of the main historical figures and movements in philosophy.
4. Students will demonstrate an appreciation of the cultural contexts of philosophical ideas in written and oral presentations and discussions.
5. Students will demonstrate the ability to deal responsibly with social and political issues in written and oral presentations and discussions.
6. Students will speak publically about philosophical ideas in a clear, responsive, articulate manner with respect for divergent opinions.

Philosophy BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
PHL 100	Introduction to Philosophy	3
	Core	3
	Core	3
	Core	3
	Core	3

Second Semester		*Total Credits 16*
PHL 200	Ethical Theory	3
	Core	3
	Core	3
	Core	3
SCI	Core (with lab)	4

Sophomore Year

First Semester		*Total Credits 15*
	Free elective	3
	Free elective	3
	Core	3
	Core	3
PHL 105	Introduction to Logic	3

Second Semester		*Total Credits 15*
	Free elective	3
	Free elective	3
	Core	3
	Core	3
PHL	Major elective	3

Junior Year

First Semester		*Total Credits 15*
PHL 320	Ancient Philosophy	3
	Free elective	3
	Free elective	3
	Free elective	3
	Core	3

Second Semester		*Total Credits 15*
PHL 330	Early Modern Philosophy	3
	Free elective	3
	Free elective	3
	Free elective	3
	Core	3

Senior Year

First Semester		*Total Credits 15*
PHL 340	19th Century Philosophy	3
PHL	Major elective	3
	Free elective	3
	Free elective	3
	Free elective	3

Second Semester		*Total Credits 15*
PHL 430	20th Century Philosophy	3
PHL	Major elective	3
	Free elective	3
	Free elective	3
	Free elective	3

Total required for graduation 121 credits

Philosophy, Pre-law

Degree BA, Philosophy
Department Chair Matthew Swanson, PhD
For information contact Brian F. Carso, JD, PhD

The pre-law specialization was developed in accordance with the Association of American Law Schools, which recommends that prospective law students have a broad liberal arts background. The program represents sound preparation for the Law School Admission Test and the graduate study of law.

The program has been carefully designed to develop ability in expression and analytical comprehension, to afford basic information about human institutions and values, and to cultivate the ability to think creatively and critically with thoroughness and independence.

Students may choose to major in English, history, philosophy, or interdisciplinary studies. Upon satisfactory completion of the major program requirements and the pre-law program requirements, the student will earn a bachelor of arts degree in English, history, philosophy, or interdisciplinary studies with a pre-law specialization.

Pre-law students must fulfill the general and specific requirements of the university and of the specific major as stated in the catalog for retention in the program and for recommendation to law school.

Pre-law students should register with the pre-law director, who can provide advice on course selection and information concerning the Law School Admission Test (LSAT) and law schools can be obtained.

Philosophy Pre-law BA Degree

Suggested Course of Study, Pre-professional Curriculum

First Year

First Semester		*Total Credits 3*
POL 100	American National Government	3

Second Semester		*Total Credits 3*
POL 103	Global Politics	3

Sophomore Year

First Semester		*Total Credits 3*
POL 251	Law Seminar I	3

Second Semester		*Total Credits 3*
POL 252	Law Seminar II	3

Junior Year

First Semester		*Total Credits 3*
POL 405	American Constitutional Law I	3

Second Semester		*Total Credits 3*
POL 406	American Constitutional Law II	3

Senior Year

First Semester		*Total Credits 6*
POL 450	Law Internship I	3
BUS 352	Business Law	3

Second Semester		*Total Credits 6*
POL 451	Law Internship II	3
POL	Free Elective	3

Total required for graduation 120.

Master of Science in Physician Assistant Studies

College of Arts and Sciences
Degree MS in Physician Assistant Studies
Department Chair Darci L. Brown, MSPAS

Faculty

Jennifer L. Arnold, Assistant Professor of Physician Assistant Studies, BS Hahnemann University; BS Arcadia University; MHS Drexel University

Darci L. Brown, Assistant Professor, BS Buffalo State College, MSPAS Arcadia University

Stanley J. Dudrick, Professor, BS Franklin and Marshall College, MD University of Pennsylvania School of Medicine

Diane McAvoy, Assistant Professor of Physician Assistant Studies, BS King's College, MS A.T. Still University

Lindsey Vigilante, Assistant Professor of Physician Assistant Studies, BS, MS Marywood University

The Master of Science in Physician Assistant Studies (MSPAS) degree at Misericordia University is an intensive 24-month, year-round program designed for students who hold a bachelor's degree and meet other entrance requirements or are enrolled in the BSMS 3+2 program.

Misericordia University's Bachelor of Science in Medical Science (BSMS) 3+2 program provides students with nationally-normed science prerequisites for pursuing physician assistant education. The program engages students in a sequence of specialized, medically-based courses that provides strong preparation for work in a physician assistant studies program at the graduate level. Freshman students are accepted to the BSMS program each fall in cohorts of 20. To receive the BSMS, students complete a curriculum of 125-131 semester hours.

Progression from the third year of Misericordia University's Bachelor of Science in Medical Science to the didactic year of the proposed program is open to matriculants of the undergraduate curriculum who have met, or will have met, by the end of the summer semester prior to fall semester didactic year coursework and the pre-requisites listed.

Professional Phase:

The first (or didactic) year, is comprised of basic medical and clinical sciences that prepare students to enter the clinical, or second, year. In the clinical year, students perform nine five-week clinical clerkships in a variety of professional settings and geographic locations throughout Pennsylvania and surrounding states, to ensure that they amass a wide range of learning experiences.

Working directly with patients under professional supervision, students learn to evaluate and treat medical problems in ambulatory medicine, long-term care, internal medicine, pediatrics, psychiatry, surgery, women's health, and emergency medicine. In a classroom setting, students also prepare for entering the PA profession, including successful completion of the Physician Assistant National Certifying Examination (PANCE) and successful completion of an objective standardized clinical examination (OSCE) in order to demonstrate competency in interpersonal skills, comprehensive physical examination skills and professional bearing.

Delivered in on-campus laboratories as well as off-campus supervised clinical settings, the new curriculum is coordinated with relevant practice to provide students an integrated learning experience. The curriculum is aligned with national norms articulated by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), in its Accreditation Standards for Physician Assistant Education, 4th edition.

Mission

The mission of the Misericordia University Physician Assistant program is to provide exceptional students the highest quality curriculum and training in an atmosphere of academic excellence. Graduates will be known in their communities as compassionate, competent, collegial, idealistic professionals. The program's educational environment promotes an ethos of service, caring, responsibility, morals and ethics, a quest for excellence, and an avid desire for self-directed lifelong learning.

Vision statement

- Program will provide students with an excellent curriculum utilizing leading edge technology and pedagogical strategies
- Program will establish and strengthen collaborative relationships with healthcare systems, and entities, including The Commonwealth Medical College, advancing clinical training opportunities for its students
- Program will provide a clinical experience in medically underserved areas
- Program will graduate PAs with skills in scientific inquiry and aspirations for diverse roles such as PA educators, leaders, and researchers.

Program Goals and Outcomes

The following are program goals for graduates of the Master of Science in Physician Assistant Studies (MSPAS) curriculum:

Goal 1: Develop the ability to perform a complete physical examination and to organize, integrate, interpret, and present clinical data in a clear, concise manner.

Goal 2: Support effective and sensitive communication with patients.

Goal 3: Develop critical thinking and evaluative skills.

Goal 4: Develop effective communication and teamwork skills with healthcare teams.

Goal 5: Provide a comprehensive approach to normal human health and development, both physical and mental.

Goal 6: Provide an explanation and demonstration of the skills needed to assess core diseases encountered in primary care.

Goal 7: Integrate diagnostic assessment skills with knowledge of patient presentation, pharmacology, and health care subspecialties to synthesize appropriate treatment plans.

Goal 8: Promote cross-cultural and socioeconomic sensitivity, confront prejudice, and support the development of effective medical practice in a diverse society.

Goal 9: Promote a commitment to provide effective, accessible, continuous, comprehensive, and personalized health care.

Goal 10: Emphasize the fundamental importance of ethical behavior in medical practice.

Goal 11: Promote teaching of patients, community, and colleagues.

Goal 12: Participate in the generation of new knowledge in medicine, whether through research, health policy administration, or as distinguished practitioners.

Goal 13: Develop cutting edge knowledge of the Physician Assistant profession and participate as leaders at the local, state, and national level, shaping future policy and legislation to promote Physician Assistant practice.

Goal 14: Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness, and integrate evidence from scientific studies related to their patients' health problems.

Goal 15: Apply knowledge of basic science concepts to facilitate understanding of the medical sciences.

Goal 16: Demonstrate competency in basic clinical procedures performed by a graduate Physician Assistant.

Goal 17: Upon graduation, be prepared to enter the workforce as a gainfully employed Physician Assistant with excellent job search skills and the knowledge to obtain and maintain licensure in any state to practice as a Physician Assistant.

Upon completing the Misericordia University Master of Science in Physician Assistant Studies, graduates are expected to be able to:

MEDICAL KNOWLEDGE

Evaluate etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions

Identify signs and symptoms of medical conditions.

Select and interpret appropriate diagnostic or lab studies.

Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other relevant treatment modalities.

Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission.

Identify appropriate interventions for prevention of conditions.

Identify the appropriate methods to detect conditions in an asymptomatic individual.

Differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings, and other diagnostic data.

Appropriately use history and physical findings and diagnostic studies to formulate a differential diagnosis.

Provide appropriate care to patients with chronic conditions.

INTERPERSONAL AND COMMUNICATION SKILLS

Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information.

Appropriately adapt communication style and messages to the context of the individual patient interaction.

Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group.

Apply an understanding of human behavior.

Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety.

Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.

PATIENT CARE

Work effectively with physicians and other health care professionals to provide patient-centered care.

Demonstrate caring and respectful behaviors when interacting with patients and their families.

Gather essential and accurate information about their patients.

Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.

Develop and carry out patient management plans.

Counsel and educate patients and their families.

Competently perform medical and surgical procedures considered essential in the area of practice.

Provide health care services and education aimed at preventing health problems or maintaining health.

PROFESSIONALISM

Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant.

Professional relationships with physician supervisors and other health care providers.

Respect, compassion, and integrity.

Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.

Sensitivity and responsiveness to patients' culture, age, gender, and disabilities.

Self-reflection, critical curiosity, and initiative.

PRACTICE-BASED LEARNING AND IMPROVEMENT

Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems.

Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.

Apply information technology to manage information, access online medical information, and support their curricular activities and life-long learning.

SYSTEMS-BASED PRACTICE

Use information technology to support patient care decisions and patient education.

Interact effectively with different types of medical practice and delivery systems.

Understand the funding sources and payment systems that provide coverage for patient care.

Advocate for quality patient care and assist patients in dealing with system complexities.

Apply medical information and clinical data systems to provide more effective, efficient patient care.

Admission Requirements

The Master of Science in Physician Assistant Studies (MSPAS) degree is open to applicants who have earned, or will earn, by the end of the summer semester prior to fall semester entry, a baccalaureate degree and have met, or will have met, by the end of the summer semester prior to fall semester entry, the following prerequisites:

- An earned bachelor's degree with an overall cumulative grade-point average (GPA) of 3.0 on a scale of 4.0.
- A minimum average of 3.0 on a scale of 4.0 in required pre-requisite courses.
- A minimum of 3.0 average on a 4.0 scale in the sciences as figured by Central Application Service for Physician Assistants (CASPA).
- Ability to fulfill any university admission requirements.
- Successful completion (as defined above) within ten years prior to admission of the following undergraduate science courses with laboratory components, to total 48 or more semester hours:
    - General Biology I and II

- General Chemistry I and II
- Anatomy and Physiology I and II
- Microbiology
- Organic Chemistry I and II
- Biochemistry
- Three Biology, Chemistry, Biochemistry or Psychology elective courses.
- An exception MAY be granted for a course over ten years old where there has been utilization of the relevant knowledge within the applicant's employment - at the discretion of the Program Director only.
- Completion of the GRE.
- Submission of a letter of recommendation from a healthcare provider (MD, DO, PA, or NP).
- Successful completion of an interview with and positive recommendation from program principal faculty.
- Satisfactory Level 1 Criminal Background Check and Drug Screen.
- Demonstration to program principal faculty of ability to meet the following technical standards:
    - Sufficient capacity for observation in academic, clinical, and other medical settings; functional vision, hearing, and tactile sensation sufficient to observe a patient's condition and perform procedures regularly required during a physical examination.
    - Effective written and verbal communications skills sufficient to both academic and healthcare settings.
    - Sufficient motor function to carry out movements necessary for patient diagnosis and care; for free movement in patient care and between facilities and buildings in academic and healthcare environments; physical stamina to complete didactic and clinical coursework.
    - Sufficient intellectual ability to measure, calculate, reason, analyze, and synthesize, in the context of medical problem-solving and patient care.
    - Sufficient emotional health and stability required for exercising good judgment and promptly completing all academic and patient care responsibilities.

Other Academic Standards and Policies

1. All students must maintain a GPA of 3.0 or better to remain in good program academic standing.
2. Students must receive a minimum grade of C in all MSPAS courses during the didactic year. If the student earns a course grade below C this will result in the student being suspended. If the student earns less than a C in more than one course at any point in the didactic year the student will be dismissed permanently. Students wishing to repeat a course must petition the Program Director. Permission is at the discretion of the Program Director and this decision is final. If permission to repeat a course is granted, the course will be taken the following academic year.
3. 3. If the student earns a grade below C in a clinical rotation, they must petition the Program Director and complete the additional rotation at the end of the scheduled program delaying their graduation. If a student earns a grade below C in more than one clinical rotation, this will result in the student being permanently dismissed from the program. Permission to repeat a course is at the discretion of the Program Director and this decision is final.
4. The academic standing of each student will be reviewed at the end of each academic semester.
5. For students whose academic status is not consistent with program/course expectations, faculty members will submit mid-semester warning in accordance with university-designated dates and procedures.

6. Violation of the Honor Code, Code of Ethics and/or Program or University Policies in any way may be subject to reprimand depending on the severity of the violation.
7. Students whose academic status is not consistent with program/course expectations at the end of a semester may be subject to the following:

Sanctions

*Students who fail t*o meet the academic standards outlined may be subject to academic sanctions including academic probation, suspension, establishment of a learning contract, and/or dismissal.

Program Probation

Grounds for being placed on academic probation include, but are not limited to:

- Failure to maintain a cumulative GPA above 3.0;
- Course failure;
- Lapses in professionalism.

Academic Probation

A student with a cumulative GPA below 3.0 will be placed on academic probation and receive a letter from the Program Director stating such. This written notice of probationary status will also include a notice that failure to reach the required 3.0 cumulative GPA by the end of the following academic semester will result in his/her dismissal from the program.

A student may only be on probation for two separate terms throughout the entire program – a third term resulting in a cumulative GPA below 3.0 will result in automatic permanent dismissal from the program. This decision is final and not subject to appeal.

Each student on probation is required to meet with the Program Director and academic advisor by the end of the second week of the probationary semester to develop and agree to-in writing-an Academic Improvement Plan (AIP). The AIP may include mandatory study/advising sessions, or other stipulations aimed at encouraging and supporting student success. A copy of a student's AIP will be maintained in his/her advising folder, and a copy will also be forwarded to the office of the Dean of the College of Arts and Sciences.

Learning Contract

A learning contract *is a document empl*oyed by the program in cases in which a student's performance fails to meet expected standards. The contract describes how a student's performance has been deficient and outlines steps that should be taken to remediate a deficiency or improve performance. . The student's advisor can implement a learning contract at any point during the didactic year. The stipulations and recommendations for the student's academic improvement will be described on this document. A copy of this document will be signed by the student and faculty member. This contract will remain in the students file until graduation. During the clinical year a learning contract will be initiated if the student does not achieve certain numerical benchmarks in the form*ative and summative* examinations which are part of the PANCE preparation system. Learning contracts may be established independently of or in addition to one of the above sanctions. Failure to comply with the conditions established in a learning contract constitutes grounds for further disciplinary action, including dismissal.

Academic Suspension

A student may be placed on Academic Suspension for:

- Receiving a grade of less than C in any class
- A breach of professionalism
- A violation of the Code of Ethics
- A breach in Academic Integrity

- A violation of the Student Code of Conduct as defined by the University
- Being dismissed from a clinical rotation for any reason

Students, who have been suspended from the program for any reason, including violation of professionalism or academic policy, must apply in writing for readmission to the Program Director prior to the fall semester of the next academic year. Students may be required to audit courses, repeat coursework, or pass written and/or practical examinations to demonstrate competence before returning to the program. Readmission is at the discretion of the Program Director and this decision is final and not subject to appeal.

P*rogram Dismissal*

Grounds for program dismissal include, but are not limited to, the following:

- Failure to raise the cumulative GPA above 3.0 at the completion of two academic program semesters of probation (this includes the summer session)
- Achieving grade less than C in more than one course
- Failure to meet conditions established in a learning contract
- Lapses in professionalism*

*Students are subject to the university's Student Code of Conduct found in the Student Handbook

Student Grievance Policy

For Student Grievance Policy please refer to the University Student Handbook.

Evaluations

The MSPAS program does not award or grant advanced placement.

Curriculum

Delivered in on-campus laboratories as well as off-campus supervised clinical settings, the MSPAS curriculum is coordinated with relevant practice to provide students an integrated learning experience. The first (or didactic) year is comprised of basic medical and clinical sciences. The second (or clinical) year includes nine five-week clinical clerkships in a variety of professional settings and geographic locations, to ensure that students amass a wide range of learning experiences.

Physician Assistant Studies MS Degree, Class of 2016

Sequence of Required Courses

Year One

Fall Semester	*Total Credits 17*	
PA 526	Introduction to the Profession	1
PA 530	Clinical Medicine I	5
PA 538	Patient Assessment I	4
PA 541	Pharmacology I	2
PA 544	Gross Clinical Anatomy	3
PA 546	Pathophysiology I	2

Spring Semester *Total Credits 18*

PA 527	Health Care Issues I	2
PA 531	Clinical Medicine II	6
PA 539	Patient Assessment II	4
PA 542	Pharmacology II	3
PA 547	Pathophysiology II	2
PA 560	Clinical Genetics	1
Summer Semester		*Total Credits 17*
PA 528	Health Care Issues II	1
PA 532	Clinical Medicine III	3
PA 543	Pharmacology III	2
PA 550	Emergency Medicine	2
PA 552	Medical Procedures & Surgery	2
PA 554	Special Populations	5
PA 570	Research, Epidemiology and Statistics	2

Year Two

Professional Year Two clinical rotations include rotations in:

PA 601	Ambulatory Medicine (5 weeks)	5
PA 603	Internal Medicine (5 weeks)	5
PA 604	Pediatrics (5 weeks)	5
PA 605	Psychiatry (5 weeks)	5
PA 606	Surgery (5 weeks)	5
PA 607	Women's Health (5 weeks)	5
PA 608	Emergency Medicine (5 weeks)	5
PA 609	General Elective Rotation (5 weeks) - taken twice	5
Fall Semester		*Total Credits 16*
	Clinical Clerkships	15
PA 631	Professional Development	1
Spring Semester		*Total Credits 17*
	Clinical Clerkships	15
PA 632	PANCE Preparation	2
Summer Semester		*Total Credits 16*
	Clinical Clerkships	15
PA 633	Summative Evaluation	1

College of Arts and Sciences Minors

Advanced Clinical Nutrition Minor

College of Arts and Sciences
For information contact Darci Brown, MSPAS

This minor allows the undergraduate science student the opportunity to explore the value of nutrition science. This is ideal for future physician assistant students, future medical students, or anyone interested in becoming a certified nutrition specialist.

The requirements are as follows:

CHM 243 Organic Chemistry I (4 credits)

CHM 244 Organic Chemistry II (4 credits)

CHM 353 Biochemistry I (3 credits)

And, three courses from:

PA 501 Foundations in Nutrition (4 credits)

PA 502 Advanced Nutrition Assessment (3 credits)

PA 503 Advanced Micronutrients (4 credits)

PA 504 Medical Nutrition Therapeutics (5 credits)

Art History Minor

College of Arts and Sciences
For information contact Elisa Korb, PhD

Faculty

Elisa Korb, Assistant Professor of Fine Arts, BA Adelphi University; JD University of Pittsburgh School of Law; PhD University of Birmingham

Ryan Watson, Assistant Professor of Fine Arts, AB Georgetown University; MA University of Chicago; PhD University of Iowa

Ryan Weber, Assistant Professor of Fine Arts, BA, MA Queens College - The City University of New York; PhD University of Connecticut

This minor is designed for students interested in studying the history of art, architecture and design as an academic discipline. Required courses are selected to prepare students in the fundamentals of the discipline and to cover a range of historical periods--spanning from the prehistoric to the contemporary--as well as a variety of media.

No grade below a C- in a course required for the minor will count towards satisfying requirements. The mandatory number of credits for fulfilling a minor in this area is 18 credits, six of which may be applied from the university's Core Curriculum.

The following courses will satisfy requirements for the Art History minor, totaling 18 credits. Prerequisites are required for some courses, which may be found in their course descriptions.

Choose **one** of the following Core coourses to be taken as prerequisite to
300-level courses (3 credits):

FA 203	Subjects and Symbols in Art
FA 204	Beauty and Ugliness

Choose **one** of the following Core coourses to be taken at any time to complete Core requirements (3 credits):

FA 209	Themes in Art
FA 211	Global Contemporary Art

Required courses (6 credits total):

FA 320	Art History Survey I
FA 321	Art History Survey II

Choose **two** of the following courses (6 credits total):

FA 322	Art of Ancient Egypt
FA 323	Art of Classical Antiquity
FA 324	Early Christian and Medieval Art
FA 325	Northern Renaissance Art
FA 326	Italian Renaissance Art
FA 327	Baroque & Rococo Art
FA 328	19th Century Art
FA 329	Latin American Art
FA 330	American Art
FA 331	Modern Art
FA 332	History of Graphic Design
FA 333	History of 20th Century Fashion
FA 335	Special Topics in Art History

Total 18 credits

Biology Minor

College of Arts and Sciences
For information contact Angela Asirvatham, PhD

The minor in biology may be pursued by any student with an interest in the natural sciences. The 19–20 credit curriculum offers a broad background in the origin, growth, structure, and reproduction of living matter in its various forms.

Course Sequence

BIO 111	Evolution, Genetics and Ecology	4
BIO 112	Cell and Molecular Biology	4
BIO 201	Organismal Structure and Function	4
BIO 202	Biological Interactions	4
	Biology Elective	3-4

Total 19-20 credits

Chemistry Minor

College of Arts and Sciences
For information contact Anna Fedor, PhD

The Chemistry minor is most often selected by biology majors, but is appropriate for any student with an interest in the physical sciences. Majors in business, English or pre-law, for example, may find a background in chemistry useful in such specialties as patent law or scientific journalism.

Course Sequence

CHM 133	Chemical Principles I	4
CHM 134	Chemical Principles II	4
CHM 243	Organic Chemistry I	4

CHM 244	Organic Chemistry II	4
	Chemistry Elective	3 or 4 credits

Total 19–20 credits

Communications Minor

College of Arts and Sciences
For information contact Melissa Sgroi, EdD

In this media culture with its continuous flow of messages across platforms and delivery systems, media skills are marketable—and often necessary for many careers. The Communications minor enables students to study graphic design, public relations, journalism (print, broadcast, and electronic), video and audio production, and still photography to supplement study in all majors, particularly English, Business, Marketing, and Sports Management.

Required Courses:

COM 102	Introduction to Mass Communications	3
COM 307	Communications Research	3

The COM minor requires an additional 12 credit hours of COM electives, which must be chosen from the following: COM 220 Journalism I, COM 232 Video I, COM 215 Web Design, COM 222 Introduction to Photography, COM 310 Graphic Design for Print and Web, COM 251 Public Relations, COM 306 Media Criticism, BUS 269 Marketing, BUS 340 Advertising

Total 18 credits.

See Communications Course Descriptions.

Computer Science Minor

College of Arts and Sciences
For information contact Patricia Lapczynski, RSM, DPS

In today's electronic world, a background in computer science is a highly marketable asset. The computer science minor may supplement a major in any other field, depending on the student's interests and career objectives. Business, education, mathematics, and social work majors frequently follow the minor in computer science.

Course Sequence

CPS 101	Introduction to Programming	3
CPS 121	Computer Programming	3
CPS 222	Computer Organization	3
CPS 432	Database Management Design	3
Plus	Additional credits in approved upper-division Computer Science courses	6

Total 18 credits

See Computer Science Course Descriptions.

English Minor

College of Arts and Sciences
For information contact Patrick Hamilton, PhD

The English minor is designed for students who enjoy literature and who wish to develop further their critical reading, thinking and writing skills, as a preparation for professional life or for personal satisfaction and development.

Minors in English must complete twelve (12) credits of courses in English, in addition to fulfilling their ENG Core Curriculum requirements, based on the following distribution:

1. ENG 310: Introduction to Literary Studies (3 credits)

2. ENG 401: Major Author(s) (3 credits)

3. Major Electives (6 credits); any 200-, 300-, or 400-level literature course (including ENG 415: Selected Studies in Literature & ENG 470: Internship) in ENG may be used to fulfill this requirement. Upper-division writing courses may not be used to fulfill this requirement.

Ethics Minor

College of Arts and Sciences
For information contact Matthew Swanson, PhD

The minor in ethics offers students the opportunity for intellectual liberation and refinement in the fields of ethics and ethical theory. The 18-credit curriculum explores ethical problems from a variety of standpoints, fosters critical judgment, refines convictions, and promotes the search for the truth. Students may tailor their minor sequence to their interests.

Course Sequence

PHL 100	Introduction to Philosophy
PHL 200	Ethical Theory

and four of the following:

PHL 202	Environmental Ethics
PHL 210	Philosophy of Person
PHL 223	Social Ethics
PHL 270	Social and Political Philosophy
PHL 310	Medical Ethics
RLS 106	Theology and Human Experience
RLS 117	Christian Health Care Ethics

See Philosophy Course Descriptions and Religious Studies Course Descriptions.

History Minor

College of Arts and Sciences
For information contact David C. Wright Jr., PhD

The study of history enables students to gain an understanding of human motivation and action, as well as to acquire valuable skills. The history minor may be taken in conjunction with any degree program to broaden one's perspective, develop critical judgement, cultivate the ability to reason, and foster intellectual growth.

Course Sequence

HIS 101C	History of Western Civilization I	3
HIS 102M	History of Western Civilization II	3
HIS 103M	United States Survey to 1900	3
HIS 104G	United States Survey Since 1900	3
Plus 6 credits of Advanced History Electives		
Total 18 credits		

See History Course Descriptions.

Information Security Minor

College of Arts and Sciences
For information contact Patricia Lapczynski, RSM, DPS

In today's electronic world, a background in information technology is a highly marketable asset. The minor in information security may enhance a major in any other field, depending on the student's interests and career objectives.

Course Sequence

ITS 200	Introduction to IT Security	3
ITS 300	Security Management and Risk Assessment	3
ITS 410	Access Controls, Models and Cryptography	3
ITS 420	Information Technology Privacy and Legal Issues	3
ITS 430	Physical Security and Disaster Recovery	3
ITS 490	Current Issues and Trends in IT Security	3
Total 18 credits		

See IT Security Course Descriptions.

Mathematics Minor

College of Arts and Sciences
For information contact Jay Stine, PhD

The computer revolution and the growing reliance on statistics and quantitative research have broadened the application of mathematical principles. The physical sciences, as well as the behavioral and social sciences, have need for individuals with experience in mathematics. The minor program in mathematics exposes students to both classical and contemporary mathematical techniques.

Course Sequence

MTH 171	Calculus I	4
MTH 172	Calculus II	4
MTH 241	Linear Algebra	3
Math Electives	Three courses numbered 200 or above (MTH 115, Basic Statistics, may also count toward the minor)	9 credits minimum
Total 20 credits minimum		

See Mathematics Course Descriptions

Music and Culture Minor

College of Arts and Sciences
For information contact Elisa Korb, PhD

Faculty

Elisa Korb, Assistant Professor of Fine Arts, BA Adelphi University; JD University of Pittsburgh School of Law; PhD University of Birmingham

Ryan Watson, Assistant Professor of Fine Arts, AB Georgetown University; MA University of Chicago; PhD University of Iowa

Ryan Weber, Assistant Professor of Fine Arts, BA, MA Queens College - The City University of New York; PhD University of Connecticut

This minor is an interdisciplinary minor designed to offer students an examination of music and its intersections with a broad range of cultural topics. Key issues of exploration include: gender studies, global studies, the humanities (English, history, sociology), politics, religious studies and the natural sciences. All courses comprise interdisciplinary themes in order to investigate how music and society reflect common ideologies, problems and solutions. This course of study challenges students to think about the relationships between the fine arts and the humanities while comparing different perspectives on social interaction. It also complements existing majors across the undergraduate curriculum by offering a deeper survey of issues that affect human identity and the environment we inhabit.

No grade below a C- in a course required for the minor will count towards satisfying requirements. The mandatory number of credits for fulfilling a minor in this area is 18 credits, six of which may be applied from the university's Core Curriculum.

The following courses will satisfy requirements for the Art History minor, totaling 18 credits. Prerequisites are required for some courses, which may be found in their course descriptions.

Choose **one** of the following Core coourses to be taken as prerequisite to 300-level courses (3 credits):

FA 203	Subjects and Symbols in Art
FA 204	Beauty and Ugliness

Choose **one** of the following Core coourses to be taken at any time to complete Core requirements (3 credits):

FA 207	World Music
FA 208	Pop Music: Diversity and Identity

Choose **four** of the following courses (12 credits total):

FA 360	Music & the Crisis of Modernism
FA 361	Music & the Mind
FA 362	Music, Ecology and the Environment
FA 363	Sacred Sounds: Music and Religion
FA 364	Music, Philosophy & Meaning
FA 365	Special Topics in Music and Culture
FA 366	Collegium Musicum

Total 18 credits

Philosophy Minor

College of Arts and Sciences
For information contact Matthew Swanson, PhD

The minor in philosophy offers students the opportunity for intellectual liberation and refinement. The 18-credit curriculum explores philosophical problems from a variety of standpoints, fosters critical judgement, refines convictions, and promotes the search for truth. Students may tailor their minor sequence to their interests.

Course Sequence

PHL 100	Introduction to Philosophy	3
PHL	Elective	3
PHL	Elective	3
PHL	Elective	3
PHL	Elective	3
PHL	Elective	3

Total 18 credits

See Philosophy Course Descriptions.

Political Science Minor

College of Arts and Sciences
For information contact David C. Wright, Jr., PhD

The political science minor offers students interested in law, politics, or government a useful foundation in these areas. The minor, which may be taken in conjunction with any major, will broaden political understanding and enhance the ability to interpret the significance of political events and to analyze the dynamics of political processes.

Course Sequence

POL 100	American National Government	3
POL 103	Global Politics	3
POL 251	Law Seminar I	3
POL 252	Law Seminar II	3
POL 405	American Constitutional Law I	3
POL 406	American Constitutional Law II	3
POL	Independent Study or Elective	3
Total 21 credits		

See Political Science Course Descriptions.

Religious Studies Minor

College of Arts and Sciences
For information contact Joseph Curran, PhD

The religious studies minor presents students with a cohesive and flexible program of study designed to:

1. Increase students' understanding and appreciation of the varieties of religious experience and expression
2. Address current biblical and theological developments
3. Correlate the students' pursuit of theological inquiry with their religious development and moral responsibility.

Course Sequence

RLS 100	Biblical Studies	3
RLS 104	World Religions	3
RLS 114	Introduction to Christian Thought	3
or	or	
RLS 113	Theology of the Church	
RLS 106	Theology and Human Experience	3
or	or	
RLS 107G	Women and Spirituality	
RLS 115	Religion in America	3
or	or	
RLS 116	American Catholicism	
	Core or free elective	3
Total 18 credits		

See Religious Studies Course Descriptions.

Social Studies Minor

College of Arts and Sciences

For information contact David C. Wright Jr., PhD

The minor in social studies is intended to enrich and broaden the student's understanding of the world in which we live. It can be taken in conjunction with any degree program with the intent to foster critical judgement, cultivate the ability to reason, and develop an ability to understand social scientific methods of analysis.

Course Sequence

History Electives		6
Advanced Political Science Elective		3
GEO 202	Cultural World Geography	3
SOC 221	Cultural Minorities	3
BUS 207	Contemporary Economics	3
Total 18 credits		

See History Course Descriptions.

Studio Art Minor

College of Arts and Sciences
For information contact Elisa Korb, PhD

Faculty

Elisa Korb, Assistant Professor of Fine Arts, BA Adelphi University; JD University of Pittsburgh School of Law; PhD University of Birmingham

Ryan Watson, Assistant Professor of Fine Arts, AB Georgetown University; MA University of Chicago; PhD University of Iowa

Ryan Weber, Assistant Professor of Fine Arts, BA, MA Queens College - The City University of New York; PhD University of Connecticut

The Studio Art minor provides students with a concise, but clear, knowledge of visual arts as a form of communication with an enhanced understanding of formal elements and principles, creative visual problem solving and critical thinking skills, with an adept investigation of appropriate tools, materials and techniques.

No grade below a C- in a course required for the minor will count towards satisfying requirements. The mandatory number of credits for fulfilling a minor in this area is 15 credits, all of which are independent from the university's Core Curriculum. Further, no Core Curriculum classes can be substituted for any course within this minor.

The following courses will satisfy requirements for the Art History minor, totaling 15 credits. Prerequisites are required for some courses, which may be found in their course descriptions.

Choose **one** of the following prerequisite courses (3 credits):

FA 103	Foundations of Drawing
FA 124	Fundamentals of Painting

Choose from **one** of the following (3 credits):

FA 152	Ceramics I
FA 158	Sculpture I

Choose from **one** of the following (3 credits):

FA 133	Fine Art Photography	
FA 190	Printmaking	

Choose **two** of the following courses (6 credits total):

FA 342	Intermediate Painting	
FA 373	Intermediate Drawing	
FA 374	Anatomical Drawing	
FA 380	Jewelry Design I	
FA 381	Introduction to Textile Design	
FA 441	Advanced Painting	
FA 352	Ceramics II	
FA 358	Sculpture II	
FA 403	Advanced Drawing	
FA 410	Jewelry Design II	
FA 452	Ceramics III	

Total 15 credits

Theater Minor

College of Arts and Sciences
For information contact Patrick Hamilton, PhD

The theatre minor is designed for students interested in drama and performance, and for those students who would benefit, in an increasingly media-oriented society, from the acquisition of technical and performance skills associated with theatre. The minor provides a double focus:

1. Development of writing and analytical skills with regard to dramatic literature and theatre history
2. Practical experience with play production, including technical skills, performance, and playwriting.

Course Sequence

ENG 120	Theatre Production	3

3 semesters for 1 credit each, one of which must be in a technical area

ENG 205	Beginning Acting	3
ENG 316	Shakespeare	3

9 credits selected from the following:

ENG 120	Theatre Production	1–3
ENG 317	Theatre in Performance	3
ENG 341	Imaginative Writing	3-6
ENG 415	Selected Study in Drama/Theatre/Film	3

Total 18 credits

See English Course Descriptions.

Writing Minor

College of Arts and Sciences
For information contact Patrick Hamilton, PhD

The writing minor is designed to helps students become more at ease in a variety of writing situations. Students may develop strong writing skills related to their intended careers, or may focus on kinds of creative writing that are of personal/professional interest to them.

Minors in writing must complete twelve (12) credits of work beyond the Core Curriculum, based on the following distributions:

Professional Writing Track:

1. ENG 303: Advance Expository Writing (3 credits)
2. Writing Courses (9 credits): Select three (3) of the following:
   COM 207: Script Writing

   COM 215: Web Design

   ENG 301: Teaching Writing

   COM/ENG 325: Feature & Magazine Writing

   ENG 339: Technical Writing

   ENG 343: Writing for Media

   ENG 450: Senior Thesis (English Majors only)

   ENG 470: Internship (may be taken for 3 or 6 credits)

Creative Writing Track:

1. Creative Writing Courses (9 credits)
   ENG 370: Craft of Poetry (3 credits; may be taken twice)

   ENG 371: Craft of Fiction (3 credits; may be taken twice)

   ENG 372: Craft of Drama (3 credits; may be taken twice)
2. ENG 450: Thesis (3 credits; must be a creative project)

College of Arts and Sciences Certificates/Certifications

Advanced Clinical Nutrition Certificate Program

College of Arts and Sciences

For information contact Darci Brown, MSPAS

The Advanced Clinical Nutrition certificate was developed in consultation with members of Board for Certification of Nutrition Specialists. It represents state-of-the-art curriculum design and immediate relevance to students in Physician Assistant Studies and other advanced practitioner programs and to professionals already in advanced practitioner employment. Adequate nutrition and nutritional support, which are fundamental to all aspects of human health, performance, and quality of life, are essential prerequisites to optimal patient outcomes. The importance of determining nutritional status, recognizing subtle and overt under-nutrition and obvious malnutrition, and proposing or undertaking judicious measures of the most appropriate nutritional support, concomitantly with other comprehensive diagnostic and therapeutic endeavors, is a professional obligation of all members of a healthcare team.

Certification provides formal recognition that nutrition care professionals have met rigorous and demanding eligibility requirements, including postgraduate educations, subsequent supervised practice in professional nutrition, and demonstration of a depth and breadth of knowledge appropriate for effective practice in the profession of nutrition. The primary intent of this certification program is to provide assurance that all those with the Certified Nutrition Specialist credential meet or exceed these requirements.

This certificate program is comprised of five graduate level courses (PA 501, PA 502, PA 503, PA 504, PA 505), four of which are conducted entirely online,. The fifth course is a practicum capstone which is

conducted both online as well as in clinical practice with a student's current patient population for a minimum of 200 hours. The five courses total 21 credits.

This certificate program does not in itself provide certification in Advanced Clinical Nutrition. Rather, it prepares candidates to sit for the Board for Certification of Nutrition Specialists' (BCNS) Certifying Examination in clinical nutrition science after completing an additional 800 hours of clinical experience monitored by the BCNS.

The target populations that may be compatible with this program include the following:

Currently employed doctors, physician assistants, or nurse practitioners.

Students currently pursuing a degree in any of the above healthcare fields.

Admission Criteria:

To be considered for entrance into the Advanced Clinical Nutrition certificate program, applicants must meet one of the following two pathways:

Be enrolled in Misericordia University's Physician Assistant BSMS 3+2 program and be in good standing within the program having already completed Organic Chemistry I with a C- or higher.

Or Be a graduate of an accredited bachelor degree program with completion of at least one semester of Organic Chemistry.

Standard university admission requirements

Program approval

Minimum GPA of 2.5

Secondary Education Certifications

Biology

Department Chair Angela Asirvatham,PhD
See Biology Course Descriptions.

Chemistry

Department Chair Anna Fedor, PhD
See Chemistry Course Descriptions.

English

Department Chair Rebecca Steinberger, PhD
See English Course Descriptions.

History/Citizenship

Department Chair David C. Wright Jr., PhD
See History Course Descriptions.

Mathematics

Department Chair Jay Stine, PhD
See Mathematics Course Descriptions.

College of Arts and Sciences Specializations

Pre-dentistry, Pre-medicine, Pre-optometry, Pre-veterinary Medicine

Department Chair Angela Asirvatham, PhD
See Biology Course Descriptions.
See Chemistry Course Descriptions.

English, Pre-law

Degree BA, English
Department Chair Patrick Hamilton, PhD
For information contact Brian F. Carso, JD, PhD

See English Course Descriptions.

History, Pre-law

Degree BA, History
Department Chair David C. Wright Jr., PhD
For information contact Brian F. Carso, JD, PhD

See History Course Descriptions.

IT Security Information Technology Major (IT Security)

See IT Course Descriptions.

Philosophy, Pre-law

Department Chair Matthew Swanson, PhD
For information contact Brian F. Carso, JD, PhD

See Philosophy Course Descriptions.

College of Health Sciences Majors

College of Health Sciences Mission Statement

The undergraduate and graduate programs within the College of Health Sciences support the mission of the University, embracing the values and attitudes of justice, mercy, service and hospitality. Our programs strive to provide a quality education grounded in the sciences and liberal arts while maintaining high academic and professional standards. Students are prepared to become: collaborative members of a multidisciplinary team; active participants in scholarship; and ethical practitioners. Graduates are life-long learners who engage in evidence based practice in a diverse global society.

College of Health Sciences Student Outcomes

Upon graduation students will:

1. Demonstrate the knowledge, critical reasoning ability, and skill necessary to obtain all appropriate professional credentials within their respective fields of practice.
2. Demonstrate ethical decision-making and competence in their respective disciplines within local, regional, and/or broader communities.
3. Participate as a collaborative member of a multidisciplinary team.
4. Provide culturally competent health care services to diverse populations.

5. Critique and/or incorporate research related to evidence-based best practice.
6. Incorporate leadership and management principles in field/clinical settings.

Diagnostic Medical Sonography Major

College of Health Sciences
Degree BS, Diagnostic Medical Sonography
Department Chair Sheryl E. Goss, MS, RT (R) (S), RDMS, RDCS, RVT, FSDMS

Faculty and Staff

Sheryl Goss, Assistant Professor of Diagnostic Medical Sonography, AAS, BS, MS College Misericordia

Karen Klimas, Clinical Coordinator, Diagnostic Medical Sonography, BS College Misericordia; MS Misericordia University

Background

The Diagnostic Medical Sonography Bachelor Degree is designed as a continuation of education for the practicing sonographer whose personal and professional goal is to advance in their career. Given the complexity of the profession with credentialing in multiple specialties, this degree offers the opportunity for sonographers to become knowledgeable in additional specialties, social sciences and/or leadership skills.

In addition, through our liberal arts curriculum, students will develop the global perspective for the graduate to be effective as a professional in an ever-changing healthcare system working with an increasingly diverse population.

Design of Program

The completion baccalaureate degree is administered under the Expressway model in which sonographers can complete the degree in a time frame most suited for their personal schedules. All courses are offered in the on-line format with exception of Anatomy and Physiology I and II which would be required to be completed prior to admission or after admission at a regionally accredited college or university approved by the department chair in conjunction with the Office of the Registrar. Dependent on the number of credits the student needs to complete the degree and number of credits the individual desires to take per semester will determine the timeframe for completion of the degree. Average time for completion is 24-36 months.

Philosophy

Diagnostic Medical Sonography is a specialized healthcare field requiring well-educated individuals who must engage themselves with compassion for others, strive for excellence in examination acquisition, and exhibit confidence as a member of the healthcare team. This program supports the university's mission reflecting the values and attitudes of mercy, service, justice, and hospitality. Completion of the Bachelor's degree provides a complimentary balance between professional education and liberal arts to enhance ones intellect, spirituality, creativity, and a global perspective on world culture supporting the Trinity of Learning. More specifically, the Diagnostic Medical Sonography faculty and staff believe and promote that each individual inherently possesses uniqueness and has a quest to stay abreast of current practices within the healthcare environment and their specialized practices to benefit themselves and the communities they serve.

Program Goals:

Goal 1: Value and respect the contemporary advancements in the field of sonography both in the clinical and educational environments.

Goal 2: Accept the responsibility for education of self, the community, the profession, clients, and colleagues in the health care and educational systems.

Goal 3: Understand global trends and issues in healthcare that may have impact on sonography practices.

Goal 4: Interact and communicate with the community, medical staff, and fellow colleagues, in a professional and humanistic manner.

Goal 5: Enhance the sonographer's knowledge of decision making processes, communication, and culture through a liberal arts education.

Admission Information

For admission to the Diagnostic Medical Sonography baccalaureate degree program, the applicant must meet at least one of the following requirements:

- Possess the credential of Registered Diagnostic Medical Sonography (RDMS) awarded by the American Society of Diagnostic Medical Sonography (ARDMS) in at least one specialty (abdominal or obstetrics/gynecology).
- Possess the American Registry for Radiologic Technology Sonography credential (ARRT) (S).
- Enroll in the university's DMS certificate program and during the last session, can request consideration to continue to complete the bachelor degree program. Admission would occur once the graduate earned the RDMS or ARRT(S) credential.

For applicants enrolled in the dual BS/MS track:

- Upon completion of the BS degree, students must apply, have a minimum GPA of 3.0, and meet all of the admission requirements for the MS in Organizational Management degree for continuation in the graduate program.

Applicant can complete an Expressway application for admission to the university through the Part-time Undergraduate and Graduate Admissions office by calling 570-674-6451 or can apply online at https://www.misericordia.edu/apply https://www.misericordia.edu/apply

Credit evaluation

It is recognized sonographers possess diverse educational backgrounds to include on-the-job training, hospital based programs, certificate programs, or associate degree programs. Thus, the design of the major is to evaluate each applicant on an individual basis and create a plan of study for them based upon current credentials possessed and previous post-secondary credits earned. A maximum of 43 credits may be awarded for professional credential credits (PCC) dependent on the possession of ARDMS credentialing specialties in abdominal or obstetrical sonography.

Transcript review of all previous college level courses for determination of credit equivalency will be assessed by the Office of the Registrar.

A minimum of 30 credits must be taken at Misericordia University to earn the baccalaureate degree.

Prior learning assessment

Education received through non-credit bearing mechanisms or success of a credentialing exam other than abdominal and/or obstetrics will be evaluated through the university's Prior Learning Assessment policies administered through CACE. Applicants that desire to challenge a BS major course may request consideration through the PLA process for the course desired for consideration of demonstration of knowledge. There is a fee for each course assessed and accepted as successfully meeting the course objectives.

Tuition

Expressway tuition credit rate is applied for courses taken as part of the on-line Expressway course offerings or taken at one of the Expressway campuses. If a student chooses to enroll in a course

offered on the main campus, the tuition is at the part-time undergraduate rate. For students enrolled in the dual BS/MS track, the 12 credits of OM graduate level course work will be charged at the part-time undergraduate rate. For students accepted into the graduate program, the 24 credits taken at the graduate level to earn the OM degree will be charged at the part-time graduate level credit rate.

Retention

Students enrolled in the BS degree must maintain active national certification status and a minimum overall GPA of 2.5. For students enrolled in the BS DMS/MS OM track a minimum GPA of 3.0 is required at time of completion of the bachelor degree.

Graduation requirements

The student must complete all degree requirements including fulfillment of a University Writing Seminar course (151), two writing intensive courses and technical competency requirements. Refer to the university catalog for general graduation requirements.

Courses required for completion

The following is a list of all the courses required for completion of the degree. Based upon the credits earned through prior education evaluation, it is likely several of the courses may be fulfilled.

Core Education

Core		Credits
Fine Arts	Core Courses	6
PHL 100	Introduction to Philosophy	3
PHL	Core	3
MTH	Math Bank 1 Course	3
MTH 115	Statistics	3
Behavioral Sciences	Core Courses	6
Natural Science	Core Course	3
HIS /POL	Core Courses	6
ENG 151	University Writing Seminar	3
ENG	Core Course	3
RLS 104	World Religions	3
RLS	Core Course	3
SOC 232	Research Methods (or OM 515, for those in BS/MS track)	3
BIO 211	Anatomy and Physiology I (serves as Natural Science lab core)	4
BIO 212	Anatomy and Physiology II	4
DMS 288 (3 credits) OR DMS 277, 282 and 287 (3 credits total)	Focused Sonography	3
DMS 420	Current Trends and Practices	3
Free Electives**		9

***For BS/MS dual credential, OM courses satisfy the free elective requirement*

Sonography Certificate Courses (completed or satisfied via credentialing prior to beginning BS program)

DMS 101	Introduction to Sonography	2
DMS 102	Introduction to Sonography Lab	1
DMS 107/707	Ultrasound Physics and Instrumentation	3
DMS 111	Sonographic Cross Sectional Anatomy	3
DMS 117/717	Abdominal Sonography / lab	3
DMS 122/722	Pelvic Sonography / Lab	3
DMS 127	High Resolution Sonography	3
DMS 150	Obstetrical Sonography	6
DMS 155	Fetal and Neonatal Anomalies	3
DMS 297	Sonographic Registry Review	3
DMS 130	Clinical Sonography I	2
DMS 181	Clinical Sonography II	4
DMS 271	Clinical Sonography III	4
DMS 281	Clinical Sonography IV	2

Sonography Major Courses

Students in the general track complete 11 credits from the menu below.

Students in the social science track complete 8 credits from the menu below.

Students in the BS/MS track complete either 8 or 11 from the menu below (as determined at time of admission).

DMS 265/765	Introduction to Vascular Sonography and Lab	3
DMS 310	Breast Sonography	2
DMS 320	Advanced Vascular Sonography	3
DMS 330	Advanced Fetal and Pediatric Sonography	3
DMS 340	Pathophysiology for Healthcare	3
DMS 413	Cooperative Education	1-4
DMS 430	Independent Study	2
DMS 472	Sonography Clinical Externship	2-5

Social Science Track Courses

15 credits from the menu below

HCM 101	Introduction to Health Systems	3
SOC 122	Social Problems	3
SOC 221	Cultural Minorities	3
SOC 321	The Family	3
SWK 352	Adaptive Behavior	3
CWS 393	Child Welfare Law	3
ADC 340A	Chemical Addiction and Dependency	3
PSY 275	Child and Adolescent Psychology	3

BS/MS Track Courses

12 credits, as listed below:

BUS 205 or 206	Macroeconomics or Microeconomics	3
OM Core Courses	See Organizational Management Program	9

For dual credentialed students, the OM courses listed above satisfy the core free elective requirement.

Health Science Major

College of Health Sciences
Degree BS, Health Science

Occupational therapy and speech-language pathology offer five-year, entry-level masters' programs. Students completing these curricula will receive the bachelor of science degree in health science at the conclusion of the fourth year of study, as published in the program plans of the speech-language pathology and occupational therapy programs, if the student has met all undergraduate major, core, and free elective requirements, as described in those plans of study.

Students completing the BS in Health Science will:

1. Students will integrate and demonstrate knowledge of diverse research designs from both the qualitative and quantitative paradigms, and will conceptually synthesize and demonstrate all steps of the research process.
2. Demonstrate critical reasoning skills in the patient care process by conducting a client assessment, identifying functional problems, and developing an appropriate intervention plan.
3. Interact and communicate professionally and courteously with clients while demonstrating the necessary clinical competencies required within their respective health care discipline.

Statement of Program Assessment for BS in Health Science:

Program courses are evaluated each semester via both University facutly evaluations and individual department course evaluations in both the Speech Language Pathology and Occupational Therapy departments.

Both the Speech Language Pathology and Occupational Theraphy curricula are evaluated by assessment measures which include fieldwork and clinical pass rates, Board pass rates, alumni job placement rates, alumni surveys, and employer satisfaction surveys.

Individual student performance is monitored via assessment each semester of student attainment of the required GPA in the major in both the Occupational Therapy and Speech Language Pathology departments.

Plans of study for students in the BS in Health Science phase of the occupational therapy and speech language pathology programs may be found in the sections of the catalog for those programs.

Medical Imaging Major

College of Health Sciences
Degree BS, Medical Imaging
Options: Management Minor; General Track; BS/MS in
Organizational Management; Combined BS/Certificate in Diagnostic Medical Sonography
Interim Department Chair Loraine D. Zelna, MS, RT, (R)(MR)

Faculty and Staff

Lynn Blazaskie, Clinical Instructor, Medical Imaging, BS College Misericordia

Gina Capitano, Assistant Professor of Medical Imaging, BS College Misericordia, MS Misericordia University

Elaine D. Halesey, Professor of Medical Imaging, AAS College Misericordia; BS Bloomsburg University; MS College Misericordia; EdD Nova Southeastern University

Mari P. King, Professor of Medical Imaging, AAS, BS College Misericordia; MPA Marywood University; EdD Lehigh University

Paula Pate-Schloder, Associate Professor of Medical Imaging, AS Pima Community College-Tucson; BS Northern Arizona University-Flagstaff; MS College Misericordia

Loraine D. Zelna, Associate Professor of Medical Imaging, BS Bloomsburg University; MS College Misericordia

The medical imaging program is accredited by the Joint Review Committee on Education in Radiologic Technology (web site: www.jrcert.org; email: mail@jrcert.org) 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182 phone: 312-704-5300 as well as by the Pennsylvania Department of Education. The Joint Review Committee on Education in Radiologic Technology (JRCERT) awarded reaccreditation to the Medical Imaging program in February of 2015.

With a focus on radiography, the program provides students with didactic and laboratory instruction in conjunction with practical application to human subjects. This instruction provides students with knowledge and practical skills necessary to assume positions in diagnostic radiology or other imaging modalities, or to pursue certification in specialty areas. Students are eligible to sit for the American Registry of Radiologic Technologists Examination in radiography upon graduation.

Mission

The Medical Imaging Program at Misericordia University is rooted in the charisms set forth by Catherine McAuley and the Sisters of Mercy to provide/promote Mercy, Service, Justice and Hospitality. Therefore, the mission of the Medical Imaging program is to graduate baccalaureate level professionals who are educationally prepared to successfully demonstrate clinical competence, professional behavior, communication, and critical thinking skills to function as a member of the health care team.

Philosophy

The medical imaging department subscribes to the philosophy of the university and believes that the radiologic technologist is an integral member of the health care team. Our program is designed to provide the professional skills, progressive maturity, and the intellectual, social, emotional, and spiritual values for the student to be entrusted with the responsibilities that go along with being a member of the health care team.

The curriculum is based on these philosophical and theological implications, making it necessary for the student to learn the necessary scientific principles as well as accept responsibilities for the patient, fellow human beings, the profession, and self.

The philosophy, then, of the medical imaging program is to educate the student to become a holistic and professional person who is not only educated in the art and science of medical imaging, but one who also, through education and experience, has become a well-rounded, mature, concerned, and skilled professional. In addition, the program will strive:

- To continue improvements in the educational program in radiography to serve the increasing needs of individuals desiring to be radiologic technologists.
- To maintain accreditation with national organizations in the delivery of radiography education.
- To promote continuing education with a liberal arts component for non-traditional students in the field of medical imaging.
- To participate in professional and community activities for the purpose of bringing education, service and research together for the improvement of health care delivery.
- To educate the individual to become a holistic and professional person, that is, one who is not only educated in the art and science of medical imaging, but who, through education and experience, has become a well-rounded, mature, concerned and skilled professional.

Program Goals/Student Learning Outcomes:

Goal 1. CLINICAL PERFORMANCE AND COMPETENCE

Students will possess the knowledge and skills necessary to function as an entry-level radiographer.

1. The student will demonstrate knowledge of proper positioning.
2. The student will demonstrate proper exposure factor selection.
3. The student will apply appropriate radiation protection measures.
4. The student will demonstrate technical competence.
5. The student will demonstrate optimal patient care.

Goal 2. CRITICAL THINKING

Students will demonstrate critical thinking skills.

1. The student will evaluate images effectively.
2. The student will adapt knowledge to non- routine situations.
3. The student will formulate conclusions/ analysis of data for lab experiments.

Goal 3. COMMUNICATION

Students will demonstrate effective communication skills.

1. The student will demonstrate effective written communication skills.
2. The student will demonstrate effective oral communication skills.
3. The student will demonstrate information literacy.

Goal 4. PROFESSIONALISM

Students/graduates will demonstrate professionalism.

1. Students will demonstrate professional behavior.
2. Students will demonstrate effective interpersonal skills.

Goal 5. OVERALL PROGRAM EFFECTIVENESS

The program will graduate competent, employable, entry level radiologic technologists in a timely manner.

1. Graduates indicate satisfaction with their education received.
2. Graduates are capable of successful completion of the primary A.R.R.T. exam in Radiography on the first attempt.
3. Students indicate the ability to obtain employment in the radiology profession.
4. Successfully complete the Senior Assessment Test in MI 415.
5. Employers demonstrate satisfaction with program graduates.
6. Successfully complete the program.

Curricula

The Bachelor of Science degree in medical imaging incorporates the university's core curriculum requirements that provide a liberal arts foundation. Building on the broad-based general education, the program provides all necessary course work as mandated by the Joint Review Committee on Education in Radiologic Technology (JRCERT), the national accrediting agency for medical imaging programs in the United States.

Students have the opportunity to pursue one of four degree options, which reflect the diversity of career paths in medical imaging. All four of the curricula prepare students to be radiographers, and no matter what option is chosen, students at the same level in the program will be enrolled in the same medical imaging courses.

Option 1: BS, Medical Imaging: General Program

This curriculum provides the same solid medical imaging education as the other options, but allows for more flexibility to pursue other areas of interest through free electives.

Option 2: BS, Medical Imaging, Management Minor

This curriculum provides students with a strong background in the skills and theory necessary for supervisory or administrative positions.

Option 3: BS, Medical Imaging with MS, Organizational Management (OM)

An additional option within the undergraduate degree in Medical Imaging is to pursue a combined 5 year, B.S./M.S. degree. Students considering pursuing the "Minor in Management" track within the B.S. major may wish to consider expanding that education to an earned Master's degree. This option provides students with the knowledge and skills to function in positions of medical imaging services by using management skills in organizational environments. Within the 5th year of the curriculum there are several specializations from which to choose such as Health Care Management. For more information visit: http://www.misericordia.edu/page.cfm?p=652

Regardless of specialization chosen, all tracks require the same 12 cr. in OM courses to be taken during the undergraduate portion of the Medical Imaging major. Upon successful completion of the Medical Imaging requirements after year 4, students will be eligible to sit for the national certification exam in Radiography. Upon successful completion of the 5th year requirements, students will be awarded an M.S. in Organizational Management (O.M.). In the event a student pursues this option but decides not to complete the 5th year, he/she can still earn a B.S. in Medical Imaging and a Minor in Management, providing all undergraduate requirements for those areas are met.

Entrance requirements for both the medical imaging major and graduate program in OM must be met, and an academic advisor from each program will be assigned. Admission into the graduate program is not guaranteed. Separate application to the graduate program is required during the junior year. Additional details about this option can be obtained from the director of either program, however the following process applies:

Admission Criteria

Medical Imaging students interested in pursuing the MSOM 5th Year program must notify their advisor as well as write a Letter of Intent to the director of the MSOM program within the fall semester of their junior year and a copy to be provided to their Medical Imaging advisor.

The undergraduate MI student must also complete and submit the formal online part-time & graduate application at www.misericordia.edu/apply, supplying the Part-Time & Graduate Admissions Office three letters of recommendation and a 500 word essay denoting personal & professional goals to be received within the first semester junior year.

The complete application file will be reviewed by the Graduate Business Admissions Committee for acceptance consideration, and a decision letter will be generated and mailed to the student with a copy being sent to the student's MI advisor. Students must have a minimum 3.0 cumulative GPA to qualify for conditional acceptance into the MSOM 5th Year Program. MI students will need to be conditionally accepted by the start of the second semester junior year to be eligible to take the first OM course in the spring semester of the junior year.

Once the completed application is submitted, the following sequence of events will take place:

1. A letter will be generated by the Admissions Office denoting either conditional acceptance or denied acceptance into the MSOM 5th Year Program

a. If accepted, the student may begin to take OM courses up to 12 credits as an undergraduate student during the junior and senior years in consultation with his/her MI advisor to determine the appropriate OM courses to take

b. The letter will stipulate that full acceptance is contingent upon successful completion of bachelor's degree and all specific program requirements, and attainment of a minimum 3.0 GPA in MSOM courses completed as an undergraduate MI student.

2. During the spring semester of the senior year, the students must notify the Director of the MSOM program of his/her intent to continue pursuing the MSOM degree following the conferral of the bachelor's degree. The student must also contact the Admissions Office to discuss initial OM course registration as a graduate student.

3. Upon graduation from MI program, the student's record will be assessed for full and final acceptance purposes; and if the student meets all necessary requirements and admission criteria, a new acceptance letter will be generated expressing full acceptance and he/she will be assigned a new graduate advisor

a. Please note: The senior MI student in his/her final semester should not be registering him/herself for their first graduate MSOM semester. The student will need to contact the Admissions Office to discuss graduate registration for the upcoming semester and have initial registration processed. The student will need to contact his/her assigned MSOM advisor for all future semesters.

4. As per Graduate University policy, MSOM 5th Year students have a maximum of 5 years from the fall semester of senior undergraduate year to complete the MSOM degree.

Option 4: BS Medical Imaging, Certificate-Diagnostic Medical Sonography (DMS)

This curriculum combines both the medical imaging education with the sonography program to prepare students to become highly qualified individuals in both disciplines, with the ability to perform diagnostic patient services in both diagnostic radiography and sonography.

Entrance requirements for both the medical imaging major and certificate in diagnostic medical sonography must be met, and an academic advisor from each program will be assigned. Admission to the DMS program is not guaranteed. Students must submit a separate application to the department chair of the DMS program during their junior year. Additional details about this option can be obtained from the department chair of either program.

Internship Option

The internship option is an intensive experience in a particular specialty area of medical imaging in order to gain experience under the direct supervision of a qualified practitioner skilled in that area. The student has the option of requesting an internship in one of the following areas (availability of areas may vary depending upon commitments from clinical education centers): Computed Tomography (CT), nuclear medicine, magnetic resonance imaging (MRI), mammography, cardiac catheterization, mammography, special procedures, bone densitometry, or radiation therapy.

Transferring to Medical Imaging

Transfer students will be considered, providing they meet the minimal overall GPA requirements of 2.75, the entrance requirements are met, and space is available. However, they must follow the sequence of courses for the major as listed in the catalog beginning with the fall semester sophomore year. Depending upon the number of credits accepted for transfer, students may complete all graduation requirements for the medical imaging program by December of the senior year; however, if intending to complete the program in December, no more than 11 credits can be taken during the Fall semester. Grades below "C-" from external schools do not transfer.

Current Misericordia students seeking to change majors must consult the information, and complete the form found under the Registrar's Office section of the university portal, titled "Application for Internal Transfer to Medical Imaging Major."

The University does not grant a medical leave or leave of absence (LOA); however the Medical Imaging major will only allow a LOA in the case of pregnancy. For more information regarding the issue, contact the department chair.

The medical imaging program has formal articulation agreements with Luzerne County Community College's Associate in Science Degree in General Studies Program, and Keystone College's Associate Degree in Applied Science in Allied Health (Radiologic Technology) Program. Graduates of those programs who have successfully completed the stated curricula may enter Misericordia's Medical Imaging Program at the professional level under the dual-admission agreement.

Classification of Students

Due to the sequential nature of the medical imaging curricula, students are identified in program levels, regardless of their classification at the university:

First Year:	Those students enrolled in MI 100, Introduction to Medical Imaging;
Sophomore:	Those students enrolled in MI 200, Patient Care (fall), and MI 140, Clinic I (spring);
Junior:	Those students enrolled in MI 225, Clinic III (fall), and MI 245, Clinic IV (spring);
Senior:	Those students enrolled in MI 265, Clinic VI (fall), and MI 275, Clinic VII (spring).

Clinical Placement/Experience

To be eligible for clinical placement, a student must have completed all prerequisite courses that apply toward the major and meet the minimum stated overall and major GPA for program retention. Once a student is selected for placement in a clinical education center, the complete set of the policies and procedures as published in the Clinical Education Manual and Student Handbook is expected to be read thoroughly by each student and will be reviewed by clinical faculty prior to the commencement of the clinical experience. Placements are determined by the clinical coordinator and department chair as determined by the total number of placements approved by the JRCERT. Students may have to travel out of the immediate area to one of the sites listed below. Students will be charged two (2) credits of tuition at the part-time rate for summer clinical experiences, MI 160 and MI 260, in addition to Fall and Spring tuitions.

Students are required to provide their own transportation to and from the clinical education centers. Misericordia University is currently affiliated with the following clinical education centers:

Advanced Imaging Specialists, Dunmore, Pennsylvania

Commonwealth Health Diagnostic Imaging Center, Forty Fort, Pennsylvania

Geisinger South-Wilkes Barre, Wilkes-Barre, Pennsylvania

Geisinger Wyoming Valley Medical Center/Geisinger Orthopedics, Plains Township, Pennsylvania

Geisinger Viewmont Medical Services, Scranton, Pennsylvania

Health & Wellness Center at Hazleton-LVHN, Hazleton, Pennsylvania

Lehigh Valley Health Network-Hazleton, Hazleton, Pennsylvania

Moses Taylor Hospital, Scranton, Pennsylvania

Redi Care Medical Center, Taylor, Pennsylvania

Regional Hospital of Scranton, Pennsylvania

Tyler Memorial Hospital, Tunkhannock, Pennsylvania

Veteran's Administration Medical Center, Wilkes-Barre, Pennsylvania

Wilkes-Barre General Hospital, Wilkes-Barre, Pennsylvania

Wilkes-Barre General Hospital, Saxton Pavilion, Edwardsville, Pennsylvania

Additional clinical education centers available to students during their senior year are:

Geisinger Community Medical Center, Scranton, Pennsylvania

Northeast Radiation Oncology Centers (NROC), Dunmore, Pennsylvania

Pocono Medical Center, East Stroudsburg, Pennsylvania

Radiation Medicine Specialists of Northeast, PA, Vantage Oncology, Forty Fort, Pennsylvania

The Center for Comprehensive Cancer Care, Scranton, Pennsylvania

Vision Imaging of Kingston, Kingston, Pennsylvania

*Inactive Sites

Clinical Experiences

CLINICAL EXPERIENCE I: MI 140 (spring) – students will report to the clinical education center on Tuesdays and Thursdays, (including outpatient & evening rotations of 2 clinical weeks) less school breaks and holidays.

CLINICAL EXPERIENCE II: MI 160 (summer) – students will report to the clinical education center each day, Monday through Friday, less holidays during Term A. (including 1 weekend & 1 week each of evening & outpatient clinical education rotation)

CLINICAL EXPERIENCE III: MI 225 (fall) – students will report to the clinical education center every Tuesday and Thursday, (including one alternate rotation, outpatient & evening rotations of 2 clinical weeks & 1 alternate rotation*) less school breaks and holidays. (*Students in the sonography track must choose sonography as the alternate rotation)

CLINICAL EXPERIENCE IV: MI 245 (spring) – students will report to the clinical education center every Monday, Wednesday, and Friday, (including evening and alternate area rotations) less school breaks and holidays. (New Rotation) (No outpatient)

CLINICAL EXPERIENCE V: MI 260 (summer) – students will report to the clinical education center each day, Monday through Friday, (including outpatient & evening rotations of 1 clinical week) less holidays during Term B.

CLINICAL EXPERIENCE VI: MI 265 (fall) – students will report to the clinical education center on Mondays and Wednesdays only, less school breaks and holidays. (Internship option or minor rotation)

CLINICAL EXPERIENCE VII: MI 275 (spring) – students will report to the clinical education center on Tuesdays and Thursdays, less school breaks and holidays. (Continuation of Internship or minor rotation)

Health Examination and Clinical Clearance Requirements

Before students can begin the clinical experience, they must submit a health clearance form each year they are enrolled in a clinical experience. A complete list of required exams and immunizations will be provided to all sophomore level medical imaging majors in the summer prior to their fall semester.

Junior and senior level students must also comply with the health clearance requirements.

Additional clinical clearance requirements include documentation of HIPAA and MR Safety education, CPR, 10 panel drug screening and criminal record checks. All program level students must have current health

The health clearance form and additional clinical clearance requirements (identified above) must be submitted to the medical imaging clinical coordinator, by the student and as one complete packet, no later than the date specified in correspondence by the department chair. Normal results are good for one year from the date of test.

Cost for health clearances are the responsibility of the student.

Special Expenses

In addition to the university tuition and fees, expenses for the medical imaging major may include, HIPAA education, CPR certification and re-certification, malpractice liability insurance, uniforms, American Registry Examination fee, health clearance fees, 10 panel drug screening fee, immunization fees, , and fees for criminal record checks. The preceding expenses must be paid by the student to the respective agency. A fee will be charged to the student's bill for the sophomore level to cover the cost of*: anatomic identification markers; name tag; dosimetry badges; the *Medical Imaging Clinical Education Manual and Student Handbook*; log book; professional memberships in both the A.S.R.T. and P.S.R.T.; and malpractice insurance. At the junior and senior levels, a fee will be charged for* malpractice insurance, professional memberships in both the A.S.R.T. and P.S.R.T., and dosimetry badges.

*This list may not be inclusive. Additional expenses may arise after the publication of the catalog.

Admission, Retention, and Graduation Requirements

The following policies with respect to retention, promotion, graduation, probation, and dismissal supersede any policy statements and/or information set forth in previous university catalogs.

Admission to Medical Imaging

A candidate who wants to be considered for the medical imaging program must meet the university's general admissions requirements. In addition, a student applying for admission should also have completed at least three years of high school mathematics and one year of biology, achieving a minimum grade of "C" in each course. Chemistry and physics are recommended but not required. A minimum combined SAT score of 950 (math and verbal) is required. The statement regarding the program's essential functions, pregnancy policy, and American Registry of Radiologic Technologists (ARRT) exam eligibility policy will be sent to all accepted students.

For external transfer students and enrolled Misericordia students wishing to change majors, advanced placement at the sophomore program level may be considered: providing clinical space is available; the student has a minimum GPA of 2.75; has earned a minimum of 24 credits that apply toward the major; and all pre-admission criteria have been met, including BIO 121 and BIO 122, or equivalent with a minimum grade of "C-". Interested students should submit a letter of request to the department chair.

Retention

First-Year Program Level Students

Cumulative GPA of 2.5 at the end of the spring semester. Students will be placed on program probation at the end of the fall semester if the minimum 2.5 has not been met and must meet the requirement upon completion of the spring semester. Minimum grade of "C-" in MI 100, and BIO 121 and BIO 122 or BIO 211/212 taken at this level.

Sophomore, Junior, and Senior Program Level Students

Minimum cumulative GPA of 2.5 both overall and also in the major (based on MI coded courses) at the end of each semester. A minimum grade of "C-" in all MI coded courses, BIO 121, BIO 122, and PHY 118. Students will be placed on program probation for the following semester if the GPA requirement

is not met. Students must meet the GPA requirement by the end of the next semester (fall/spring) to be retained in the major. Once the GPA is met and the student is off probation, the GPA cannot fall below the stated minimum. A student can only be on program probation one time. Students will be dismissed from the program if the minimum grade of "C-" is not earned in all MI courses, PHY 118, and BIO 121 and BIO 122 or approved equivalent.

Additional Retention Requirements:

a. Submission of CPR certification to the clinical coordinator prior to the start of clinic and re-certification prior to expiration as long as the student is enrolled in a clinical experience. The student is responsible for attending to expiration dates.
b. Submission of the health clearance form to the clinical coordinator which confirms the student's ability to successfully fulfill all program requirements. This is required yearly.
c. Yearly submission of results of criminal record checks to the clinical coordinator.
d. Yearly submission of 10 panel drug screening results to the clinical coordinator.
e. Documentation of HIPAA and MR Safety education.
f. Continuous enrollment in Medical Imaging courses from matriculation through graduation (with the exception of those on maternity leave).

Note: A.–D. above must be kept current throughout the program.

While the university determines the honor points associated with the grade earned, each major may determine their own grading scale to calculate the course grade. For Medical Imaging it is as follows:

A 96-100
A- 92-95
B+ 89-91
B 86-88
B- 83-85
C+ 80-82
C 77-79
C- 74-76
D 70-73
F Below 70

Graduation Requirements:

GPA of 2.3, as well as in the major courses, minimum of 120 credits, depending on the track chosen, a score at or above 74 percent on the senior level assessment test administered in MI 415, Senior Seminar, and satisfactory completion of all university requirements (both financial and academic).

Probation

The student will be placed on program probation for the following semester if any one of the following occurs:

1. The cumulative grade point average (GPA) is below the stipulated requirement.
2. The major grade point average (GPA) is below the stipulated requirement.

The student will be placed on immediate probation if a recorded violation of the ARRT Standard of Ethics, that includes the code of ethics for the profession, occurs at any time. The code of ethics can be found at https://www.arrt.org/ethics/ and in the *Medical Imaging Clinical Education Manual and Student Handbook*.

The student will be removed from program probation when:

1. The stipulated cumulative grade point average (GPA) is achieved, providing it is by the completion of the following semester.
2. The terms of probation are met.

Students can be placed on program probation only one time.

Dismissal

Dismissal of the student from the medical imaging program will result if any one of the following occurs:

1. The student commits a "serious" infraction of the ARRT Standard of Ethics (that includes the code of ethics), or violates a program policy (found in the *Medical Imaging Clinical Education Manual and Student Handbook*) that states program dismissal (see individual program policies). If a student is dismissed and files a grievance, they must follow the university policy on the grievance process. During this time, the student cannot attend medical imaging classes.
2. The student fails to meet the terms of probation.
3. The student does not earn a grade of "C-" or above in all medical imaging courses (any course with a MI code), as well as BIO 121 and BIO 122 and PHY 118
4. The stipulated GPA (overall & in the major) is not met for the second consecutive semester.

Re-admission

Once a student is dismissed from the medical imaging program, he or she may apply for re-admission for the following year unless the reason for dismissal was an ethical violation. (Students dismissed for ethical violations will not be re-admitted.) This is due to the sequential nature of the curricula. The student has the opportunity to submit a letter of intent to the department chair for re-admission into the program no later than the end of the semester following the semester in which the student was dismissed. The request will be considered providing the following criteria are met: an achieved overall GPA of 2.75; successful completion of all criteria that were the reason(s) for the initial dismissal; and the provision that clinical space is available. Once re-admitted, minimum GPA requirements apply and the student cannot be placed on probation again.

In addition, students who wish to be considered for re-admission must first grade-replace all MI and/or science courses in which a grade of "C-" or above was not earned. Previous performance in both clinical and didactic courses will also be considered. Notification of re-acceptance will be in writing from the department chair prior to June 1 for the fall semester, prior to January 1 for the spring semester, or shortly after spring semester final grades are posted for summer term, depending upon what semester this student is re-entering.

Depending upon the reason for the original dismissal, as well as the length of time until the student re-enters, students may be required to audit specific program and/or cognate courses previously completed as a stipulation for re-admission. These courses can only be taken as audit and cannot earn credits if successfully taken previously. The requirements for re-admission will be communicated to the student in writing for consideration of acceptance of the re-admission offer. Failure by the student to agree to the conditions for re-admission will result in the offer being revoked. In addition, all re-admitted students must successfully repeat all previously completed clinical competencies on a pass/fail basis only. If re-admission is granted, minimum GPA requirements, as stated above, apply. In addition, if a student is required to audit lab courses, a fee for monthly radiation badges will be the responsibility of the student.

If a student is dismissed a second time, the student will not be readmitted.

The medical imaging department reserves the right to make changes in these policies as the need arises.

Medical Imaging Major, General Program

Incoming Freshmen, Fall 2014
Sequence of Required Courses
Students are required to take a University Writing Seminar (UWS), which will fall in one of three disciplines (English, History, or Religious Studies). Students should complete 3 additional credits in the discipline in which the UWS is taken, and six credits each in the other two disciplines. For students who complete RLS 151, the second course would be a "Group B" RLS course. See the Core Curriculum section of the catalog for further information.

First Year

First Semester		*Total Credits 15*
BIO 121	Human Structure & Function I	4
ENG 151/HIS 151/RLS 151	University Writing Seminar	3
MI 100	Introduction to Medical Imaging	2
MTH	Math Core (Group A)	3
PHL 100	Introduction to Philosophy	3

Second Semester		*Total Credits 16*
BIO 122	Human Structure & Function II	4
ENG/HIS/RLS	Core	3
ENG/HIS/RLS	Core	3
MTH 115	Statistics	3
PSY 123	Introduction to Psychology	3

Sophomore Year

First Semester		*Total Credits 15*
ENG/HIS/RLS	Core	3
HP 999	CPR Certification	0
MI 106	Medical Terminology	1
MI 125/725	Rad. Exposure & Processing I	3
MI 200	Patient Care	2
MI 203/703	Radiographic Procedures I	4
MI 243	Rad. Image Evaluation I	2

Second Semester		*Total Credits 12*
MI 126/726	Rad. Exposure & Processing II	2
MI 140	Clinic I (T,R)	2
MI 201/701	Advanced Patient Care	2
MI 204/704	Rad. Procedures II	4
MI 244	Rad. Image Evaluation II	2

Summer	*Term A–6 wks.*	*Total Credits 2*
MI 160	Clinic II (40 hours per week	

Monday–Friday)

Junior Year

First Semester		*Total Credits 15*
MI 310	Advanced Imaging Procedures	3
MI 311	Sectional Anatomy for Imaging Professionals	3
MI 225	Clinic III (T,R)	2
PHL	Core (Ethics recommended)	3
PHY 118/718	Physics Introduction II (See advisor for Study Guide from PHY 117/717 by Spring, Sophomore year)	4

Second Semester		*Total Credits 14*
HP 410 or PSY 232	Intro to Research or Research Methods	3
MI 214	Rad. Biology and Protection	2
MI 220/721	Rad. Physics	2
MI 245	Clinic IV (M ,W,F)	3
MI 253	Imaging Pathology	2
MI 450W/750	Quality Management in Medical Imaging	2

Summer	*Term B–6 wks.*	*Total Credits 2*
MI 260	Clinic V (40 hours per week Monday–Friday)	

Senior Year

First Semester		*Total Credits 15*
ENG/HIS/RLS	Core	3
FA	Core	3
HP 999	CPR Re-Certification	0
MI 265	Clinic VI (M,W) (Internship Option)	2
MI 400	Issues in Medical Imaging (First 7 weeks)	1
MI 415	Senior Seminar (Last 7 weeks - Dec. grads only)	0
FREE	Free Elective	3
FREE	Free Elective	3

Second Semester		*Total Credits 14*
Behavioral	Core	3

Science		
ENG/HIS/RLS	Core	3
FA	Core	3
MI 275	Clinic VII (T,R) (Internship Option)	2
MI 415	Senior Seminar (First 7 weeks - May grads)	0
FREE	Free Elective	3

Total required for graduation 120 credits

Additional graduation requirements: Must take 2 writing intensive (WI) courses and fulfill the technical competency (TC 000). MI 450W fulfills one WI requirement.

Medical Imaging Major, Management Minor

18 Credits
Incoming Freshmen, Fall 2014
Sequence of Required Courses
Students are required to take a University Writing Seminar (UWS), which will fall in one of three disciplines (English, History, or Religious Studies). Students should complete 3 additional credits in the discipline in which the UWS is taken, and six credits each in the other two disciplines. For students who complete RLS 151, the second course would be a "Group B" RLS course. See the Core Curriculum section of the catalog for further information.

First Year

First Semester		*Total Credits 15*
BIO 121	Human Structure & Function I	4
ENG 151/HIS 151/RLS 151	University Writing Seminar	3
MI 100	Introduction to Medical Imaging	2
MTH	Math Core (Group A)	3
PHL 100	Introduction to Philosophy	3
Second Semester		*Total Credits 16*
BIO 122	Human Structure & Function II	4
ENG/HIS/RLS	Core	3
ENG/HIS/RLS	Core	3
MTH 115	Statistics	3
PSY 123	Introduction to Psychology	3

Sophomore Year

First Semester		*Total Credits 15*
HP 999	CPR Certification	0
BUS 208	Principles of Management	3
MI 106	Medical Terminology	1
MI 200	Patient Care	2

MI 203/703	Rad. Procedures I	4
MI 125/725	Rad. Exposure & Processing I	3
MI 243	Rad. Image Evaluation I	2

Second Semester		*Total Credits 15*
ENG/HIS/RLS	Core	3
MI 204/704	Radiographic Procedures II	4
MI 126/726	Rad. Exposure & Processing II	2
MI 140	Clinic I (T,R)	2
MI 201/701	Advanced Patient Care	2
MI 244	Rad. Image Evaluation II	2

Summer	*Term A–6 wks.*	*Total Credits 2*
MI 160	Clinic II (40 hours per week Monday–Friday)	

Junior Year

First Semester		*Total Credits 15*
PHY 118/718	Physics Introduction II	4
PSY 232 or HP 410	Intro to Research	3
MI 310	Advanced Imaging Procedures	3
MI 311	Sectional Anatomy for Imaging Professionals	3
MI 225	Clinic III (T,R)	2

Second Semester		*Total Credits 17*
ENG/HIS/RLS	Core	3
FA	Core	3
MI 214	Rad. Biology and Protection	2
MI 220/721	Radiation Physics	2
MI 245	Clinic IV (M,W, F)	3
MI 253	Imaging Pathology	2
MI 450W/ 750	Quality Management in Medical Imaging	2

Summer	*Term B–6 wks.*	*Total Credits 2*
MI 260	Clinic V (40 hours per wk Monday–Friday)	

Senior Year

First Semester		*Total Credits 15*
HP 999	CPR Recertification	0
ACC 101	Principles of Accounting	3
BUS 205, 206 or 207	Economics (Core)	3
BUS 360	Mgt. of Human Resources	3

ENG/RLS/HIS	Core	3
MI 265	Clinic VI (M,W) (Internship)	2
MI 400	Issues in Medical Imaging (First 7 weeks)	1
MI 415	Senior Seminar (last 7 weeks—Dec. grads only)	0

Second Semester *Total Credits 14*

BUS	Choice* (see catalog)	3
BUS	Choice* (see catalog)	3
FA	Core Elective	3
PHL	Core (Ethics recommended)	3
MI 275	Clinic VII (T, R) (Internship)	2
MI 415	Senior Seminar (First 7 wks—May grads only)	0

Additional graduation requirements: Must take 2 writing intensive courses and fulfill the technical competency.

Total required for graduation 126 credits

Medical Imaging Major/Master's Degree, Organizational Management

Incoming Freshmen, Fall 2014
114 credits Medical Imaging (undergraduate) + 36 credits (graduate) = 150 TOTAL CREDITS
Note: The OM courses as listed are only a suggestion. Consult OM section of catalog for sequence and frequency of course offerings.

Students are required to take a University Writing Seminar (UWS), which will fall in one of three disciplines (English, History, or Religious Studies). Students should complete 3 additional credits in the discipline in which the UWS is taken, and six credits each in the other two disciplines. For students who complete RLS 151, the second course would be a "Group B" RLS course. See the Core Curriculum section of the catalog for further information.

Sequence of Required Courses

First Year

First Semester *Total Credits 15*

BIO 121	Human Structure & Function I	4
ENG/HIS/ RLS 151	University Writing Seminar	3
PHL 100	Introduction to Philosophy	3
MI 100	Intro to Medical Imaging	2
MTH	Math Core (Group A)	3

Second Semester *Total Credits 16*

BIO 122	Human Structure and Function II	4
ENG/HIS/ RLS	Core	3
ENG/HIS/	Core	3

RLS		
MTH 115	Statistics (Core)	3
PSY 123	Intro to Psych (Core)	3

Sophomore Year

First Semester		*Total Credits 15*
HP 999	CPR Certification	
BUS 208	Principles of Management	3
MI 106	Medical Terminology	1
MI 200	Patient Care	2
MI 203/703	Rad. Procedures I	4
MI 125/725	Rad. Exposure & Processing I	3
MI 243	Rad. Image Evaluation I	2

Second Semester		*Total Credits 15*
ENG/HIS/ RLS	Core	3
MI 204/704	Rad. Procedures II	4
MI 126/726	Rad. Exposure & Processing II	2
MI 140	Clinic I (T, R)	2
MI 201/701	Advanced Patient Care	2
MI 244	Rad. Image Evaluation II	2

Summer	*Term A - 6 wks.*	*Total Credits 2*
MI 160	Clinic II (40 hours per week Monday–Friday)	

Junior Year

First Semester		*Total Credits 15*
BUS 205, 206 or 207	Economics (Core and Prerequisite for OM)	3
PHY 118/718	Physics Introduction II	4
MI 310	Advanced Imaging Procedures	3
MI 311	Sectional Anatomy for Imaging Professionals	3
MI 225	Clinic III (T, R)	2

Second Semester		*Total Credits 17*
OM 515	Research Methods	3
MI 214	Rad. Biology and Protection	2
MI	Rad. Physics	2

220/721		
MI 245	Clinic IV (M, W, F)	3
MI 253	Imaging Pathology	2
MI 450/750	Quality Management in Med. Imaging	2
FA	Core Elective	3

Summer *Term B - 6 wks.* *Total Credits 2*

MI 260	Clinic V (40 hours per week Monday–Friday)	

Senior Year

First Semester *Total Credits 15*

HP 999	CPR Re-certification	0
ENG/HIS/ RLS	Core	3
MI 265	Clinic VI (M,W) (Internship)	2
MI 400	Issues in Medical Imaging (first 7 wks)	1
MI 415	Senior Seminar (last 7 wks - Dec. grads only)	0
OM 509	Financial Management	3
OM 500	Organizational Behavior	3
FA	Core Elective	3

Second Semester *Total Credits 14*

BUS 420	Small Business Management	3
MI 275	Clinic VII (T, R)(Internship)	2
MI 415	Senior Seminar (first 7 wks-May grads)	0
OM 551	Organizational Communication	3
PHL	Core (Ethics recommended)	3
ENG/HIS/ RLS	Core	3

Additional graduation requirements: Must take 2 writing intensive courses and fulfill the technical competency.

Total credits to this point: 126

Medical Imaging Major, Combined Certificate Diagnostic Medical Sonography

Incoming Freshmen, Fall 2014
Department Chair Sheryl Goss, MS, RT, (R), RDMS, RDCS, RVT

In order to pursue the combined bachelor of science in medical imaging/certificate in diagnostic medical sonography (DMS), students must meet the stated requirements for admission to the DMS certificate program (see section on Diagnostic Medical Sonography). In addition, students must meet

with the sonography department chair and submit an application prior to the fall, mid-semester of the junior year. Commitment to the DMS program must be given to both advisors, in writing, during the second week of the spring semester, junior year. In consideration of the combination of the MI major and DMS course loads, students must possess a minimum GPA in the medical imaging major courses of 2.7 in order to pursue this dual track. If not admitted at this point, students may re-apply upon completion of their B.S. in medical imaging.

Students may complete both the B.S. in medical imaging and the DMS Certificate in less than 5 academic years following this sequence. Please note sessions III through VI are part time credit load. For example, students entering as first year in fall, 2011, can complete both by the end of March, 2016. This will result in the student (already possessing the professional A.R.R.T. credential) being eligible to apply for the national exam administered by the American Registry of Diagnostic Medical Sonography (ARDMS). Upon successful completion of the examination, the student will earn the professional credential of Registered Diagnostic Medical Sonographer (RDMS). The student will then hold the professional credential of: Mary Smith, BS, RT (R), RDMS.

The program offers an Introduction to Vascular Sonography as a foundation to perform non-invasive vascular sonographic examinations. With further study and clinical experience, the graduate can apply for the Registered Vascular Technology exam and upon successful completion, earn the RVT credential.

Sequence of Required Courses

Students are required to take a University Writing Seminar (UWS), which will fall in one of three disciplines (English, History, or Religious Studies). Students should complete 3 additional credits in the discipline in which the UWS is taken, and six credits each in the other two disciplines. For students who complete RLS 151, the second course would be a "Group B" RLS course. See the Core Curriculum section of the catalog for further information.

First Year

First Semester		*Total Credits 15*
BIO 121	Human Structure & Function I	4
ENG/HIS/ RLS 151	University Writing Seminar	3
PHL 100	Introduction to Philosophy	3
MI 100	Intro to Medical Imaging	2
MTH	Math Core (Group A)	3

Second Semester		*Total Credits 16*
Behavioral Science	Core	3
BIO 122	Human Structure & Function II	4
ENG/HIS/ RLS	Core Elective	3
ENG/HIS/ RLS	Core Elective	3
MTH 115	Statistics (Core)	3

Sophomore Year

First Semester		*Total Credits 15*
HP 999	CPR Certification	
ENG/HIS/	Core	3

RLS		
MI 106	Medical Terminology	1
MI 200	Patient Care	2
MI 203/703	Rad. Procedures I	4
MI 125/725	Rad. Exposure & Processing I	3
MI 243	Rad. Image Evaluation I	2
Second Semester	*Total Credits 15*	
MI 204/704	Rad. Procedures II	4
MI 126/726	Rad. Exposure & Processing II	2
MI 140	Clinic I (T, R)	2
MI 201/701	Advanced Patient Care	2
MI 244	Rad. Image Evaluation II	2
ENG/HIS/ RLS	Core	3

Summer	*Term A–6 wks.*	*Total Credits 2*
MI 160	Clinic I (40 hours per week Monday–Friday)	

Junior Year

First Semester		*Total Credits 18*
FA	Core Elective	3
PSY 123	Intro to Psych	3
PHY 118/718	Physics Introduction II	4
MI 310	Advanced Imaging Procedures	3
MI 311	Sectional Anatomy for Imaging Professionals	3
MI 225	Clinic III (T, R)	2
Second Semester		*Total Credits 17*
HP 410	Intro to Research	3
	or	
PSY 232	Research Methods	
MI 214	Rad. Biology and Protection	2
MI 220/721	Rad. Physics	2
MI 245	Clinic IV (M, W, F)	3
MI 253	Imaging Pathology	2
MI 450W/ 750	Quality Management in Medical Imaging	2
FA	Core Elective	3

Summer	*Term B–6 wks.*	*Total Credits 2*
MI 260	Clinic V (40 hours per week Monday–Friday)	

Senior Year*

First Semester		*Total Credits 15*
HP 999	CPR Recertification	
DMS 101	Introduction to Sonography	2
DMS 102	Introduction to Sonography Lab	1
DMS 107	US Physics and Instrumentation	3
DMS 111	Sonographic Cross-Sect. Anatomy	3
MI 265	Clinic VI (M, W) (Internship)	2
MI 415	Senior Seminar (Last 7 weeks - Dec. grads only)	0
PHL	Core (Ethics recommended)	3
MI 400	Issues in Medical Imaging (First 7 weeks)	1

Second Semester		*Total Credits 14*
DMS 130#	Clinical Sonography I	2
DMS 117	Abdominal Sonography	3
DMS 122	Pelvic Sonography	3
DMS 127	High Resolution Sonography	3
MI 415	Senior Seminar (First 7 weeks - May grads)	0
ENG/HIS/ RLS	Core	3

Additional graduation requirements: Must take 2 writing intensive courses and fulfill the technical competency.

Total credits required for graduation (BS, Medical Imaging) 129 (20 credits toward DMS certificate)

** Senior year of B.S.-Medical Imaging overlaps with Sessions I and II of DMS Certificate.*

 # DMS 130 (Clinical Sonography I) is an equivalent course for MI 275.

Note: DMS courses will be taught on alternating weekends.

Diagnostic Medical Sonography Certificate

Sequence of Required Courses

Session III

Summer I		*Total Credits 8*
DMS 152	Obstetrical Sonography I	3
DMS 155	Fetal and Neonatal Anomalies*	3
DMS 140	Clinical Sonography II	2

Session IV

Summer II		*Total Credits 5*
DMS 245	Obstetrical Sonography II	3
DMS 155	Fetal and Neonatal Anomalies* (continued from Session III)	
DMS 255	Clinical Sonography III	2

Session V

Fall		*Total Credits 9*
DMS 265	Intro to Vascular Sonography	3
DMS 277	Interventional Sonography	1
DMS 287	Journal and Case Study Review	1
DMS 290	Clinical Sonography IV	4

Session VI

Spring (ends in March)		*Total Credits 6*
DMS 282	Issues in Sonography	1
DMS 297	Comprehensive Registry Review	3
DMS 300	Clinical Sonography V	2

Total credits in DMS program 48
Total combined credits 157

See Diagnostic Medical Sonography Certificate Course Descriptions.

** Fetal and Neonatal Anomalies runs for the entire 14 weeks, encompassing Session III and IV. Credits assigned in Session III.*

Nursing Major

College of Health Sciences
Degree BSN, Nursing
Department Chair Cynthia Mailloux, PhD, RN, CNE

Faculty

Rita Carey-Nita, Assistant Professor of Nursing, BSN West Chester University; MSN Mansfield University

Audrey Cunfer, Director of Simulation, BSN College Misericordia, MSN Misericordia University

Kathleen Gelso, Assistant Professor of Nursing - clinical faculty, BSN Villanova University, MSN College Misericordia

Brenda Hage, Professor of Nursing, BSN State University of New York at Albany; MSN College Misericordia, PhD Virginia Commonwealth University; DNP Chatham University

Michele Hawkins, Assistant Professor of Nursing - clinical faculty, BSN Wilkes University; MSN College Misericordia

Darlene Kuchinski-Donnelly, Assistant Professor of Nursing, BSN, MSN Misericordiay University

Cynthia Mailloux, Chair - Professor of Nursing, BSN Wilkes University; MSN College Misericordia; PhD The Pennsylvania State University

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Misericordia

Patricia A. Maloney, Assistant Professor of Nursing, BSN Wilkes University; MSN University of Phoeni

Vanessa Mayorowski, Assistant Professor of Nursing - clinical faculty, BSN Marywood College; MSN College Misericordia

Brenda Pavill, Associate Professor of Nursing, BSN Wilkes University, MSN College Misericordia, PhD Marywood University

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Cathy Speace, Assistant Professor of Nursing - clinical faculty, BSN, MSN University of Pennsylvania

Christina Tomkins, Assistant Professor of Nursing - clinical faculty, BSN, MSN Bloomsburg University

Annette Weiss, AssociateProfessor of Nursing, BSN The Pennsylvania State University; MSN University of Hartford; PhD Duquesne University

Pamela Welsh, Assistant Professor of Nursing, BSN, MSN College Misericordia; DNP Wilkes University

Philosophy

The Department of Nursing at Misericordia University is an integral part of the College of Health Sciences. The nursing faculty supports the mission of the university and the principles of academic excellence, service leadership, and professional preparation which are components of the Trinity of Learning. The faculty is committed to providing quality education to its students, based on the values of mercy, service, justice, and hospitality. The beliefs serve as the foundation of the nursing curriculum. Faculty holds the following beliefs about persons, environment, health, and nursing.

Persons. Persons are whole human beings, unique in their inherent worth and dignity. Persons function as autonomous agents characterized by the capacity for emotions, reasoning, and perceiving.

Environment. Environment is the context in which persons exist. Environment is dynamic, multidimensional and reciprocal.

Health. Health is experienced by persons as a dynamic state of being which results from a process of making choices over time.

Nursing. Nursing is a learned profession based on its own theory and science. As a science, nursing focuses on research, information, and health care technology which are foundational to evidenced based practice. As a practice, nursing is concerned with the health and well being of persons as individuals, families, groups, communities, and the global society. Communication skills are an essential component of the nurse person relationship. Nurses support the active participation of persons in determining health care decisions. They are engaged in health promotion, risk reduction, disease prevention, and illness and disease management which involve the shared responsibility of persons, health care providers and society. Nurses use critical thinking and the nursing process to design, provide, manage and coordinate care within the health care system. Ethical and legal principles guide the practice of professional nursing.

The faculty further believes that teaching/learning is a co-creative process. Learning is a life long process that involves critical thinking and intellectual curiosity. Learning occurs when the student is an active participant in the learning process. Students share in the responsibility to achieve their highest potential.

Teaching is viewed as an empowering process. Members of the faculty engage with diverse learners to achieve outcomes of the nursing program and promote educational mobility. Faculty enhances the teaching/learning process by maintaining current knowledge in the discipline of nursing and integrating research and service into nursing education.

Undergraduate education in nursing cultivates higher order thinking skills through the integration of liberal arts and professional studies. The undergraduate nursing program prepares professional nurses for leadership roles in health care. Students are prepared as nurse generalists to assist people with

managing an increasingly complex system of care. At the end of the curriculum students are prepared for graduate study in nursing.

Consistent with the mission of the university and its goals for graduate education, the nursing faculty believes that master's education in nursing builds on the skills of a baccalaureate nursing education. Master's nursing education has as its primary focus the advanced practice clinical role. Advanced practice nurses are educated to practice independently and interdependently in the role of health care providers. The faculty believes that the transition to the role of advance practice nurse occurs throughout the entire master's program and results in the preparation of a clinician who is able to provide a broad range of health care services that are directed toward the improvement of patient care outcomes. Finally, faculty believes that master's education in nursing provides the foundation for future doctoral study in nursing.

The nursing faculty purport that graduate education assists students to acquire higher-order critical thinking and decision making skills. Advanced practice nurses are prepared to analyze, synthesize, and utilize research evidence to provide high quality health care, initiate change, and improve practice. As beginning clinicians, students must develop an understanding of health care policy, organization, and finance and use this knowledge to make cost-effective clinical decisions, to improve health care delivery, and to enhance outcomes of patient care. Master's nursing education promotes an understanding of the principles, personal values, and beliefs that provide a framework for the decision making and consultation processes which influence the interventions and care delivered by clinicians. Professional role development provides students with a clear understanding of the nursing profession, advanced practice nursing roles, and the requirements for, and regulation of, these roles. Master's nursing education exposes students to a broad range of nursing and related theories and facilitates the integration of appropriate theory in the development of comprehensive and holistic approaches to care. Advanced practice nursing students understand the wide diversity of sub-cultural influences on human behavior including ethnic, racial, gender, age and class differences and demonstrate this understanding in the delivery of culturally sensitive care. Clinicians prepared in an advanced practice nursing program develop a strong theoretical foundation in health promotion, illness prevention, disease management, and maintenance of function across the health/illness continuum. These clinicians generate and use expert teaching and coaching strategies to promote and preserve health and healthy life styles.

Advanced practice nursing education requires additional core skills and knowledge to further support the role of clinician. Expert clinicians conduct comprehensive health assessments and physical examinations, using increasingly sophisticated communication and observational skills. They apply knowledge of system-focused, physiologic and pathologic mechanisms of disease as a basis for physical examination, diagnostic reasoning, decision making, and management of care. Knowledge of advanced pharmacology, including pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents, is essential to the clinician's selection of appropriate disease management and treatment modalities. Finally, advanced practice nursing students must have the opportunity to master knowledge of health care problems and to apply knowledge and skills in extensive clinical practice.

Undergraduate Nursing Program

Outcomes

All graduates of the undergraduate nursing program will be able to:

1. Incorporate science, theoretical and empirical knowledge from the liberal arts, basic sciences, and nursing to promote health, risk reduction, disease prevention, and, illness and disease management for the welfare of others.
2. Utilize an evidence based approach in the delivery of health care to individuals, families, groups, and communities within the global society.

3. Use critical thinking skills and the nursing process to design, provide, manage, and coordinate nursing care.
4. Participate with patients and interdisciplinary team members to improve quality patient care.
5. Incorporate knowledge of leadership management principles in professional role development.
6. Provide safe, humanistic nursing care to patients in a variety of settings by demonstrating respect for patient rights, professionalism, and ethical decision-making.
7. Demonstrate information literacy and utilization of healthcare technologies used to support the delivery of health care.

Policies

Policies specific to the nursing major are published in the undergraduate nursing student policy handbook. Each student is required to review the handbook online each academic year and submit the completed acceptance form to the nursing department secretary no later than the third week of the fall semester.

Selection, Advancement, and Graduation Criteria

Admission into Nursing

Students admitted to nursing in the traditional nursing undergraduate program (first year) must meet the general admission requirements of Misericordia University in addition to program-specific requirements specified below. Full-time transfer students must meet admission requirements as specified in the transfer student section of this catalog. Non-traditional applicants, such as second degree students and registered nurse students, must meet specific requirements as outlined below and in the appropriate nursing student policy handbooks. All non-nursing transfer credits will be evaluated by the registrar and the nursing department chair (or designee) to determine equivalencies.

Admission into traditional undergraduate nursing requires:

a. Students who are applying for admission into the nursing major (both first time and transfer student admissions – traditional and PTENP), and who have either not taken the ACT or the SAT examination, or not achieved the admission SAT or ACT requirements, published in the Misericordia University catalog (960 with a minimum score of 450 in the math and verbal exams; ACT 21), will be required to schedule and complete the NLN Nursing Entrance Examination (PAX-RN) prior to admission evaluation. A proficiency score of 80% or higher on the NLN Nursing Entrance Examination is required in order to be considered for admission into the major. The examination may only be taken once.
b. High school average of 80 or higher
c. B or above in science and mathematics courses
d. Completion of one year of chemistry, biology, and mathematics (including one semester of algebra).

Admission into the second degree nursing program (for traditional and part-time evening programs) requires:

a. Completed bachelor's degree
b. A minimum cumulative grade point average of 3.0
c. Completion of BIO 211, 212, 228, PSY 275, HP 241 for full-time option only; in special circumstances, one or more of these courses can be completed as junior co-requisites with permission of the department chairperson.

Admission for students to the Expressway RN-to-BSN program include:

a. Graduation from an NLNAC-accredited associate's degree or diploma nursing program; students are required to submit transcripts of all prior college-level course work and a copy of the RN license
b. Minimum cumulative grade point average of 2.75 for all prior college-level course work
c. Official written verification of a minimum of 1,000 hours of clinical practice in the past three years (waived for graduates of basic nursing programs in the three years prior to application)

Note: Curriculum requirements may vary based on transcript evaluation.

To be compliant with our clinical agencies, during clinical semesters all students will be required to complete a FBI clearance, PA criminal background check, child abuse clearance, and 10 panel drug screening. If any report indicates a relevant criminal background check, the student will be prohibited from entrance into the nursing program. If a student incurs a relevant background check while enrolled, the student will be immediately dismissed from the nursing program.

State Board Requirements

The nursing department, in accordance with the State Board of Nurse Examiners, advises all nursing students that felonious acts prohibit licensure in Pennsylvania as of January 1, 1997. The following is taken from the law.

The Board shall not issue a license or certificate to an applicant who has been:

1. Convicted* of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as "The Controlled Substance, Drug, Device and Cosmetic Act", or
2. Convicted* of a felony relating to a controlled substance in a court of law of the United States and any other state, territory or country unless:
    a. At least ten years have elapsed from the date of the conviction;
    b. The applicant satisfactorily demonstrates to the Board significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations, and
    c. The applicant otherwise satisfies the qualifications contained in this act.

A person convicted of any felonious act may be prohibited from licensure by the Board of Nursing at any time.

** Convicted includes a judgment, an admission of guilt, or a plea of no lo contendere.*

Health Examination

Before student can begin the clinical experience, they must submit a health clearance form report each year they are enrolled in a clinical experience. A complete list of required exams and immunizations will be provided to all nursing majors in the spring of their sophomore year prior to their first clinical rotation that begins in the fall of their junior year. Students must have current health insurance. Students are responsible for the cost of the annual health examination, current health insurance and immunizations.

The health clearance form must be submitted to My Record Tracker (MRT) no later than the date specified by the department chair. Normal results are good for one year from the date of the test.

Special Expenses

In addition to tuition and fees, expenses that the nursing major student may incur are: uniforms, NCLEX examination fee, temporary practice permit fee, field trip expenses, health examination fees, 10 panel urine toxicology screen, and criminal background checks (3).

Tuition Based Expenses

Examples of some items that are tuition based are: National Student Nurses Association, My Record Tracker, CPR certification and recertification, KAPLAN developmental testing, lab fees, Discovering HIPAA Online Series, liability insurance, simulation fee, clinical supplies, nursing pin fee, nursing ceremony fee and poster fee.

*For specific fee information refer to the fee page in the catalog.

Transfer Students (traditional and Part-time Evening Nursing Program)

All non-nursing transfer college credits will be evaluated by the registrar and the nursing department to determine equivalencies. A minimum GPA of 3.0 is required to transfer into the nursing program. Students who receive a C- or below in two or more cognates will not be considered for admission into the nursing program.

Progression and Retention in the Nursing Program

Academic Criteria for all Undergraduate Nursing Students

Progression and retention in the nursing major is based upon the student's ability to meet the following academic criteria:

a. Students must attain an overall GPA of 2.75 throughout the nursing program.

b. Successful completion of math calculation competency by end of the semester, remediation as outlined in contract.

c. Students in the PTENP and transfer students once accepted based on the combination of transfer credits and MU credits; need to be aware, that **only the MU credits** will be used for calculation of GPA for retention in the program.

d. PTENP and transfer students MU GPA will be calculated for the first time after 12 credits of MU course work.

e. For students in the PTENP, GPA will be calculated subsequently then in increments of completion of a minimum of 12 credits of coursework. Failure to obtain a GPA of 2.75 will result in probationary status.

f. Successful completion of all cognates for the nursing major (BIO 211, BIO 212, BIO 227, HP 241, MTH 115, and PSY 275) with a grade of "C" or better is required for progression in the program.

g. A student may repeat only one nursing cognate (A&P I and A&P II, Microbiology, Nutrition, Developmental Psychology, and Statistics). The acceptable grade for these courses is a C or better. If the student receives a C- or less, in any of these nursing cognates, the student will be placed on academic probation. A student on their first probation will be given the option to grade replace the course. Students with a second probation will be dismissed from the nursing program. When the course in question is repeated and the student earns a C- or less in the same cognate or any other cognate, that student will be dismissed from the nursing major with no option to reapply. If a transfer student who earns a grade of C- or less in any Misericordia equivalent cognate, taken at another institution, admission into the nursing major at Misericordia will be denied.

h. Achievement of a grade of at least a (“C”) is required in all nursing courses (NSG courses).Students may repeat only one Nursing course (NSG), a maximum of 6 credits. The repeated NSG course must be completed in the following academic year. Students who need to grade replace NSG 302, 304, 402 and 403 may progress in the program, however must grade replace the course in the next summer.

i. Any student who has fallen back related to grade replacement and /or is returning to the nursing major in good standing will be required to validate knowledge related to clinical experience prior to being allowed to re-enter any clinical course. (Refer to readmission policy and procedure).

j. Senior, second-degree nursing students with a minimum overall GPA of 3.5 may earn up to 6 graduate credits while completing the undergraduate nursing program. Students may register to take one or both of the following graduate courses after discussion with the graduate program director and on a space available basis:
   1. NSG 519 –Concepts and Theories in Nursing Science (2 credits)
   2. NSG 511 – Advanced Physiology and Pathophysiology for Primary Care (3credits)
   3. NSG 518 – APN Role (1 credit)

k. Any student who is experiencing extenuating circumstances that may affect their progression in the program after the drop date should make an appointment with their advisor to determine whether an "I" should be taken. A student may withdraw later for medical reasons, supported by a written excuse from a physician, or for other serious circumstances, approved by the vice president of academic affairs in consultation with the course advisor.

English Language Proficiency

If English is not your first language, or if English is not the primary language spoken in your home, you must submit the Test of English as a Foreign Language (TOEFL). The following are the minimum score requirements:

Internet-based TOEFL exam (iBT): The Internet-based TOEFL has four subsections, with a grading scale for each section from 1 to 30 (30 being the highest score). Misericordia University will look closely at the score for each section rather than the total score. The minimum scores for each section are as follows:

Writing: 22

Speaking: 22

Reading: 22

Listening: 22

Students should indicate on the registration form that they wish the test results to be sent directly to Misericordia University. The TOEFL code for Misericordia University is 2087.

Traditional Undergraduate Nursing Program

Normal Sequence of Required Courses

First Year

First Semester *Total Credits 15*

Core	Natural Science Core	3
PSY 123	Introduction to Psychology	3
Core	History/Political Science Core	3
ENG 151	University Writing Seminar	3
SOC 101	Comparative Sociology	3

Second Semester *Total Credits 15*

Core	English Core	3
Core	Fine Arts Core	3
Core	History/Political Science Core	3
PHL 100	Introduction to Philosophy	3
PSY 275	Child/Adolescent Psychology	3

Sophomore Year

First Semester		*Total Credits 17*
BIO 211	Anatomy and Physiology	4
BIO 228	Introduction to Microbiology	4
MTH Core	Math Bank I course	3
HP 241	Fundamentals of Nutrition	3
Core	Philosophy Core	3

Second Semester		*Total Credits 15*
BIO 212	Anatomy and Physiology	4
NSG 201	Foundations of Nursing	3
NSG 300	Conceptual Basis of Professional Nursing	2
MTH 115	Statistics	3
RLS 104	World Religions	3

Junior Year

First Semester		*Total Credits 16*
NSG 301	FHP Adult 1	6
NSG 302	FHP Psych-mental Health	4
NSG 305	Physical Assessment	3
FA	Core	3

Second Semester		*Total Credits 16*
NSG 320	Principles of Pharmacology	3
NSG 303	FHP Adult 11	6
NSG 304	FHP Pediatric Nursing	4
RLS	Core	3

Senior Year

First Semester		*Total Credits 15*
NSG 410W	Nursing Research for Evidence Based Practice	3
NSG 401	FHP Adult 111	5
NSG 402	FHP Child-bearing and Family	4
	Free Elective	3

Second Semester		*Total Credits 17*
NSG 403	FHP Aggregates and Populations	3
NSG 404	FHP Adult IV	5
NSG 405	Baccalaureate Capstone	3
	Free Elective	3
	Free Elective	3

Total required credits for graduation 126 credits

Nursing, Full-time Second Degree Day Option

Second Degree Day Options

Individuals entering the second degree option do not need to meet the core curriculum requirements of the university. The total number of credits required for graduation (126 credits) includes transferred core, nursing prerequisite courses (21 credits) and credits required in the nursing major (54 credits). In addition, six graduate credits can be earned while completing the BSN degree. The majority of the prerequisite courses must be completed prior to starting the nursing courses in the full-time program and all the prerequisites must be completed prior to starting the part-time evening option. A minimum GPA of 3.0 is required to transfer into the nursing program.

Sequence of Required Courses

Pre requisites: A&P I & II, Bacteriology, Developmental Psychology, Nutrition, Statistics

Sophomore Year

Summer		*Total Credits 5*
NSG 201	Foundations Essential to Professional Nursing Practice	3
NSG 300	Conceptual Basis of Professional Nursing	2

Junior Year

Second Semester		*Total Credits 13*
NSG 301	FHP Adult 1	6
NSG 302	FHP Psych-mental Health	4
NSG 305	Physical Assessment	3

Third Semester		*Total Credits 13*
NSG 303	FHP Adult 11	6
NSG 304	FHP Pediatric Nursing	4
NSG 320	Principles of Pharmacology	3

Senior Year

Fourth Semester		*Total Credits 12-15*
NSG 401	FHP Adult 111	5
NSG 402	FHP Child bearing and Family	4
NSG 410W	Nursing Research for Evidence Based Practice	3
GRAD	Elective	3

Fifth Semester		*Total Credits 11-14*
NSG 403	FHP Aggregates and Populations	3
NSG 404	FHP Adult IV	5
NSG 405	Baccalaureate Capstone	3
GRAD	Elective	3

Senior Second Degree Graduate Course Opportunities

Senior second degree students in good standing with a GPA of 3.5 or better may earn up to six graduate credits while completing the undergraduate program with permission of their advisor and the Director of Graduate Nursing Programs. Courses are offered to eligible undergraduate students on a space available basis. Students may register to take the following graduate courses after successful completion of the indicated prerequisite course work:

a. NSG 511 Advanced Physiology and Pathophysiology for Primary Care (3 credits)
b. NSG 518 Advanced Practice Role Development for Primary Care (1 credit)
c. NSG 519 Concepts and Theories in Nursing Science (2 credits)

Note: Taking graduate coursework may require students to attend classes at times other than proposed in the part-time schedule.

Part-time Evening Nursing Program (PTENP)

Those completing the adult learner option may have to complete all university core courses. The total number of credits required for graduation (126 credits) includes core, prerequisites (21 credits) and credits required in the nursing major (54 credits). All the prerequisites must be completed prior to

starting the part-time evening option. Adult learners who have previously earned a bachelor's degree do not have to meet Univerisity core curriculum or free elective requirements.

All courses completed through the College Level Examination Program (CLEP) or the National League for Nursing challenge examinations (NLN) must be completed, and the documentation of successful completion must be received by the Nursing department, prior to admission to PTENP. Once a student is admitted into PTENP, there will be no option to CLEP addtional courses. All Core and elective course requirements should be completed prior to admission to PTENP. If a student is not able to complete these courses prior to admission to the program, s/he will be allowed to complete a maximum of two Core/electives (six credit maximum) while enrolled; however, these credits must be completed prior to or during the student's last semester in the Nursing program. Students who receive a C- or below in one or more cognates will not be considered for admission into the nursing program.

Both the second degree and the adult learner options are available in the full-time day and the part-time evening (PTENP) formats.

Prerequisite Courses (21 credits) – Second degree and adult learner students take the following prior to starting the nursing courses:

BIO 228	Introduction to Microbiology	4
BIO 211	Anatomy and Physiology	4
BIO 212	Anatomy and Physiology	4
HP 241	Fundamentals of Nutrition	3
PSY 275	Child and Adolescent Psychology	3
MTH 115†	Basic Statistics	3

† MTH 115 may be taken as a co-requisite in the full-time option only.

All classes are held primarily on Monday and Wednesday evenings. Classes primarily start at 5 p.m. with the possibility of a need for earlier scheduling or weekend scheduling of learning labs during the first year. Clinical experiences may also need to be scheduled on alternate days depending on availability of clinical sites. Other days and times may need to be scheduled depending on clinical availability. All students are admitted into a cohort which commences study in May of each year. Pre requisites: Anatomy & Physiology I & II, Introduction to Microbiology, Child/Adolescent Psychology, Nutrition, Statistics

LPN to BS in Nursing

The licensed practical nurse (LPN) student is recognized as an adult learner who comes with diverse life experiences, education and clinical skills, as well as motivation and ability to learn independently. To facilitate advanced placement, opportunity is provided for students to validate, by examination, previously acquired educational and clinical competencies

LPN to the BS in Nursing option is for students who have completed and accredited Licensed Practical Nurse program. Licensed practical nurses seeking admission to the baccalaureate nursing program must meet the admission criteria for the University and the Nursing major and submit a valid Pennsylvania LPN license.

Advanced Placement

Students who have evidence of 1000 hours of employment as a LPN within the last 3 years are eligible for advanced placement nursing credits.

- Nursing 201 Foundations Essential to Professional Nursing Practice (3 credits) and Nursing 300 Concepts of Nursing will be applied to transcripts.
- If the student successfully completes the NLN Nutrition Challenge Exam then 3 credits associated with the Misericordia University nutrition course HP 241 will be applied to transcripts.

Non-Nursing Advanced Placement (professional nursing cognates/pre-requisites)

It is possible to challenge or CLEP (College Level Examination Program) the following courses. If a passing score is not achieved in the designated exam the student must take that course.

- BIO 211 Anatomy and Physiology 1
- BIO 211 Anatomy and Physiology 11
- BIO 228 Introduction to Microbiology

Licensed practical nurses have the option to test out of specialty area courses within the program. The areas are listed below.

Advanced Placement Options:

*NLN ACE II Exams - minimum overall score of 80.

NSG 402 Functional Health Patterns Childbearing (4 credits)

NSG 304 Functional Health Patterns Pediatrics (4 credits)

NSG 302 Functional Health Patterns the Psychiatric Nursing (4 credits)

Examinations are administered through Adult Education prior to the spring semester, and students receive one opportunity to take each examination.

Advanced Placement examination credits are only applicable to the nursing major and are not calculated in the GPA, and are not transferable to another major.

Normal Sequence of Required Courses

Year 1

Summer

Monday Class - Wednesday Clinical (possible weekend schedule for labs)

NSG 201	Foundations Essential to Professional Nursing Practice	3
NSG 302	FHP Psych Mental Health	4

Fall 1

NSG 300	Conceptual Basis of Professional Nursing Practice	2
NSG 301	FHP Adult 1	6

Spring 1

NSG 303	FHP Adult 11	6
NSG 305	Physical Assessment across the Lifespan	3

Year 2

Summer 2

NSG 304	FHP Pediatric Nursing	4
NSG 402	FHP - Child Bearing and Family (12 hour clinical/week on Wednesdays or Saturdays)	4

Fall 2

Monday Class - Wednesday Clinical

NSG 403	FHP Aggregates and Populations	3
NSG 320	Principles of Pharmacology	3

Spring 2

NSG 401	FHP Adult 111	5
NSG 410W	Nursing Research for Evidence Based Practice	3

Year 3

Summer 3

NSG 404	FHP Adult IV	5
NSG 405	Baccalaureate Capstone	3

Expressway RN to BSN Program

The Expressway RN to BSN Program is designed for highly motivated registered nurses who want to earn their degree in a timely manner. Credits are earned through transfer, advanced placement, and matriculation. Advanced placement credits (32 credits) for course work completed in a state-approved, nationally accredited associate's degree or diploma nursing program are awarded after registration for first course. After a transcript evaluation has been completed, the RN student completes the necessary individually determined core and cognate credits along with 22 credits of course work in the professional nursing major. This course work includes one clinical practice course in community health, which uses a flexible adult learning model for scheduling. As adult learners, RN students also have the opportunity to earn credit by CLEP subject exams and Prior Learning Assessment. RN students who hold a bachelor's degree in another field are exempt from core requirements. A cumulative grade point average of 2.75 or higher is required for admission.

In addition to meeting the admission requirements for RN students, articulation status and the awarding of advanced placement credits is determined by the following:

a. Graduates from NLNAC accredited associate's degree or diploma nursing programs within three years of the application date are eligible for direct articulation and will be awarded 32 advanced-placement credits for their prior nursing course work.
b. Graduates from NLNAC accredited associate's degree or diploma nursing programs within four to ten years of the application date must provide official written documentation of completion of a minimum of 1,000 hours or more clinical practice during the three years prior to the application date to be eligible for direct articulation and the awarding of 32 advanced-placement credits for their prior nursing course work.
c. Applicants who have graduated more than ten years prior to the application date must provide a resume detailing clinical experience, along with official written documentation of completion of a minimum of 1,000 hours or more clinical practice during the three years prior to the application date. These candidates may be required to complete a full portfolio or validation testing prior to being eligible for articulation and the awarding of 32 advanced-placement credits prior to nursing course work.
d. Applicants who have not graduated from an NLNAC accredited nursing program must successfully complete validation testing before prior learning credits are awarded.

For more information, prospective students should contact the Expressway Office at (570) 674-6791.

Core Requirements (see core curriculum requirements)

Required Cognates Courses		*3 credits*
MTH 115	Basic Statistics	3
Required Professional Nursing Courses		*22 credits*
NSG 320	Principles of Pharmacology for Professional Nurses	3
NSG 325	Informatics for Healthcare Professionals	3

NSG 397A	Nursing Concepts and Theories for Professional Nurses	3
NSG 398A	Health Assessment Across the Lifespan	3
NSG 410	Nursing Research for Evidence Based Practice	3
NSG 460A	Care of Aggregates, Communities and Populations	2
NSG 465A	Clinical Application of Aggregates, Communities and Populations	2
NSG 499	Issues and Trends in Professional Practice	3

Nursing Concepts (advanced placement credits awarded through articulation)		*32 credits*
NSG 300	Concepts of Nursing	2
NSG 301	FHP Adults I	6
NSG 302	FHP Psych Nursing	4
NSG 303	FHP Adults II	6
NSG 304	FHP Pediatrics	4
NSG 401	FHP Adults III	5
NSG 404	FHP Adults IV	5

Free Elective Credits, if needed (minimum of nine credits)

Minimum Required Credits 126

(The above are general guidelines. Each student's transcripts are thoroughly evaluated by the registrar and an individual program plan is established. All RN to BSN students must have obtained a Registered Nurse license, which mandated that they have graduated from an accredited program. These students fall under the University Transfer Program guidelines, causing a variation in their individualized program plan.)

Specialization in Nursing Leadership

The specialization in nursing leadership is designed for registered nurse's with a non-nursing bachelor's degree. In addition to the requirements above, students take NSG 413: Cooperative Education in Nursing Leadership for 1-8 credits, depending upon the nature and duration of the cooperative project.

Master of Science in Nursing

College of Health Sciences
Degree MSN, Nursing
Director of Master of Science in Nursing Program, Brenda Pavil, PhD, CRNP

Faculty

Brenda Hage, Professor of Nursing, BSN State University of New York at Albany; MSN College Misericordia, PhD Virginia Commonwealth University; DNP Chatham University

Cynthia Mailloux, Professor of Nursing, BSN Wilkes University; MSN College Misericordia; PhD Pennsylvania State University

Brenda Pavill, Associate Professor of Nursing, BSN Wilkes University, MSN College Misericordia, PhD Marywood University

Kathleen R. Sheikh, Assistant Professor of Nursing, BSN Villanova University, MSN College Misericordia

Annette Weiss, Associate Professor of Nursing, BSN The Pennsylvania State University, MSN University of Hartford; PhD Duquesne University

Pamela Welsh, Assistant Professor of Nursing, BSN, MSN College Misericordia

Master of Science in Nursing (MSN) Program

Program Philosophy

Consistent with the mission of the university and its goals for graduate education, the nursing faculty believes that master's education in nursing builds on the skills of a baccalaureate nursing education. Master's nursing education has as its primary focus the advanced practice clinical role. Advanced practice nurses are educated to practice independently and interdependently in the role of health care providers. The faculty believes that the transition to the role of advance practice nurse occurs throughout the entire master's program and results in the preparation of a clinician who is able to provide a broad range of health care services that are directed toward the improvement of patient care outcomes in the primary care setting. Finally, faculty believes that master's education in nursing provides the foundation for future doctoral study in nursing.

The nursing faculty purport that graduate education assists students to acquire higher-order critical thinking and decision making skills. Advanced practice nurses are prepared to analyze, synthesize, and utilize research evidence to provide high quality health care services, initiate change, and improve practice. As beginning clinicians, students must develop an understanding of health care policy, organization, and finance and use this knowledge to make cost-effective clinical decisions, to improve health care delivery, and to enhance outcomes of patient care. Master's nursing education promotes an understanding of the principles, personal values, and beliefs that provide a framework for the decision making and consultation processes which influence the interventions and care delivered by clinicians. Professional role development provides students with a clear understanding of the nursing profession, advanced practice nursing roles, and the requirements for, and regulation of, these roles. Master's nursing education exposes students to a broad range of nursing and related theories and facilitates the integration of appropriate theory in the development of comprehensive, coordinated and holistic approaches to care. Advanced practice nursing students understand the wide diversity of sub-cultural influences on human behavior including ethnic, racial, gender, age and class differences and demonstrate this understanding in the delivery of culturally sensitive, accessible care. Clinicians prepared in an advanced practice nursing program develop a strong theoretical foundation in health promotion, illness prevention, disease management, and maintenance of function for individuals, families, and communities across the lifespan. These clinicians generate and use expert teaching and coaching strategies to promote and preserve health and healthy lifestyles.

Advanced practice nursing education requires additional core skills and knowledge to further support the role of clinician. Expert clinicians conduct comprehensive health assessments and physical examinations, using increasingly sophisticated communication and observational skills. They apply knowledge of system-focused, physiologic and pathologic mechanisms of disease as a basis for physical examination, diagnostic reasoning, decision making, and are accountable for the services they provide. Knowledge of advanced pharmacology, including pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents, is essential to the clinician's selection of appropriate disease management and treatment modalities. Finally, advanced practice nursing students must have the opportunity to master knowledge of health care problems and to apply knowledge and skills in extensive clinical practice.

Program Outcomes

The MSN program at Misericordia University is designed to assist graduates to:

1. Demonstrate competence in advanced practice nursing core competencies and skills used to provide health promotion, illness prevention, and disease management services to diverse individuals, families, groups and/or communities.

2. Critically and accurately assess, diagnose, and manage health and illness experiences using evidence-based advanced practice nursing care to improve patient outcomes.
3. Articulate and interpret the advanced practice nursing role to policy-makers, consumers, and other health care providers.
4. Work in collaborative and interdependent relationships, communicate effectively, both orally and in writing, and assume accountability in the context of social, political, ethical, and legal considerations of health care.
5. Critically evaluate and apply theories and research findings from nursing and related fields to provide high quality, cost-effective, culturally-sensitive advanced practice nursing care in a variety of settings.
6. Demonstrate critical thinking, leadership, and ethical decision making skills in developing a framework for advanced practice.

Admission Criteria for MSN Program

Admission - Applicants are eligible for admission to the graduate nursing program if they have an undergraduate GPA of 3.00 or greater.

Policy for application to the MSN program for applicants with a GPA of less than 3.0 - The required minimum GPA for consideration for admission to the MSN program is a 3.0. However, applicants with a GPA between 2.85 an 2.99 may make themselves eligible for consideration for admission to the MSN program with successful completion of NSG 511 Advanced Physiology and Pathophysiology (3 credits-fall semester) and NSG 519 Concepts and Theories in Nursing Science (2 credits-spring semester) with a grade of B or better in each course. Each course may be taken only once and must be taken in the consecutive semesters the are offered over one academic year. Successful completion of these courses is not a guarantee of admission, but it will make the student eligible for inclusion in the applicant pool. Admission to the MSN program is a competitive process. Applicants with a GPA of less than 2.85 are not eligible to apply to the MSN program.

Applicants to the MSN program must submit the following documentation in addition to that required by the university:

a. official transcripts demonstrating graduation from an NLN- or CCNE-accredited baccalaureate nursing program;
b. a statement of the applicant's professional goals for graduate education;
c. a copy of the applicant's current professional nursing license;
d. transcript documentation of an undergraduate physical assessment course or equivalent
e. evidence, an undergraduate statistics course; and an undergraduate nursing research course;
f. two letters of recommendation (one letter must be from a current employer).

In addition to the information listed above, applicants to the post-master's certificate program must submit:

a. official transcripts demonstrating completion of a master's degree in nursing; and,
b. transcript or equivalent evidence of graduate level pathophysiology, advanced pharmacology, physical examination, and advanced practice nursing role development courses.

Matriculating MSN students may transfer up to nine credits of graduate course work provided the courses were completed with a grade of "B" or better, and the credit was earned at an institution that is legally authorized to grant graduate degrees and is accredited by the NLN or CCNE. Decisions regarding transfer courses will be made by the Director of MSN Program following an individualized

review of student transcripts and course syllabi. In order to be considered for transfer, courses may not be more than five years old.

Additional information

Computer literacy is an expectation for all graduate nursing courses. E-mail accounts and Internet access are provided by the university.

Curriculum Information

MSN Curriculum

The MSN curriculum consists of courses in three areas: the graduate nursing core, the advanced practice core, and the clinical and/or functional specialization.

The graduate nursing core courses provide support for clinical and functional role development and focus on such areas as research; policy, organization and financing of health care; ethics; theoretical foundations of nursing practice; and human diversity and social issues. The graduate nursing core culminates in a capstone course in which all candidates for the master of science degree in nursing demonstrate the ability to integrate theory, research, and clinical and/or functional practice. The advanced practice nursing core courses build on knowledge acquired from the graduate nursing core and provide students with foundational understanding of professional role development, advanced assessment, pathophysiology, and advanced pharmacology.

Advanced practice clinical specialization courses reflect the changing trends in health care that require application of advanced clinical skills and development of collaborative roles. All clinical management courses provide for precepted clinical practice that concentrates on health restoration, health maintenance and health promotion. Clinical practice courses incorporate recommendations from ANA's Standards and Scope of Nursing Practice; Healthy People 2020; AACN's Essentials of Master's Education for Advanced Practice Nursing 2011; and National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies 2011. All graduate nursing students must have the following documents on file before beginning clinical experiences: current copy of professional license, CPR certification, health clearance, professional liability insurance, and FBI fingerprinting, Pennsylvania criminal record and child abuse check.

The curricular options currently offered by the nursing department include:

Family Nurse Practitioner: The Family Nurse Practitioner option prepares students to function as principal providers of primary health care to families and individuals across the life span. The focus of this 45-credit program of study is the primary care management of acute episodic and chronic health problems of individuals and families. Students complete the graduate nursing core, the advanced practice core, and clinical specialization courses along with a minimum of 630 hours of direct clinical practice under the supervision of qualified nurse practitioner and physician preceptors. Graduates are eligible to take national family nurse practitioner certification examinations offered by the American Nurses Credentialing Corporation and the American Association of Nurse Practitioners.

The Post-master's Certificate Option:

Family Nurse Practitioner

The family nurse practitioner certificate option provides the opportunity for nurses who already have an earned master's degree in nursing in another clinical specialization to complete requirements to qualify for certification as a family nurse practitioner. The certificate program consists of courses from the advanced practice nursing core, graduate core, and the clinical specialization area. Additional credits in pathophysiology, advanced pharmacology, and advanced health assessment/diagnostic reasoning may be required based on evaluation of previous university and professional experiences. A review of

official transcripts will determine the student's course of study. Post-master's certificate program students must complete the requisite number of clinical hours necessary for licensure eligibility by the Pennsylvania State Board of Nursing (PASBON).

Program Scheduling

All master's level nursing options are available in a part-time format. Selected courses may be offered in an online or accelerated format. All MSN-FNP courses are scheduled for Thursdays.

Structure of the MSN Program

Core Graduate Nursing Courses		*11 credits*
NSG 518	Advanced Practice Role Development	1
NSG 519	Concepts and Theories in Nursing Science	2
NSG 602	Policy, Politics, and Health Care Financing	3
NSG 607	Research for Evidence Based Primary Care	2
NSG 610	Research Seminar for Evidence Based Practice	1
NSG 612	Evidence Based Primary Care Synthesis	2
Core Advanced Practice Nursing		*10 credits*
NSG 511	Advanced Physiology and Pathophysiology for Primary Care	3
NSG 513	Advanced Physical Examination and Diagnostic Reasoning for Primary Care	4
NSG 526	Advanced Pharmacology for Primary Care	3
Family Nurse Practitioner		*24 credits*
NSG 523	Family Health Promotion and Disease Prevention in Primary Care	2
NSG 524	Clinical Management of Family Health Promotion and Disease Prevention in Primary Care (135 clinical hrs)	3
NSG 600	Family Health & Disease Management I	2
NSG 601	Clinical Management of Family Health I (90 clinical hrs)	2
NSG 603	Family Health & Disease Management II	2
NSG 604	Clinical Management of Family Health II (90 clinical hrs)	2
NSG 605	Family Health & Disease Management III	2
NSG 606	Clinical Management of Family Health III (90 clinical hrs)	2
NSG 608	Family Health & Disease Management IV	2
NSG 609	Clinical Management of Family Health IV (Women's) (90 clinical hrs)	2
NSG 611	FNP Clinical Synthesis (135 clinical hrs)	3

Sample Course Sequencing

Family Nurse Practitioner Option

Term 1 (Fall)

NSG 511	Adv Physiology and	3

	Pathophysiology	
NSG 513	Adv Phys Ex and Dx Reasoning	4
NSG 518	Adv Practice Role Development	1

Term 2 (Spring)

NSG 519	Concepts & Theories in Nsg Science	2
NSG 523	Fam. Health Prom.& Disease Prev	2
NSG 526	Adv Pharmacology for Prim Care	3

Term 3 (Summer)

NSG 524	Clin Mgt Fam Health Prom Dis Prev (135 clinical hours)	3

Term 4 (Fall)

NSG 600	Fam Health & Disease Mgt I	2
NSG 601	Clin Mgt of Family Health I	2
NSG 602	Policy, Politics, & Health Care Fin	2

Term 5 (Spring)

NSG 603	Fam Health & Disease Mgt II	2
NSG 605	Fam Health & Disease Mgt III	2
NSG 607	Research for Evid Based Prim Care	3

Term 6 (Summer)

NSG 604	Clin Mgt of Family Health II (90 clinical hours)	2
NSG 606	Clin Mgt of Family Health III (90 clinical hours)	2

Term 7 (Fall)

NSG 608	Fam Health & Disease Mgt IV	3
NSG 609	Pri. Care Mgmt. Women (90 clinical hours)	2
NSG 610	Research Sem Evid Based Prim Care	1

Term 8 (Spring)

NSG 611	FNP Clinical Synthesis (135 clinical hours)	3
NSG 612	Evidence Based Practice Synthesis	2

Total Credits 45 credits, and 630 clinical hours

Family Nurse Practitioner Post-Master's Certificate Option*

Semester 1 (Fall)

NSG 513	Adv Phys Ex and Dx Reasoning	4

Semester 2 (Spring)

NSG 523	Fam. Health Prom.& Disease Prev	2

Semester 3 (Summer)

NSG 524	Clin Mgt Fam Health Prom Dis Prev (135 clinical hours)	3

Semester 4 (Fall)

NSG 600	Fam Health & Disease Mgt I	2
NSG 601	Clin Mgt of Family Health I (90 clinical hours)	2

Semester 5 (Spring)

NSG 603	Fam Health & Disease Mgt II	2
NSG 605	Fam Health & Disease Mgt III	2

Semester 6 (Summer)

NSG 604	Clin Mgt of Family Health II (90 clinical hours)	2
NSG 606	Clin Mgt of Family Health III (90 clinical hours)	2

Semester 7 (Fall)

NSG 608	Fam Health & Disease Mgt IV	2
NSG 609	Clin Mgt of Family Health (90 clinical hours)	2

Semester 8

NSG 611	FNP Clinical Synthesis (135 clinical hours)	3

Total Credits 28 credits; 630 clinical hours***

** Note: Credit hours will vary based on graduate nursing courses transferred*

*** Note: Post-master's certificate program students must complete the requisite number of clinical hours necessary for licensure eligibility by the Pennsylvania State Board of Nursing (PASBON).*

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Doctor of Nursing Practice (DNP) Program

College of Health Sciences
Degree: Doctor of Nursing Practice
Director of Doctor of Nursing Practice Programs, Brenda Hage, PhD, DNP, CRNP

Faculty

Fred Croop, Dean of College of Professional Studies and Social Sciences, BS, MBA Wilkes University; EdD Northcentral University

Brenda Hage, Professor of Nursing, BSN State University of New York at Albany; MSN College Misericordia, PhD Virginia Commonwealth University; DNP Chatham University

Cynthia Mailloux, Professor of Nursing, BSN Wilkes University; MSN College Misericordia; PhD Pennsylvania State University

Brenda Pavill, Associate Professor of Nursing, BSN Wilkes University, MSN College Misericordia, PhD Marywood University

Annette Weiss, Associate Professor of Nursing, BSN The Pennsylvania State University, MSN University of Hartford; PhD Duquesne University

Doctor of Nursing Practice Program Philosophy

The Doctor of Nursing Practice at Misericordia University is designed to combine theory, practice and inquiry to produce the highest level of mastery in advanced practice nurses to meet the nation and world's increasingly complex health care needs. Accomplishing this mission requires connecting leadership skills, forward thinking clinical expertise and evidence based practice knowledge to formulate quality health care initiatives for improved health care outcomes in a variety of settings. Graduates will be prepared to make a business case for evidence based practice change. Program outcomes are grounded in the Essentials of Doctoral Education for Advanced Nursing Practice developed by the American Association of Colleges of Nursing. (2006).The rigorous expectations of the curriculum of this post-graduate degree program are supported by foundations in population health, quality improvement and organizational system management, leadership, ethics, health care policy, informatics and technology, and utilization of data analysis that informs decision-making. Five hundred (500) post-graduate practice hours provide the student with patient and population focused care opportunities for mastery of the doctor of nursing practice role.

As change agents, Misericordia DNP graduate will be prepared to collaborate with teams of inter-professional colleagues, care for culturally diverse and/or vulnerable populations, and assume the role of a transformational leader in the increasingly complex health care systems across the globe.

DNP Program outcomes:

1. Influence the scientific underpinnings of advanced clinical nursing practice through strategic decision-making and change implementation.
2. Apply organizational and system leadership skills to affect systematic changes in thinking and development of high quality improvement activities to improve health care outcomes.
3. Utilize analytic methods to critically appraise evidence based literature and other data to improve health care outcomes for diverse populations.
4. Integrate current information systems and technologies to promote effective methods of care to improve the transformation of health care.
5. Develop health care policies that facilitate advocacy for equitable health care and social justice to vulnerable and diverse populations.
6. Collaborate with inter-professional team members to enhance prevention and health promotion of patient and population health.
7. Synthesize the concepts of community, environment, culture, and socioeconomic dimensions of health into advanced practice for improvement of the nation's health.
8. Model advanced level of clinical judgment, systems thinking and accountability in designing, implementing and evaluating evidence based care to improve health care outcomes.

Admission Criteria

1. Official transcripts of all previous college work, including graduate and undergraduate.
2. Completion of an online application form.

3. Master of Science in Nursing degree from a CCNE or NLN accredited institution.
4. Copy of unencumbered license as a registered professional nurse and license to practice as an advanced practice nurse (CNM, CRNA, CNS, or CRNP).
5. Copy of current national board certification as an Advanced Practice Nurse.
6. Minimum of 3.0 GPA from graduate degree program or post-master's certificate program for MSN to DNP program applicants, 3.25 GPA from BSN program for BSN to DNP program applicants.
7. Two letters of reference (one from current or most recent employer, one from former graduate faculty member).
8. A 500 word typed statement of personal and professional goals.
9. Telephone interview.
10. English language proficiency- if English is not your first language, or if English is not the primary language spoken in your home, you must submit the Test of English as a Foreign Language (TOEFL). The following are the minimum score requirements: Internet based TOEFL exam (iBT): The Internet based TOEFL exam has four subsections, with a grading scale for each section from 1 to 30 (30 being the highest score). Misericordia University will look closely at the score for each section rather than the total score. Applicants must attain the minimum scores for ALL sections in order to be considered for admission to the DNP program. The minimum scores for each section are as follows:

    Writing: 22

    Speaking: 22

    Reading: 22

    Listening: 22

    Students should indicate on the registration form that they wish their test results be sent directly to Misericordia University. The TOEFL code for Misericordia University is 2087.

BSN to DNP Program Plan

Year 1

Term	*Course Number*	*Course Title*
Fall	NSG 511	Advanced Physiology and Pathophysiology
	NSG 513	Advanced Physical Exam and Diagnostic Reasoning
	DNP 800	Evidence Based Practice Theory and Role
Spring	NSG 523	Family Health Promotion & Disease Prevention
	NSG 526	Advanced Pharmacology for Primary
	DNP 803	Epidemiology, Health Promotion, & Disease Prevention for Diverse Populations
Summer	NSG 524	Clinical Management of Family Health Promotion & Disease Prevention (135 clini
	DNP 807	Transformation of Health Care Through Informatics & Patient Care Technology

Year 2

Term	*Course Number*	*Course Title*
Fall	NSG 600	Family Health Promotion & Disease Management I
	NSG 601	NSG 601 Clinical Management of Family Health I (90 clinical hours)
	DNP 802	Advanced Bio Medical Ethics and Healthcare Policy
Spring	NSG 603	Family Health & Disease Management II
	NSG 605	Family Health & Disease Management III

	NSG 607	Research for Evidence Based Primary Care
Summer	NSG 604	Clinical Management of Family Health II
	NSG 606	NSG 606 Clinical Management of Family Health III (90 clinical hours each for total of 180 clinical hours)

Year 3

Term	*Course Number*	*Course Title*
Fall	NSG 608	Family Health & Disease Management IV
	NSG 609	Clinical Management of Family Health IV (90 clinical hours)
	DNP 801	Analytical Methods & Scholarship of Inquiry (150 Practice Hours)
*Spring	NSG 611	NSG 611 FNP Clinical Synthesis (135 clinical hours)
	DNP 804	Financial Management & Grant Writing
	DNP 805	Capstone Project I (150 Practice Hours)
**Summer	DNP 806	Leadership in System Management
	DNP 808	Capstone Project II (200 Practice Hours)

Practice Hours: 1000 Credits: 64

** BSN to DNP students receive the MSN at the completion of the spring semester at the May Graduation Ceremony and are then board eligible.*

*** Students then complete the final summer semester and graduates are awarded the DNP at the December Graduation Ceremony.*

MSN to DNP Program Plan

Year 1

Term	*Course Number*	*Course Title*
Fall	DNP 800	Evidence Based Practice Theory and Role
	DNP 801	Analytical Methods & Scholarship of Inquiry (150 Practice Hours)
Spring	DNP 803	Epidemiology, Health Promotion, & Disease Prevention for Diverse Populations
	DNP 804	Financial Management & Grant Writing
Summer	DNP 806	Leadership in System Management
	DNP 807	Transformation of Health Care Through Informatics & Patient Care Technology

Year 2

Term	*Course Number*	*Course Title*
Fall	DNP 802	Advanced Bio Medical Ethics and Healthcare Policy
Spring	DNP 805	Capstone Project I (150 Practice Hours)
Summer	DNP 808	Capstone Project II (200 Practice Hours)

Practice Hours: 500 Credits: 27

MSN to DNP with Optional Nursing Education Specialization Curriculum Plan

Year 1

Term	*Course Number*	*Course Title*
Fall	DNP 800	Evidence Based Practice Theory and Role
	DNP 801	Analytical Methods & Scholarship of Inquiry (150 Practice Hours)
Spring	DNP 803	Epidemiology, Health Promotion, & Disease Prevention for Diverse Populations
	DNP 804	Financial Management & Grant Writing
Summer	DNP 806	Leadership in System Management
	DNP 807	Transformation of Health Care Through Informatics & Patient Care Technology

Year 2

Term	*Course Number*	*Course Title*
Fall	DNP 802	Advanced Bio Medical Ethics and Healthcare Policy
	DNP 810	Teaching- Learning Strategies
Spring	DNP 805	Capstone Project I (150 Practice Hours)
	DNP 815*	Curriculum Design
	DNP 820**	Nursing Education Practicum (50 Practicum Hours)
Summer	DNP 808	Capstone Project II (200 Practice Hours)

*** DNP Practice Hours: 500; NSG ED Practicum Hours: 50; Credits: 36*

**DNP 810 Teaching-Learning Strategies may be taken concurrently with DNP 803 Advanced Bio Medical Ethics and Healthcare Policy. DNP 815 Curriculum Design and DNP 820 Nursing Education Practicum may be taken concurrently with DNP 805 Capstone Project I.*

***DNP 820 Nursing Education Practicum Hours may not count towards DNP degree practice hour requirement.*

Occupational Therapy Major

College of Health Sciences
Degree MS, Occupational Therapy
Department Chair Grace S. Fisher, EdD, OTR/L

Faculty and Staff

Gwen Bartolacci, Associate Professor of Occupational Therapy and Director of the Weekend Entry Level Master's Program in Occupational Therapy; AS Mount Aloysious College; BS University of North Dakota; MS The Pennsylvania State University; OTD Nova Southeastern University

Lori Anne Charney, Assistant Professor of Occupational Therapy, BS, MS, OTD Misericordia University

Joseph A. Cipriani, Professor of Occupational Therapy, BA Wilkes College; BS College Misericordia; MA Wichita State University; EdD Nova Southeastern University

Elaina J. DaLomba, Assistant Professor of Occupational Therapy, BA Providence College; MSW Tulane University; MS Tufts University

Jennifer Dessoye, Assistant Professor of Occupational Therapy, BS, MS College Misericordia; OTD Misericordia University

Dawn M. Evans, Assistant Professor of Occupational Therapy, BS and MS College Misericordia, OTD Misericordia University

Grace S. Fisher, Associate Professor of Occupational Therapy; BA Wilkes College; Post-Baccalaureate Certificate University of Pennsylvania; MS College Misericordia; EdD Temple University

Christine Luise Hischmann, Visiting Instructor of Occupational Therapy, BS, MS Temple University

Amy Lynch, Coordinator of Post Professional Pediatric Certificate, BS Gettysburg College; PhD Tuft's University; PhD University of Delaware

Ellen McLaughlin, Associate Professor of Occupational Therapy and Director of the Occupational Therapy Doctoral Program; BS and MS College Misericordia; EdD Rutger's University

Lalit J. Shah, Professor of Occupational Therapy, BS University of Bombay; MS College Misericordia; EdD Nova Southeastern University

Orley Templeton, Assistant Professor of Occupational Therapy, BS, MS Boston University; OTD Misericordia University

Since 1985, the occupational therapy department has been preparing occupational therapy practitioners to utilize theory-based, occupation-focused assessment and intervention strategies to assist the individual in improving functional performance. Recently, the curriculum has been updated to reflect its focus on occupation, evidence-based practice, and involvement in community initiatives. Successful completion of the program results in a professional master of science degree in occupational therapy. Upon successful completion of the National Board for Certification of Occupational Therapists examination, graduates can expect to practice successfully in a variety of traditional and non-traditional health care delivery models with clients across the lifespan.

Two entry options are available. The weekday program is five years in length and is traditionally selected by recent high school graduates. The weekend program utilizes a three-year model (following a pre-requisite year) with classes meeting on alternating weekends year round. Some weekend classes are offered in a hybrid campus/distance learning format. Applicants for the weekend MS program must possess an earned baccalaureate degree in another discipline.

The five-year weekday program combines the foundation of a liberal arts education with professional occupational therapy coursework to produce a holistic practitioner who has a strong background in the use of occupation and critical inquiry skills to advance the profession. Students achieve a baccalaureate degree in health science along with the master of science degree in occupational therapy. Students may opt to complete additional courses to achieve a B.S. in psychology rather than in health science. Opportunities also exist to complete a minor in another field of study, or an occupational therapy pediatric specialization.. These options enhance student educational preparation.

The program is accredited by the Accreditation Council for Occupational Therapy Education, 4720 Montgomery Avenue, PO Box 31220, Bethesda, MD, 20814-3425, (301) 652-2682. Graduates of the program are eligible to sit for the occupational therapy examination given by the National Board for Certification in Occupational Therapy. Successful candidates are able to apply for occupational therapy licensure in the state chosen for employment.

Mission

The mission of the Occupational Therapy Department at Misericordia University is to provide an environment that reflects the values and attitudes of justice, mercy, service, and hospitality. The Trinity of Learning is exemplified by experiences in core courses in the liberal arts, the occupational therapy curriculum, and a variety of service-related experiences. We strive to provide quality education through high academic standards, an emphasis on understanding human occupation, and an emphasis on evidence-based practice; aim to offer outstanding professional preparation through specialty tracks and choices of undergraduate majors and minors directly related to the profession of occupational therapy; and work to serve others through an emphasis on volunteering and service learning experiences. We strive to provide educational opportunities in formats that are accessible to both entry level and post-professional students through our weekday, weekend, and post-professional programs. Our ultimate mission is to help students become competent, responsible and involved professionals within their communities.

Philosophy

The individual is a holistic, dynamic system that consists of biological, psychological, sociocultural and spiritual dimensions in interaction with the environment. Occupations are the primary means for individuals to interact with their environment. Occupations are the organizing elements that influence our perceptions and actions in an individualistic and emergent fashion.

The individual possesses an innate drive to explore and accommodate to their environment that is essential to human existence, not only as a means of survival, but also as enabling the process of self actualization (AOTA, 2003). The drive toward action when channeled into occupation is fundamental to development, health, adaptation and satisfaction.

Occupational performance reflects the individual's dynamic experience of engaging in daily occupations within the environment (Law & Baum, 1994). It includes the ability to adapt, cope with the challenges of daily living, and fulfill age specific life roles through goal directed meaningful occupations. The interpersonal relationships within an occupational context also influence performance. Dysfunction in occupational performance is an individually determined state of being defined at any one time by personal, social, and cultural variables (Fidler, 1996). Occupational therapy is the use and application of occupation and interventions to create a balanced lifestyle of occupational performance from the consumers' perspective. These interventions are based on a critical analysis of clinically relevant evidence and research literature. Occupational therapy prevents occupational dysfunction, and maintains, promotes and restores health and occupational performance through engagement in occupation and the use of compensatory, technological and environmental adaptation and modification (Practice Framework, 2002). The therapeutic relationship between consumer and therapist enhances occupational performance.

The education of the occupational therapy student is guided by several beliefs. We believe that individuals construct knowledge based on their unique interpretation of meaningful experiences. Education is not a product to be delivered, but rather is a process to be facilitated with each student. Faculty can encourage the construction of knowledge by setting the stage for meaningful interactions, reflections, and experiences (Howard, et al, 2000), however students are the architects of their own learning. The role of the student is to actively engage in occupations during the learning process, engage in self assessment and collaborate with other students in an increasingly self-directed manner. Involvement of the student in community based initiatives that reflect the values of mercy and service lead to the development of role emergent and creative professionals who are capable of taking the initiative to respond to the needs of their clients and communities. Engaging students in contribution's that add to the profession's body of knowledge provide a means for them to be developers of knowledge rather than merely recipients of information. Through this guided process, the student develops the ability to critically think, develop professional behaviors and integrate the skills necessary to become a life long learner.

Curriculum Design

A liberal arts education provides the essential academic foundation for occupational therapy education at Misericordia University. Within the occupational therapy curriculum, students learn to analyze situations critically, think logically, employ scientific methodology appropriately, express themselves clearly and persuasively in both oral and written media, consider the numerous dimensions of the person during intervention including the physical, psychological, social, cultural, historical, and spiritual components; appreciate the arts and use them in their work; and follow a standard of ethical conduct in their personal and professional lives. These abilities are critical for laying the foundation for the student for transition to an entry level OT practitioner. As students progress through the five-year educational process, they are also socialized into the profession. This involves actively participating in professional organizations, becoming advocates for consumers, and developing a commitment to lifelong learning.

The manner in which the occupational therapy curriculum is delivered is complex. The curriculum design reflects both the mission and philosophy of the occupational therapy department and university as well as the philosophy of the profession.

This curriculum is designed on beliefs the occupational therapy faculty holds in regard to professional education. We hold that these beliefs are in accordance with our philosophy and reflect the program mission and are well incorporated into learning modules and program objectives. These include the following concepts:

A solid foundation in the liberal arts and in normal growth and development allows for a thorough understanding of the dimensions of human performance.

The development of knowledge occurs in a sequential process beginning with basic concepts and techniques and progressing to increasingly more complex constructs and application of these concepts and constructs in practice.

Individuals construct knowledge based on their unique interpretation of meaningful experiences. Faculty can encourage the construction of knowledge by setting the stage for meaningful interactions, reflections, and experiences (Howard, et al, 2000), however students are the architects of their own learning.

Skills of inquiry, critical reasoning and problem solving are essential professional behaviors for practicing occupational therapists.

Continuous examination and definition of one's own values and attitudes are critical steps in the growth and development of professional behaviors and ethical practice.

Development of interpersonal skills and an appreciation of the value of collaboration must be integral to all learning experiences.

The occupational therapy curriculum is designed in such a way as to reflect the values and intent of the profession. Students enter the program at two levels, each based on whether the student applies to the weekday five-year program or the three (plus one pre-requisite year) weekend program. Upon entry to the professional sequence of coursework, students follow a structured, integrated sequence of learning experiences that will prepare them to become entry-level occupational therapists. Based upon the profession's philosophy, the university and program mission, the educational outcome goals of the curriculum, which includes both didactic and fieldwork components (Level I and Level II), provide a learning experience such that: Graduates of the Misericordia University Occupational Therapy Program, will meet the following:

Occupational Therapy Program Curricular Goals:

1. Demonstrate skills necessary to participate in designing and implementing a beginning-level research project.
2. Describe the process an occupational therapist would use to engage in evidence-based practice (EBP).
3. Demonstrate the usage of evidence-based practice.
4. Recognize and respect the significance that incorporating EBP has for individual OT practitioners when interacting with their clients.
5. Demonstrate and analyze the role and importance of participation in occupation throughout the life span.
6. Assess client needs via an occupational profile and an occupational performance analysis.
7. Identify, analyze and apply major tenets from the discipline of occupational science.
8. Plan and implement occupation-focused occupational therapy intervention programs that are culturally relevant, reflective of current occupational therapy practice and supported with appropriate theoretical perspectives.

9. Design and critique programs that promote access to occupational therapy and provide services for individuals, groups and populations, especially the underserved.
10. Demonstrate management and leadership skills that are applicable to a variety of practice settings.
11. Design creative and entrepreneurial ideas for occupational therapy services.
12. Demonstrate skilled collaboration and consultation when dealing with others in the community.
13. Evaluate the process for securing potential funding for pilot, start-up and on-going programs for occupational therapy.
14. Discuss and evaluate ongoing professional development to ensure a level of practice consistent with current and accepted standards.
15. Discuss major historical events and their influence on occupational therapy theory, models and practice.

Curriculum Themes

Three themes provide the overarching structure to the curriculum design. These themes were developed by the faculty following a full curricular review considering years of student feedback, program outcomes and consideration of the new standards and centennial vision. These themes are:

Occupation-Focused Practice

Features of occupation-focused practice include the ability to collaboratively determine the meaning and purpose of an individual's occupational profile, identify needs and priorities, and construct a plan of motivating therapeutic activities. This process, infused with occupations, reflects best practice and results in a more meaningful lifestyle.

Our curriculum is developed to foster an understanding and appreciation of:

the role of occupation throughout the life span

how occupation is used as a means and an end in occupational therapy practice

the value of occupation based assessment and intervention

how the focus on occupational performance improves therapeutic outcomes therapeutic outcomes

Evidence-Based Practice

Evidence-based practice is a collaborative process between therapist and client in which the best available research evidence, in combination with the therapist's clinical experience, is reviewed to determine the most appropriate therapeutic options that support the client's occupational goals. Essential to this is the therapist's ability to recognize and respect the significance that EBP will have for the profession, as well as for the client.

Community Initiative

Community initiatives help to increase access to occupational therapy services for all individuals, groups and populations, especially those underserved. We prepare students to work in emerging practice areas and community settings as well as traditional settings. We desire to instill in our students leadership characteristics for service to the community, including an entrepreneurial spirit, skilled interdisciplinary collaboration and the ability to identify funding resources.

Course Sequences

In order to meet our curricular goals, the sequence of coursework is delivered using a progressive approach. This sequence covers five areas: Liberal Arts & Foundational Knowledge, Individual Development and Occupation, Professional & Community Initiatives, Clinical Performance, Reasoning

& Application, and Research & EBP: Strengthening our Knowledge Base. The five interwoven sequences of education are described in more detail below.

Sequence I Liberal Arts and Foundational Knowledge (Core, Cognate, OT 312, OT 313)

Students establish the foundation of knowledge through the completion of all liberal arts core courses, BIO 211 and 212:Anatomy and Physiology, OT 312 Functional Anatomy and OT 313 Applied Neuroscience. The science foundation provides a basis for clinical expertise regarding knowledge of body structures and functions. The liberal arts provide a broad foundation upon which to build the student's professional education. Required courses in psychology and psychopathology provide a further basis from which the student can begin to understand the interaction between the individual, their environment and occupations. OT 312 and OT 313 are placed after sequence II in the curriculum to reinforce the student's ability to apply this knowledge in Sequences III and IV.

Sequence II Individual Development , Environment and Occupation (OT 205, 220, 221, 275, 320, 330, 335)

Students are introduced to the concepts of human growth and development through the two-course sequence exploring the Human Development (OT 220 and OT 221).and concurrently explore the theories and analysis of occupations from the perspective of self and other (OT 205, 275). OT 335 provides a thorough investigation of the influences that the environment may have on occupational performance, and OT 330 introduces the students to the many models and frames of reference that may be used to guide the development of a comprehensive and holistic approach to the client. OT 320 promotes students understanding of impairments and disabilities and their potential influences on occupational performance.

Sequence III Professional and Community Initiatives (OT 103, OT 411, 532, 670, 630)

Students learn the importance of developing professional behaviors and the application of these behaviors to develop individual therapeutic relationships and leadership skills in the community. Professional behaviors are introduced in OT 103, where broad issues about the profession, such as its' standards, ethics and vision for the future are discussed. The Community Based Practice Series (OT 411, 532) provide less structured opportunities for students to create occupational opportunities in non-traditional settings, and to take an active role in the development of their learning. OT 670 assists the student in acquiring the traditional management and supervisory skills necessary in many of today's practice environments, as well as the leadership capacities for entrepreneurial work. OT 630, as a culminating course, requires the student to investigate the professional issues and trends in the profession that will challenge and motivate them as they enter into practice as entry level therapists.

Sequence IV Clinical Performance, Reasoning and Application (OT 405, 407, 460, 511 512, 601, 602)

The development of clinical skills begins in OT 405 and OT 407 where students acquire general competencies in conducting an occupation centered evaluation and assessment process and attaint he entry-level clinical skills that are required to progress through the intervention series in upcoming semesters. The Intervention Series, OT 460, 511 and 512, provide the students with opportunities to integrate prior levels of learning to construct intervention for a variety of clients with an occupation and evidence based approach derived from on theoretical principles. The final application of this sequence occurs during the student's Level II FW experiences (OT 601 and 602).

Sequence V Research and EBP – Strengthening our Knowledge Base (OT 533, 461, 633, 690, 695)

While basic bibliographic, search and information literacy are introduced early throughout the curriculum, the essence of the research series begins in OT 461 where students learn about qualitative and quantitative research designs, grants, and the research process. OT 690 and OT 695 require them to take a research proposal from start to finish, designing a study, collecting data, and analyzing and presenting results. OT 533 begins the evidence based practice components, where students complete and individual EBP review throughout the semester. These skills are later applied at the graduate level,

in OT 633, where students work individually, but collaborate online to share resources while they are on Level II fieldwork. This final EBP course results in a project to be shared with the fieldwork site.

Admissions - Weekday five year professional entry-level master's degree program

Students with backgrounds which include good academic performance, diverse extracurricular activity involvement, a history of leadership, and an appreciation for the profession of occupational therapy, who meet the criteria stated below, will be considered for the occupational therapy program.

Successful freshman applicants to Misericordia University's weekday 5 year entry level BS/MS Occupational Therapy program will need to have a minimum high school grade point average of 3.00 and a combined SAT score of 1000 (math and critical reading) with a critical reading score of at least 480. A minimum ACT composite score of 23 may be presented instead of the required SAT scores. If the ACT composite is used, a minimum of 23 in the English subtest and a minimum of 23 in the reading subtest are required.

A high school science background required in biology and mathematics; physics is also recommended.

Applicants for the weekday program must also submit the following:

1. Two letters of reference.
2. A 500 word typed statement of personal and professional goals.
3. By the beginning of the fall of their freshman year, documentation of a full day (6-8 hours) of documented service in a health care setting with a licensed occupational therapist. Applications may be reviewed for admission if this documentation is pending.

Admissions - Transfer into the weekday five-year professional entry-level master's degree

A limited number of applications for transfer to the weekday five-year entry-level BS/MS occupational therapy program may result in acceptance at the freshman and sophomore level, based on space availability, successful completion of appropriate prerequisites, and favorably undergoing a competitive review process.

In order to apply for transfer, applicants will typically hold a minimum collegiate grade point average of 3.0, having completed at least 15 college credits. Potential transfer students with less than 30 college credits must also present: (a) minimum SAT score of 1000 in math and critical reading combined with a minimum SAT critical reading score of 480, or (b) an ACT composite of 23 which includes a minimum of 23 in the English subtest and a minimum of 23 in the reading subtest.

Transfer applicants for the weekday program need to also submit the following:

1. Two letters of reference.
2. A 500-word typed statement of personal and professional goals.
3. By the beginning of the first semester of enrollment, documentation of a full day (6-8 hours) of documented service in a health care setting with a licensed occupational therapist is required. Students may apply and be reviewed for admission without this documentation.

Admissions - Weekend Program Professional Entry-Level Master's Degree

Students who meet the following criteria will be considered for admission:

A baccalaureate degree in another discipline from an accredited program with a minimum of a 3.0 cumulative grade point average.

Admissions candidates for the weekend program are required to submit:

1. Two letters of reference (at least one from an occupational therapist is highly recommended).

2. A full day (6-8 hours) of documented service in a health care setting with an occupational therapist by the beginning of studies.
3. Submission of a 500-word, typed statement of personal and professional goals.
4. Additionally, all designated candidates must have a successful interview with an occupational therapy faculty member. All applications are competitively reviewed prior to this phase.
5. Prior to submitting an application, prospective students must complete the following prerequisite courses: PSY 290: Psychopathology, BIO 211 and BIO 212: Anatomy and Physiology I and II, MTH 115: Basic Statistics and PHY 117: Introduction to Physics I.
6. Prospective students must have a baccalaureate degree in another discipline. Students should not apply if they have not completed a degree. Official transcripts must note that the degree has been conferred.

English Language Proficiency

If English is not your first language, or if English is not the primary language spoken in your home, you must submit the Test of English as a Foreign Language (TOEFL). The following are the minimum score requirements:

Internet-based TOEFL exam (iBT): The Internet-based TOEFL has four subsections, with a grading scale for each section from 1 to 30 (30 being the highest score). Misericordia University will look closely at the score for each section rather than the total score. The minimum scores for each section are as follows:

Writing:	22
Speaking:	22
Reading:	22
Listening:	22

Students should indicate on the registration form that they wish the test results to be sent directly to Misericordia University. The TOEFL code for Misericordia University is 2087.

Fieldwork

Fieldwork education is designed to provide occupational therapy students with opportunities to integrate academically acquired education with practice. It is during the students' experiences in fieldwork that they can learn, practice and refine skills of observation, evaluation, treatment planning and implementation, documentation and communication. In the fieldwork setting, the students begin to define their future role as practicing occupational therapists and can develop the necessary personal and professional skills essential in meeting the demands of this challenging profession.

Level I and Level II Fieldwork is an essential part of an occupational therapy program's curriculum as established by the American Occupational Therapy Accreditation Council for Occupational Therapy Education. At Misericordia University, fieldwork education begins in the junior year for a weekday student and ends in the fall semester of the graduate year. For weekend college students, fieldwork education begins in the second year of the program and ends in the spring semester of the graduate year.

Level I Fieldwork is integral to the academic courses offered in the occupational therapy curriculum. There is a Level I Fieldwork experience for each intervention course offered. Experiences in Level I Fieldwork include; observation, interaction with consumers and other professionals, opportunities to experience the intervention process under direct supervision, and evaluation of the student's performance in these areas. The experiential nature of the learning is a hallmark of Level I Fieldwork and carries the expectation of engagement with people in occupation across the life span continuum in a variety of settings. Students are primarily supervised by certified and licensed occupational therapists with at least one year experience. Students may also have the opportunity to be supervised by certified and licensed occupational therapy assistants and a variety of other health care professionals. Students

are responsible for all costs incurred that are associated with fieldwork including but not limited to transportation, meals, and dress requirements.

Level II Fieldwork begins after successful completion of all required academic coursework. It is the cumulative educational experience in which students have the opportunity to apply academically acquired knowledge in assessing, planning and implementing occupational therapy intervention programs for consumers in a wide variety of traditional and non-traditional service settings. Students must complete six months of Level II Fieldwork experience and be supervised by a licensed and certified occupational therapist with at least one year of practice experience. Upon successful completion of all coursework, Level I and Level II Fieldwork, the student will qualify to take the NBCOT (National Board for Certification in Occupational Therapy) examination. Students are responsible for all costs incurred that are associated with fieldwork including but not limited to living arrangements, transportation, meals, and dress requirements.

Fieldwork Education is managed by the Occupational Therapy Program's Academic Coordinator of Fieldwork Education.

Related Expenses

Additional expenses for occupational therapy students typically include lab fees and a name pin. All students in the final year are required to complete the university-offered certification examination preparation course (including content exams and practice tests) for which there is a fee. As part of professional development, students are expected to become members of the American Occupational Therapy Association and are encouraged to become members of the Pennsylvania Occupational Therapy Association (each Association has reduced student rates; details are available in the occupational therapy office). Students entering the program are required to join the American Occupational Therapy Association, with membership added to student fees. Attendance at professional conferences is encouraged as students continue their lifelong commitment to learning. Students should plan on regular use of a computer for course communications and assignments. There are several state-of-the-art computer laboratories on campus.

Retention

Retention requirements for the occupational therapy program can be found in the occupational therapy program guide. Retention criteria for overall GPA, major GPA, and individual course grade minimums vary at different levels of the program. Refer to the occupational therapy program guide for details.

Re-admission

There is no re-admission to the Occupational Therapy Entry Level Master's Program. Students who are dismissed from the program may not re-enter the occupational therapy curriculum.

Graduation Requirement

As a requirement for graduation, all weekday and weekend program occupational therapy students are required to successfully complete the university-offered certification examination preparation course. There is a fee associated with the course.

Degree and Options

Upon successful completion of all undergraduate requirements at the conclusion of the fourth year, students in the weekday program are issued a BS in health sciences and a MS in occupational therapy. Students with bachelors' degrees upon admission to the programs take relevant courses to be issued an MS in occupational therapy. There are several options available to students primarily in the weekday program for their undergraduate degree. Students may opt to earn an undergraduate major in psychology (instead of the BS in health sciences) by taking additional courses and doing some of their fieldwork in a psychiatric setting. A specialization in pediatrics is also offered to students in the traditional weekday program. Minors in several disciplines are also options.

Pediatric Specialization

The specialization track consists of a minimum of 16 credits. 13 credits are required courses and 3 credits are elective.

Required courses:

Course Number	*Course Title*	*Credits*
OT 220	Human Development through Occupation I	3
OT 460 or 510	Pediatric Occupational Performance Intervention	4
OT 430	Sensory Integration	3
OT 450	Pediatric Assessments	3

OT 430 is usually offred in the Fall semester, and OT 450 is usually offered in the Spring semester.

Approved elective courses (must take 3 credits minimum):

Course Number	*Course Title*	*Credits*
CWS 363	Child Welfare Services **	3
CWS 392	Child Abuse and Neglect **	3
CWS 393	Child Welfare Laws	3
PSY 275	Child and Adolescent Psychology	3
PSY 332	Child Psychopathology *	3
PSY 325	Autism Spectrum Disorder *	3
PSY 455	Child Interventions *	3
PSY 480A	Advanced Seminar	3
SWK 200	Building Multi-Cultural Competence	1
TED 322	Assistive Technology	2
TED 342	Characteristics MPH **	3
TED 343	Autism **	1
TED 443	Parent Conferencing	1
HP 480	Multidisciplinary: Pediatrics	1
HP 220	American Sign Language	3
Any other approved course (special topics, international experience, or other type), if approved by advisor and OT department chair.		1-3

*These courses (3) meet criteria for either Psych. Major or Minor and Pediatric Specialization Track.

** These classes have pre-requisites in the Psychology, Social Work, or Education curriculum. However, these departments have waived the pre-requisites for students seeking pediatric specialization in OT.

Five Year Entry Level MS Weekday Program Course Requirements and Sequence

Sequence of Required Courses—Weekday Program

First Year

First Semester		*Total Credits 15*
MTH	Mathematics Bank I (Core)	3
	Core (preferably University Writing Seminar)	3
	Core	3
PSY 123	Intro to Psychology (Core)	3
OT 103	Intro to OT	3

Second Semester		*Total Credits 16*
MTH 115	Basic Statistics I (Core)	3
PHY 117/717	Physics Intro I (Core)	4
	Core	3
SOC 101	Comparative Sociology (Core)	3
	Core	3

Sophomore Year

First Semester		*Total Credits 16*
OT 205/705	Occupations I	3
OT 220	Human Development I	3
OT 320	Impairments & Disabilities	3
BIO 211/709	Anatomy and Physiology	4
	Core	3

Second Semester		*Total Credits 16*
OT 221	Human Development II	3
OT 275/775	Occupations II	3
OT 335	Context and Environment	3
BIO 212/709	Anatomy and Physiology	4
PSY 290	Psychopathology	3

Junior Year

First Semester		*Total Credits 16*
OT 312/712	Functional Anatomy	4
OT 330	Conceptual Foundations	3
OT 405/715	Occ. Performance Analysis	3
OT 407/707	Clinical Skills	3
	Free elective (can't be major requirement)	3
HP 999	CPR Certification	0

Second Semester		*Total Credits 17*
OT 313/713	Applied Neuroscience	4
OT 460 and lab	Pediatric Occupational Performance Interventions I	4
OT 461	Research Design in OT	3
OT 462	Level I Fieldwork - Pediatrics	0
	Core	3
	Core	3

Senior Year

First Semester		*Total Credits 16*
OT 532	Community Based Practice I	3
OT 511/771	Adult Occupational Performance Interventions II	4
OT 690	Research Project I	3
OT 592	Level I Fieldwork - Adult	0
	Core	3
	Free elective (may not be major requirement)	3

Second Semester		*Total Credits 16*
OT 533	Evidence Based Practice in OT I	3
OT 512/772	Geriatric Occupational Performance Interventions III	4
OT 593	Level I Fieldwork - Older Adult	0
	Core	3
	Core	3
	Free elective (may not be major requirement)	3

Graduate Year

Summer		*Total Credits*
OT 601A		2

First Semester		*Total Credits 12*
OT 601B	Level II Fieldwork I	5
OT 602	Level II Fieldwork II	7

Second Semester		*Total Credits 14*
OT 670	Management & Entrepreneurship	3
OT 630	Issues and Trends	2
OT 695	Research Project II	3
OT 699	Practice Exam Prep	0
	Graduate level Elective	3
	Graduate level Elective	3
	May take an optional graduate elective, resulting in 17 credits.	

Total undergraduate credits: 124

Total graduate credits: 32

Total credits required for graduation: 156

Three Year Entry-level MS Weekend Program - Overview

The weekend program utilizes a three-year model, with classes meeting on alternating weekends year round. This program is specifically designed for individuals who possess a baccalaureate degree in another discipline. The weekend program presents professional occupational therapy coursework in an adult learning model to produce a holistic practitioner who has a strong background in the use of occupation and critical inquiry skills to advance the profession. Some courses include the use of Blackboard as a distance learning component, with reduced face to face meeting time. Applicants to the three year entry level weekend program must complete pre-requisite coursework prior to submitting an

application. Pre-requisite courses are PSY 290: Psychopathology, MTH 115: Basic Statistics, PHY 117: Introductory Physics I, BIO 211: Anatomy and Physiology I, and BIO 212: Anatomy and Physiology II

Three Year Entry Level MS Weekend Program - Course Requirements and Sequence

Required Sequence: Three Year Entry-Level BS to MS Weekend Program

This program is specifically designed for individuals who possess a baccalaureate degree in another discipline.

First Year Weekend Program

First Semester		*Total Credits 9*
OT 103 *	Intro to OT	3
OT 220 *	Human Development	3
OT 320 *	Impairments & Disabilities	3
Second Semester		*Total Credits 9*
OT 205/705	Occupations I	3
OT 221 *	Human Development II	3
OT 330	Conceptual Foundations	3
Summer		*Total Credits 7*
OT 275/775	Occupations II	3
OT 312/712	Functional Anatomy	4

Second Year Weekend

First Semester		*Total Credits 10*
OT 313/713	Applied Neuroscience	4
OT 405/715	Occupational Performance Analysis	3
OT 407/707	Clinical Skills	3
HP 999	CPR Training	0
Second Semester		*Total Credits 10*
OT 335 *	Context and Environment	3
OT 591	Level I Fieldwork - Pediatrics	0
Summer		*Total Credits 10*
OT 690	Research Project I	3
OT 410	Community- Based Practice I	3
OT 511/771	Adult Occupational Performance Interventions II	4
OT 592	Level I Fieldwork - Adult	0

Third Year Weekend

OT 510/770	Pediatric Occupational Performance Intervention I	4
OT 520	Research Design in OT	3
First Semester		*Total Credits 10*
OT 433 *	Evidence Based Practice in OT I	3
OT 512/772	Geriatric Occupational Performance Interventions III	4
OT 695	Research Project II	3
OT 593	Level I Fieldwork - Older Adult	0
Second Semester		*Total Credits 10*
OT 601	Level II Fieldwork I	7
OT 602A	Level II Fieldwork II	3
Summer		*Total Credits 9*
OT 570 *	Management & Entrepreneurship	3
OT 630	Issues and Trends	2
OT 602B	Level II Fieldwork II	4

OT 699	Practice Exam Prep	0

Please Note: Classes meet on-campus for eight weekend sessions during the fall and spring semesters and seven weekend sessions during the summer session. Some courses include the use of Blackboard as a distance learning component, with reduced face-to-face meeting time. An *asterisk indicates that courses will have a reduced number of on-campus sessions.

Occupational Therapy Post-Professional Programs

College of Health Sciences
Degree MS, Occupational Therapy
Department Chair Grace S. Fisher, EdD, OTR/L
Coordinator, Post-professional Pediatrics Amy Lynch, Ph.D., MS, OTR/L

Faculty

Gwen Bartolacci, Associate Professor of Occupational Therapy, AS Mount Aloysious College; BS University of North Dakota; MS The Pennsylvania State University; OTD Nova Southeastern University

Joseph A. Cipriani, Professor of Occupational Therapy, BA Wilkes University; BS College Misericordia; MA Wichita State University; EdD Nova Southeastern University

Grace S. Fisher, Associate Professor of Occupational Therapy, BA Wilkes University; Post-Baccalaureate Certificate University of Pennsylvania; MS College Misericordia; EdD Temple University

Ellen McLaughlin, Associate Professor of Occupational Therapy, BS, MS College Misericordia; EdD Rutger's University

Amy Lynch, Coordinator of Post Professional Pediatrics, BS Gettysburg College; PhD Tuft's University; PhD University of Delaware

Lalit J. Shah, Professor of Occupational Therapy, BS University of Bombay; MS College Misericordia; EdD Nova Southeastern University

Post-professional Master's Degree Program: Goals, Course Sequence, Admissions

Coordinator: Ellen McLaughlin, EdD, OTR/L

The post-professional master's of science in occupational therapy is a 30-credit graduate program with two tracks, an interdisciplinary and pediatric concentration. Students in all tracks of the program will complete a total of 30 graduate credits distributed among the following categories: theory and core: 9 credits; research: 9 credits; concentration: 12 credits.

This program is offered in a variety of formats using an adult learning model, including online distance education, weekend or night courses, and workshop formats. The pediatric track includes courses currently being offered in the post-professional pediatric certificate program. This allows students to transfer their graduate credits from the certificate program into the post-professional master's degree program. The interdisciplinary track includes courses from a variety of departments including education, nursing, and organizational management.

Occupational Therapy Post Professional Programs Retention Criteria -Post Professional Pediatric Certificate, Masters, and Doctoral Programs

Once students begin the first semester of the post professional curriculum, they must maintain a 3.0 gpa in coursework. If a student's gpa falls below a 3.0, they will have one semester of probation to improve their gpa to the minimum. If a student receives a grade of C in a graduate course, or if their gpa falls below a 3.0 as a result of B minus grades, they will be able to do one grade replacement. If a student receives a second C in a graduate course, they will be dismissed from the post professional program.

Curricular goals of the program include:

1. The student will be able to foster the most effective interventions when working with occupational therapy clientele to promote independence and success in their life roles and activities.
2. The students will advance their knowledge base in specialty areas related to occupational therapy and their practice through the choice of four elective courses within the MS program.
3. The student will be able to synthesize their knowledge base in research and evidence based practice in order to implement best practice in occupational therapy.
4. The student will advance their knowledge base in order to integrate and evaluate occupational therapy theory in clinical practice.

Course Sequence

Theory and Core	*9 credits*
HP 600	Pediatric Issues/Trends
or	
OT 630	Issues and Trends
HP 670	Grant Writing
OT 570	Management and Entrepreneurship in OT
Research	*9 credits*
OT 520	Research Methods
OT 690	Research Project I
OT 695	Research Project II
Concentration Courses	*12 credits*

Students may choose 12 credits in pediatrics , geriatric care management or from the interdisciplinary offerings.

Education Offerings:	
EDU 510	Learning
EDU 568	Distance Education
Nursing Offerings:	
NSG 551	Post-professional Pharmacology
NSG 555	Legal, Ethical and Public Policy Issues in Health Care
NSG 552	Pathophysiology for Post-professional Nursing
NSG 504	Curriculum Design
NSG 535	Nursing Education Practicum
NSG 570	Faculty Role Development
NSG 505	Teaching – Learning Strategies
Organizational Management Offerings:	
OM 500	Organizational Behavior
OM 509	Financial Management
OM 512	Management Science
OM 530	Legal Aspects of Administration
OM 533	Managing Customer Satisfaction
OM 535	Leadership
OM 536	Marketing Mangement
OM 538	Perspectives in Management
OM 541	Not for Profit Management
OM 542	Fund Raising Theory and Applicaiton

OM 543	Assessment in Not for Profit Organization
OM 545	Introduction to Human Resources
OM 551	Organizational Communication
OM 557	Performance Compensation and Rewards Systems
OM 586	Strategic Planning and Management of Change

Pediatric certificate offerings are listed in the following section.

Admissions Requirements:

The post-professional master's degree program requires submission of the following information for admissions consideration:

- NBCOT initial certification as an occupational therapist
- College/university transcripts from all prior academic work
- Basic statistics course
- Undergraduate GPA of 2.8 or higher
- Statement of professional goals and how matriculation in the post-professional master's degree program can contribute to those goals
- Two letters of reference

Students taking courses in the pediatric certificate program who wish to move into the post-professional master's degree program should apply by the final semester of their 12 credit certificate, if they have not completed formal application prior to that point. Twelve credits from the pediatric certificate are transferable to the post-professional master's degree.

Students in the post-professional master's degree program must take 30 graduate credits to receive the master's of science degree. Credits transferable to this degree must be within the following guidelines:

- all courses transferred in must be formally evaluated by the registrar's office for transferability;
- a maximum of six transfer credits will be accepted towards the 30 required for the master's of science degree.

Post-Professional Certificate in Pediatrics

This program is designed to provide learning experiences in pediatric practice for practicing occupational and physical therapists using an adult learning model. Students in the program must complete four 3-credit graduate courses. Students can take greater than one course per semester, and are encouraged to do so particularly in the summer semester. One course is required: Advanced Practice Pediatric Issues and Trends (HP 600). This course should be taken in the first semester of enrollment. However, in some cases, students may be permitted to enroll in other classes first and take this course next available date. Students can take an additional course at the same time as they take HP 600. Students can enter the program in either the summer or fall semesters. Class size is expected to be 12-20 students per course.

A combination delivery model of face-to-face and distance learning is used. Each course is offered in one or both of the following two delivery systems, depending on the best way to facilitate learning objectives. The first delivery model is one to three days of on campus learning, with the use of distance education tools in between. Misericordia University uses Blackboard as the platform for distance education. The second delivery model is an on campus day, with the remaining coursework completed on a distance education platform. A third delivery model includes a four or five day intensive on-campus learning experience.

Courses that may be applied to the certificate in pediatrics include: Advanced Practice Pediatric Issues and Trends (HP 600); Pediatric Evaluation (HP 605), Treatment and Evaluation of Pediatric Feeding Issues (HP 615), Sensory Integration Treatment and Evaluation (HP 625); School Based Pediatric

Occupational and Physical Therapy (HP 635); Evidence-based Neurodevelopmental Treatment and Evaluation for Children with Central Nervous System Dysfunction (HP 655); Autism and Pervasive Developmental Delay: Evaluation and Intervention Strategies (HP 660); Seating in Pediatric Practice (HP 665); and, Special Topics: Vision Rehabilitation (HP 610).

Students in the pediatric certificate program may not be eligible for Title IV funding.

Post-Professional Occupational Therapy Doctorate

OT Doctoral Program Coordinator: Ellen McLaughlin, EdD, OTR/L

The OTD degree is designed to provide occupational therapists with advanced clinical, practice management, teaching, and administrative skills. The program emphasizes integration of theory and practice, professional and clinical skills, critical self-assessment, clinical reasoning and decision-making skills, advocacy and health policy. The post professional program is designed to enhance the knowledge and skills that practitioners bring from clinical practice and life experiences. Students complete an individualized capstone project related to their area of specialization. Program graduates should qualify for upper level management positions in a diverse range of practice environments and will be poised to become leaders in the profession.

Post-Professional Occupational Therapy Doctorate: Curriculum, Goals, Admission Criteria

Curriculum and Program Delivery

The OTD curriculum is composed of 24 credits of core courses that address the competencies required of leaders and advocates in the profession. These courses address advanced theory, advanced research, program development and evaluation, occupational science, and public policy and advocacy. Capstone course work requires the integration of these content areas into a clinical project, which is formally evaluated and presented through professional presentation and/or publication. Each student also completes 9 credits in either a pediatric or geriatric specialization, for a total of 33 credits for the doctoral course work. A combination delivery model of face-to-face and distance learning is used. Classes meet on campus one weekend day at the beginning and end of each semester. The program is designed to be completed part-time (2 classes per semester) over a two year tri-semester period.

Program Goals

The OTD program goals are focused in areas of research, advanced practice, leadership and administration. Graduates will:

1. be proficient in critically appraising, applying and contributing to evidence that supports occupation-based practice.
2. synthesize and apply advanced theoretical concepts and clinical skills in selected areas of practice.
3. enhance their leadership and advocacy skills to promote occupational participation in light of human dynamics and private and public policy influences.
4. design and administer effective, fiscally responsible client-centered programs.

Admission Criteria:

A Master's Degree in Occupational Therapy or related field. Students with Master's degree in a related field must have an undergraduate statistics course and a graduate level research course.

Licensed OT

Completed application including official transcripts, three references, statement of professional

goals

Minimum GPA of 3.0 in graduate studies

Interview

Accepted students begin the OTD program during in the fall semester. Specialization credits may be taken prior to formal matriculation into the OTD program. Refer to the Misericordia University web site for application and interview dates.

To apply for admission, students must submit the following:

Online application form

$60 application fee

Application statement of purpose and practice goals

Current Resume

Official transcripts for occupational therapy education

Copy of NBCOT certification

Copy of current state license/certification in a US jurisdiction

Official Test of English as a Foreign Language (TOEFL) score with a minimum of 550 (213 if computer generated).

Three letters of recommendation (one recommendation must be from a licensed occupational therapist).

Applicants must apply online.

Post-Professional Occupational Therapy Doctorate Course Sequence

First Semester Fall		*Total Credits* 6
OTD 620	Advanced Theory	3
OTD 641	Evidence Based Practice	3

Second Semester Spring		*Total Credits* 6
OTD 640	Designing, Implementing and Evaluating Quality Programs	3
	Specialization Class	3

Third Semester Summer		*Total Credits* 6
OTD 625	Supporting Practice through Public Policy and Advocacy	3
	Specialization Class	3

YEAR 2

Fourth Semester Fall		*Total Credits* 6
OTD 641	Advanced Research	3
	Specialization Class	3

Fifth Semester Spring		*Total Credits 6*
OTD 643	Education, Presentation and Publication	3
OTD 644	Occupational Science	3
Sixth Semester Summer		*Total Credits 3*
OTD 650	Capstone	3

Capstone Project

The capstone project is a credited course, OTD 650. Students will submit a proposal for a capstone project in the fall or spring semester of their final year. The level of independent study and initiative required by the student for both capstone development and implementation will be high. It is an integrative piece, with the goal of producing an outcome that demonstrates their ability to apply advanced clinical proficiency in their specialization area. It is a true integration of the four program objectives. Guidance for capstone proposal development will be provided on an online tutorial, and proposals will be approved by a committee of the faculty. Students will be assigned a capstone facilitator who will serve as the contact person and mentor throughout the capstone project. Each capstone course section will include one faculty facilitator and up to five doctoral students. Students will be required to come to campus to present their capstone project once completed.

Pediatric Elective Specialization Courses for OTD Students

Courses that may be applied to the certificate in pediatrics include: Advanced Practice Pediatric Issues and Trends (HP 600); Pediatric Evaluation (HP 605), Treatment and Evaluation of Pediatric Feeding Issues (HP 615) Sensory Integration Treatment and Evaluation (HP 625); School Based Pediatric Occupational and Physical Therapy (HP 635); Neonatal Intensive Care Unit: Issues and Interventions (HP 645); Early Intervention (HP 650); Evidence-based Neurodevelopmental Treatment and Evaluation for Children with Central Nervous System Dysfunction (HP 655); Autism and Pervasive Developmental Delay: Evaluation and Intervention Strategies (HP 660); Seating in Pediatric Practice (HP 665); and Special Topics: Vision Rehabilitation (HP 610). These courses are described under the Post Professional Pediatric Certificate Program.

Geriatric Care Manager Elective Specialization Courses for OTD students

Courses that may be completed in the Geriatric Care Manager Specialization track include GCM 500- Geriatric Care Management I, GCM 501- Geriatric Care Management II, GCM 505 Anatomy and Physiology of Aging , GCM 515- Geriatric Assessment, GCM 520– Ethics of Aging.

Physical Therapy Program

Pre-Doctor of Physical Therapy Program

College of Health Sciences
Degree DPT, Doctor of Physical Therapy
Department Chair Susan P. Barker, PhD

The Physical Therapy program is a 6-1/2 year professional program resulting in a bachelor's degree and a doctor of physical therapy degree. During the first 3-1/2 years, the student completes the requirements for a bachelor's degree in an area of the student's choice http://www.misericordia.edu/academics/. The student enters the professional curriculum in the spring semester of the fourth year. The professional curriculum includes eight semesters. Plans of study are available on the Physical Therapy website. http://www.misericordia.edu/pt

See Entry-level Doctor of Physical Therapy section for more information.

Entry-level Doctor of Physical Therapy

College of Health Sciences
Degree DPT, Doctor of Physical Therapy
Department Chair Susan P. Barker, PhD

Students are admitted at the first year and post-baccalaureate level to the doctor of physical therapy program. A student accepted at the first year level completes 6-1/2 years of study, resulting in a bachelor's degree and a doctor of physical therapy (DPT) degree. During the first 3-1/2 years, the student completes the requirements for a bachelor's degree in an area of the student's choice. Students accepted into the pre-DPT program at the first year level are guaranteed progression into the graduate DPT program, as long as academic criteria are met. A student accepted at the post-baccalaureate level completes 3 years of study, resulting in a DPT degree. The graduate DPT program is eight semesters in length.

The physical therapy program at Misericordia University received full accreditation status in 2010. Graduates of the program are eligible for licensure as physical therapists in the individual United States and territories. For additional information, contact the Commission on Accreditation in Physical Therapy Education at 1111 North Fairfax Street, Alexandria VA 22314-3245; (703) 706-3245; accreditation@apta.org.

Mission

It is the mission of the physical therapy education program at Misericordia University to provide professional physical therapy education opportunities and to help meet physical therapy health care needs.

The physical therapy program is committed to providing an education program which produces competent physical therapy practitioners who are critical thinkers and educated consumers of research and which prepares graduates for productive careers in physical therapy and as advocates for, and participants in, life long learning.

As an entry-level professional post baccalaureate program, the physical therapy curriculum reflects a commitment to the complementary relationship between liberal arts and professional studies which enables graduates to adapt to and deal with constantly evolving societal and professional needs.

The physical therapy program's commitment to providing quality physical therapy education expresses the founding Sisters' values and attitudes of justice, mercy, service and hospitality.

Philosophy

The physical therapy education program is based on the belief that graduates of entry-level physical therapy programs should possess the clinical decision making and problem solving skills which enable them to function as reflective practitioners in the contemporary, dynamic health care system. Physical therapists need to be sensitive to the needs of a culturally diverse society as evident in their interactions with clients, families, health care colleagues and the community in which they practice.

An educational program for physical therapists should reflect the concepts of androgogy (adult education) to include problem solving, critical thinking and analysis, synthesis, evaluation, and

integration of theory and evidence in practice, clinical decision making, mentoring and self-directed learning.

Physical therapists should integrate the core values of the profession in all professional activities. While capable of autonomous practice, they should have the ability and desire to remain open to input from and collaboration with other health care professionals.

A physical therapy entry-level education program prepares physical therapy generalists but provides graduates with the tools which enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a holistic approach to health care.

The academic and clinical faculty and the academic and clinical education environments must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of a professional education program that prepares competent health care practitioners.

A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise strengthens and enhances a professional education program.

Goals

The goals of the entry-level DPT program are to prepare graduates to:

1. Be prepared to practice as physical therapist generalists capable of contemporary, reflective, competent, legal, autonomous and ethical practice.
2. Competently utilize and contribute to evidence for the validation and advancement of the art and science of physical therapy.
3. Apply appropriate and effective teaching methods to educate others.
4. Effectively communicate and interact with colleagues for the benefit of optimal service to clients.
5. Respect and respond to individual differences in interactions with clients, families, colleagues and the community.

Admission to the Doctor of Physical Therapy Program

There are two forms of admission into the Doctor of Physical Therapy (DPT) program: freshman admission and graduate admission.

Freshman Admission

Minimum criteria for admission to the pre-DPT program are:

1. Class rank in the top 1/3 of the graduating class;
2. Minimum combined SAT score of 1050 for Critical Reading and Math (or the equivalent ACT score), with minimum SAT scores of 500 for Critical Reading and 500 for Math; and
3. Completion of at least three years of mathematics, one year of biology, and one year of chemistry in high school.

Additionally, high school preparation in physics is highly recommended. Exposure to and exploration of physical therapy as demonstrated by paid or volunteer experience is strongly encouraged.

Students admitted as pre-DPT freshmen are guaranteed progression into the graduate DPT program, as described in "Advancement to the Doctor of Physical Therapy Graduate Program." There is no need to re-apply for admission into the graduate program.

Graduate Admission

Physical Therapy Centralized Application Service (PTCAS)

Misericordia University participates in the Physical Therapy Centralized Application Service. Applicants who apply through PTCAS will submit a completed web-based application comprised of biographical data, colleges and universities attended, academic course history, physical therapy observation hours, list of reference providers, work experience, extracurricular activities, honors, professional licenses, and a personal essay. It is the applicant's responsibility to read and follow all PTCAS and program-specific instructions.

Graduate students are admitted into the graduate DPT program that begins in the spring semester each year. The PTCAS admissions cycle begins in July of each year. Applicants may start and submit the PTCAS application as soon as it is available. It can be accessed at http://www.ptcas.org.

The deadline for submitting an application for graduate admission into the DPT program is May 15th of the year before the student wishes to begin the graduate program.

Internal Students

Students who currently attend Misericordia University and who wish to transfer into the Doctor of Physical Therapy (DPT) graduate program will be evaluated by the Physical Therapy Admissions Committee, along with external transfer applicants. Admission to the Physical Therapy major is not guaranteed, and is on a space available basis.

The criteria for admission into the DPT graduate program (spring semester) are:

1. Completion of requirements for baccalaureate degree.
2. Completion of required prerequisite courses with a grade of at least C for each course.
3. Cumulative GPA of at least 3.0.
4. Pre-requisite GPA of at least 3.0.
5. Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 50 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the health care system.
6. Successful completion of one credit medical terminology course or its equivalent.

External Students

The criteria for admission into the DPT graduate program (spring semester) are:

1. Completion of baccalaureate degree.
2. Completion of required prerequisite courses with a grade of at least C for each course.
3. Cumulative GPA of at least 3.0.
4. Pre-requisite GPA of at least 3.0.
5. Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 50 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the health care system.
6. Successful completion of one credit medical terminology course or its equivalent.

If SAT scores are older than five years, GRE or Miller's Analogy Test scores are required.

Required Prerequisite Courses

CHM 104	General Chemistry with lab	4 credits
CHM 105	Introduction to Organic Chemistry with lab	4 credits
PHY 117	Introductory Physics I with lab	4 credits

PHY 118	Introductory Physics II with lab	4 credits
BIO 211	Anatomy and Physiology I with lab	4 credits
BIO 212	Anatomy and Physiology II with lab	4 credits
PSY 123	Introduction to Psychology	3 credits
SOC 101	Comparative Sociology	3 credits
MTH 115	Basic Statistics	3 credits
PSY 275	Child and Adolescent Psychology	3 credits
PSY 290	Psychopathology	3 credits

Policies related to transfer of credit to the University and the academic calendar can be found in the "Academics" section of the University catalog.

Advancement to the Doctor of Physical Therapy Graduate Program (For students admitted as undergraduates in Fall 2015 or later)

In order to progress into the graduate DPT Program in the spring semester of the student's senior year, a student must meet all of the following criteria:

- Completion of all requirements for baccalaureate degree by the end of the fall semester of the student's senior year.
- Completion of required pre-requisite courses with a grade of **C or above** for each course. (**C minus** is not an acceptable grade.)
- Cumulative GPA of at least **3.2.** Note: cumulative GPA can be below 3.2 during undergraduate study, as long as it is at least 3.2 upon finishing the undergraduate program.
- Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 50 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the health care system. (See "Pre-DPT Observation Hours" for more information.)
- Medical terminology competency.
- Pre-Academic Health Clearance Form

Additional requirements specific to the prerequisite Natural Science courses (CHM 104 General Chemistry, CHM 105 Introduction to Organic & Biochemistry, BIO 211 Anatomy & Physiology I, BIO 212 Anatomy & Physiology II, PHY 117 Introductory Physics I, and PHY 118 Introductory Physics II, or their equivalents):

- The student may have **no more than one** grade of C for the prerequisite Natural Science course. (**C minus** is not an acceptable grade.)
- The student may repeat **no more than one** prerequisite Natural Science course.
- Any grades earned in Natural Science courses taken for transfer credit are included in the academic requirements. If the student has taken a Natural Science prerequisite course for transfer credit, the student must submit an official transcript to the Physical Therapy Department in addition to the one submitted to the Registrar by the end of November of the student's senior year.

The student must provide documentation of the above criteria to the Physical Therapy Department by the stated due date (usually in early December of the student's senior year.) If the Physical Therapy Department does not receive documentation of all progression criteria by the stated due date, the student will not be permitted to attend DPT classes and the student's guarantee of progression into the graduate DPT program will be rescinded.

A pre-DPT student with a record of university disciplinary or academic integrity sanction may be denied advancement to the DPT program. A student with a record of sanction may petition the

Physical Therapy faculty for consideration of advancement, but the petition does not guarantee admission. Students with a record of sanction who choose not to petition will automatically be denied advancement to the DPT program.

If a pre-DPT student fails to meet the criteria to advance into the DPT program by the scheduled beginning of spring semester of his or her senior year, the student's space in the DPT program will not be guaranteed. The student will be required to submit a request to the Physical Therapy Department Graduate Admissions Committee for admission into the graduate DPT program. At this point, the student's admission into the professional curriculum is on a space-available basis.

Prerequisite courses:

CHM 104	General Chemistry with lab
CHM 105	Introduction to Organic Chemistry with lab
PHY 117	Physics Introduction I with lab
PHY 118	Physics Introduction II with lab
BIO 211	Anatomy and Physiology I with lab
BIO 212	Anatomy and Physiology II with lab
PSY 123	Introduction to Psychology
SOC 101	Comparative Sociology
MTH 115	Statistics
PSY 275	Child and Adolescent Psychology
PSY 290	Abnormal Psychology

Advancement to the Doctor of Physical Therapy Graduate Program (DPT Class of 2018 and onward)

In order to progress into the graduate DPT Program in the spring semester of the student's senior year, a student must meet all of the following criteria:

- Completion of all requirements for baccalaureate degree by the end of the fall semester of the student's senior year.
- Completion of required pre-requisite courses with a grade of at least C for each course. (C minus is not acceptable.)
- Cumulative GPA of at least 3.0. Note: cumulative GPA can be below 3.0 during undergraduate study, as long as it is at least 3.0 upon finishing the undergraduate program.
- Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 50 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the health care system.
- Medical terminology competency.

Additional requirements specific to the prerequisite Natural Science courses (CHM 104 General Chemistry, CHM 105 Introduction to Organic & Biochemistry, BIO 211 Anatomy & Physiology I, BIO 212 Anatomy & Physiology II, PHY 117 Introductory Physics I, and PHY 118 Introductory Physics II, or their equivalents):

- The student may have no more than one grade of C for the prerequisite Natural Science courses.
- The student may repeat no more than one prerequisite Natural Science course.

- Any grades earned in Natural Science courses taken for transfer credit are included in the academic requirements. If the student has taken a Natural Science course for transfer credit, the student must submit an official transcript to the Physical Therapy Department in addition to the one submitted to the Registrar by the end of November of the student's senior year.

A pre-DPT student with a record of university disciplinary or academic integrity sanction may be denied advancement to the DPT program. A student with a record of sanction may petition the Physical Therapy faculty for consideration of advancement, but the petition does not guarantee admission. Students with a record of sanction who choose not to petition will automatically be denied advancement to the DPT program.

If a pre-DPT student fails to meet the criteria to advance into the DPT program by the scheduled beginning of spring semester of his or her senior year, his or her space in the DPT program will not be guaranteed. He or she will be required to submit a request to the Physical Therapy Department Admissions Committee for admission as an internal transfer into the DPT program. At this point, the student's admission into the professional curriculum is on a space-available basis.

Prerequisite courses:

CHM 104	General Chemistry with lab
CHM 105	Introduction to Organic Chemistry with lab
PHY 117	Physics Introduction I with lab
PHY 118	Physics Introduction II with lab
BIO 211	Anatomy and Physiology I with lab
BIO 212	Anatomy and Physiology II with lab
PSY 123	Introduction to Psychology
SOC 101	Comparative Sociology
MTH 115	Statistics
PSY 275	Child and Adolescent Psychology
PSY 290	Abnormal Psychology

Entry-Level Doctor of Physical Therapy Curriculum

Sequence of courses:

First Professional Year

Semester 1(Spring)		*Total Credits 18*
DPT 801	Applied Physiology	4
DPT 803	Human Anatomy I	4
DPT 805	Medical Conditions I	3
DPT 807	Movement Science I	4
DPT 811	Physical Therapy Clinical Skills I	2
DPT 819	Professional Issues I	1

Semester 2 (Fall)		*Total Credits 18*
DPT 813	Evidence Based Practice I	3
DPT 815	Medical Conditions II	3
DPT 817	Movement Science II	3
DPT 821	Physical Therapy Clinical Skills II	2
DPT 829	Professional Issues II	2
DPT 851	Musculoskeletal Physical Therapy I	5

Second Professional Year

Semester 3 (Spring)		*Total Credits 18*
DPT 809	Human Anatomy II	2
DPT 823	Evidence Based Practice II	2
DPT 839	Professional Issues III	1
DPT 853	Cardiovascular & Pulmonary Physical Therapy	4
DPT 855	Musculoskeletal Physical Therapy II	4
DPT 857	Neuromuscular Physical Therapy I	5

Semester 4 (Summer)		*Total Credits 10*
DPT 837	Clinical Education I	10

Semester 5 (Fall)		*Total Credits 20*
DPT 802	Prosthetics and Orthotics in PT (6 weeks)	1
DPT 825	Medical Conditions III (6 weeks)	3
DPT 833	Evidence-based Practice III (6 weeks)	2
DPT 847	Clinical Education II (10 weeks)	10
DPT 849	Professional Issues IV (Online - 10 weeks)	2
DPT 880	PT Electives (6 weeks)	2

Third Professional Year

Semester 6 (Spring)		*Total Credits 18*
DPT 843	Evidence-based Practice IV	4
DPT 859	Professional Issues V	3
DPT 863	Neuromuscular Physical Therapy II	4
DPT 865	Patient/Client Management	4
DPT 861	Integumentary PT	3

Semester 7 (Summer)		*Total Credits 10*
DPT 867	Clinical Education III	10

Semester 8 (Fall)		*Total Credits 14*
DPT 869	Professional Issues VI (6 weeks)	2
DPT 877	Clinical Education IV (10 weeks)	10
DPT 879	Doctoral Seminar (6 weeks)	2

Speech-language Pathology Major

College of Health Sciences
Degree MS, Speech-language Pathology
Department Chair Glen Tellis, PhD

Faculty

Lori Cimino, Assistant Professor, BS Marywood University, Pennsylvania; MS Bloomsburg University, Pennsylvania

Mckinley Hunter Manasco, Associate Professor, MS University of Montevallo, Montevallo, Alabama; PhD, University of South Alabama, Alabama

Jessica Kisenwether, Assistant Professor, MS Misericordia University; PhD, The Pennsylvania State University, Pennsylvania

Adina S. Rosenthal, Assistant Professor of Speech-Language Pathology, BA Indiana University; MA Boston University

Kathleen Scaler-Scott, Associate Professor, BA Rutgers University, New Jersey; MS Emerson College, Boston, Massachusetts; PhD, University of Louisiana, Lafayette, Louisiana

Cari Tellis, Associate Professor, BA The Pennsylvania State University; MS University of Pittsburgh; PhD, University of Pittsburgh, Pennsylvania

Glen Tellis, Professor, BS St. Xavier's College, Bombay, India; MA California State University, Fresno, California; PhD, The Pennsylvania State University, Pennsylvania

Ruixia Yan, Associate Professor, BA and MA Shanxi University, China; PhD, University of Louisiana, Lafayette, Louisiana

Introduction

The speech-language pathology program is a five-year, professional master's degree program with admission in the first year. Students admitted as first year or undergraduate transfers who successfully complete all major and university requirements are awarded a BS degree in health sciences in addition to a MS degree in speech-language pathology. Students who have baccalaureate degrees—whether in communication disorders or another field—are conferred the MS degree in speech-language pathology upon completion of all requirements but do not receive the BS in health science.

For traditional five year and transfer students, the program's first two years of study provide a strong foundation in the liberal arts and sciences, appropriate breadth to develop the ability in students to think independently, weigh values, and understand fundamental theory. This further serves to develop skills of critical thinking and communication, inherent in baccalaureate education and essential to professional socialization. The speech-language pathology professional curriculum is initiated in the fourth year and continues through the fifth year.

The program is guided by the accreditation and certification standards put forth by the American Speech-Language-Hearing Association (ASHA) as the accrediting agency for entry-level speech-language pathology programs. Graduates of programs accredited by ASHA are eligible to apply for national certification by ASHA and for state licensure as speech-language pathologists in the individual United States and territories in which licensure is mandated. The master's program in speech-language pathology at Misericordia University is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association.

Mission

The speech-language pathology program is committed to providing an educational experience which produces competent speech-language pathologists who are critical thinkers and educated consumers of research, and which prepares its graduates for productive careers in speech-language pathology and as advocates for, and participants in, life-long learning. As an entry-level professional program, the speech-language pathology curriculum reflects a commitment to the complementary relationship between liberal arts and professional studies that enables graduates to adapt to constantly evolving societal and professional needs. The department of speech-language pathology is committed to the provision of affordable, quality professional education that expresses the founding Sisters' values and attitudes of hospitality, justice, mercy, and service. The overall goal is to develop a well-rounded empathetic competent professional who will provide the highest quality of care to individuals with communication disorders.

Philosophy

The speech-language pathology department is based on the belief that graduates of entry-level allied health professional programs should possess the clinical decision making and problem solving skills which enable them to function as peer colleagues in the contemporary, dynamic health care and educational systems. Speech-language pathologists need to be sensitive to the needs of a culturally diverse society as evident in their interactions with clients, families, and fellow health care and education professionals in the community in which they practice.

An educational program for speech-language pathologists should reflect the concepts of androgogy (adult education) to include problem solving, critical thinking and analysis, integration of theory and practice, clinical decision making, mentoring, and self-directed learning.

Speech-language pathologists should have the ability to articulate and exchange knowledge, and seek additional knowledge and skills. They should also have the ability and desire to remain open to input from and collaboration with other health care and education professionals. Speech-language pathologists value collaboration and communication in a spirit of mutual collegiality among health care and education providers as essential to meeting the health care needs of society.

A speech-language pathology professional education program prepares students to be practicing generalists but also provides graduates with the tools that enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a wholistic approach to health care.

The academic and clinical faculty and the academic and clinical education environments must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of professional education programs preparing competent health care practitioners.

A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise strengthens and enhances a professional education program in speech-language pathology.

Goals

The goals of the speech-language pathology department at Misericordia University are to prepare graduates who:

1. Engage in contemporary, competent, legal, and ethical practice.
2. Value the critical inquiry in the validation and advancement of the science of speech-language pathology and audiology.
3. Describe the roles and responsibilities of speech-language pathologists as professionally autonomous practitioners within the health care and educational systems.
4. Accept the responsibility for education of self, the community, the profession, clients, and colleagues in the health care and educational systems.
5. Value and foster communication and interaction with colleagues for the benefit of optimal service to clients with communication disorders.
6. Respect and respond to contemporary bio-psycho-social diversity in interactions with clients, families, colleagues, and the community.

It is the mission of the speech-language pathology program to educate and prepare students who will be ethical and competent clinicians in the provision of services to persons with speech-language-hearing disorders.

Program Objectives

To ensure that graduates of the speech-language pathology program will be prepared for their professional roles and responsibilities, the following are the program's curriculum objectives. Upon successful completion of the speech-language pathology program, graduates will be able to:

1. Provide prevention, screening, consultation, assessment and diagnosis, treatment, intervetion, management, counseling, and follow-up services for disorders of:
    a. speech (i.e., articulation, fluency, resonance, and voice including aeromechanical components of respiration).
    b. language (i.e., phonology, morphology, syntax, semantics, and pragmatic/social aspects of communication) including comprehension and expression in oral, written, graphic, and manual modalities; language processing; preliteracy and language-based literacy skills, including phonological awareness.
    c. swallowing or other upper aerodigestive functions such as infant feeding and aeromechanical events (evaluation of esophageal function is for the purpose of referral to medical professionals).
    d. cognitive aspects of communication (e.g., attention, memory, problem solving, executive functions).
    e. sensory awareness related to communication, swallowing, or other upper aerodigestive functions.

2. Establish augmentative and alternative communication (AAC) techniques and strategies including developing, selecting, and prescribing of such systems and devices (e.g., speech generating devices).
3. Provide services to individuals with hearing loss and their families/caregivers (e.g., auditory training; speech reading; speech and language intervention secondary to hearing loss).
4. Screen hearing of individuals who can participate in conventional pure-tone air conduction methods, as well as screening for middle ear pathology through screening tympanometry for the purpose of referral of individuals for further evaluation and management.
5. Use instrumentation (e.g., videofluoroscopy, EMG, nasendoscopy, stroboscopy, computer technology) to observe, collect data, and measure parameters of communication and swallowing, or other upper aerodigestive functions in accordance with the principles of evidence-based practice.
6. Select, fit, and establish effective use of prosthetic/adaptive devices for communication, swallowing, or other upper aerodigestive functions (e.g., tracheoesophageal prostheses, speaking valves, electrolarynges). This does not include sensory devices used by individuals with hearing loss or other auditory perceptual deficits.
7. Collaborate in the assessment of central auditory processing disorders and providing intervention where there is evidence of speech, language, and/or other cognitive-communication disorders.
8. Educate and counsel individuals, families, co-workers, educators, and other persons in the community regarding acceptance, adaptation, and decision making about communication, swallowing, or other upper aerodigestive concerns.
9. Advocate for individuals through community awareness, education, and training programs to promote and facilitate access to full participation in communication, including the elimination of societal barriers.
10. Collaborate with and provide referrals and information to audiologists, educators, and other health professionals as individual needs dictate.
11. Address behaviors (e.g., perseverative or disruptive actions) and environments (e.g., seating, positioning for swallowing safety or attention, communication opportunities) that affect communication, swallowing, or other upper aerodigestive functions.
12. Provide services to modify or enhance communication performance (e.g., accent modification, transgendered voice, care and improvement of the professional voice, personal/professional communication effectiveness).
13. Recognize the need to provide and appropriately accommodate diagnostic and treatment services to individuals from diverse cultural backgrounds and adjust treatment and assessment services accordingly.
14. Be critical consumers of professional literature.
15. Accept responsibility for service to one's fellow human beings.

The academic curriculum, practicum experiences, research requirement, and service activity requirements that students must complete in this program have been designed and will be implemented in a way that will ensure that graduates meet or exceed these objectives. The net result of the student's educational experience in this program will be a well-prepared, service-oriented, competent professional who is fully prepared and eligible for ASHA certification as a speech-language pathologist.

Undergraduate Program in Speech-language Pathology

Students may enter the undergraduate speech-language pathology program in one of two ways: (1) as traditional five-year students who have graduated from high school but have not yet entered college, or (2) as students who have entered college and have taken speech-language pathology courses at other

colleges or universities and wish to transfer, or have either chosen a different major or have not selected a major but wish to transfer into the speech-language pathology program.

Admission of Traditional Five-Year Students

Students must have graduated from high school but have not yet entered college. For these students, the speech-language pathology curriculum is a 5 year program leading simultaneously to the baccalaureate and master's degrees. Prospective undergraduate applicants must meet both Misericordia University's and the speech-language pathology department's admissions criteria. For more information, please see applying to the speech-language pathology program section of this catalog.

Admission of Transfer Students

Students may seek admission into the program as a transfer, either from another department at Misericordia University or another institution of higher learning. Applications for admission of transfer students will be considered on a competitive, space-available basis. All students accepted into the program as undergraduate transfers must meet Misericordia University's requirements for a baccalaureate degree by taking the necessary coursework to ensure compliance with the requirements.

Advancement to the Undergraduate Speech-language Pathology Program

For both traditional five-year students and transfer students, advancement to the undergraduate program (traditionally the junior year) is continuous. Students who are admitted to the program take Speech-language Pathology undergraduate courses in their freshmen, sophomore, and junior years.

Advancement to Graduate Study in Speech-language Pathology

To advance to the graduate portion of the speech-language pathology program (typically the senior and fifth years of study), students must:

1. Have an overall GPA of at least 3.5 at the end of the spring semester of the sophomore year. This GPA must be maintained until the completion of master program (end of the 5th year).
2. Receive a grade of "C-" or better in the undergraduate speech-language pathology courses.
3. Successfully master all course objectives for all speech-language pathology courses taken prior to the senior year (first year graduate school).

Advancement within the Graduate Portion of the Speech-language Pathology Program

To advance from the first year (traditionally the senior year) to the second year (traditionally the fifth year) of study, students must

1. Have an overall GPA of at least 3.5 at the end of the spring semester of the sophomore year. This GPA must be maintained until the completion of master program (end of the 5th year).
2. Receive a grade of "B-" or better in all graduate level academic courses (500 and 600 level). Any students who receive a "C+" or lower in any graduate level academic course (excluding clinic) have one opportunity to retake that course and receive a "B-" or better. Failure to achieve a grade of "B-" or better in that repeated course will result in dismissal from the program. Students who receive a C+ or lower in two or more 500 and/or 600 level academic courses regardless of cumulative GPA or passing a previously failed academic class, will be dismissed from the program. Students who receive a C+ grade or lower in two academic courses in one semester, will be dismissed from the program and will not have the opportunity to retake those courses regardless of cumulative GPA or passing a previously failed class.
3. Students who receive a C+ grade or lower in an academic course and B- or lower in a 500 and/or 600 level graduate clinic/fieldwork in the same semester, will be dismissed from the program regardless of cumulative GPA or passing a previously failed class or clinic/fieldwork. Students who receive a C+ grade or lower in an academic course and B- or lower in a 500 and/or 600 level graduate clinic/fieldwork in 2 separate semesters, will be dismissed from the program regardless of cumulative GPA or passing a previously failed class or clinic/fieldwork.

4. Successfully master all course objectives for all speech-language pathology courses taken during the senior year and 5th year.

Applying to the Speech-language Pathology Program

A potential applicant can enter the program in speech-language pathology under one of four circumstances, they are as follows:

1. a traditional student who has been accepted into the 5-year program;
2. an undergraduate transfer who has not been conferred a baccalaureate degree;
3. a graduate holding the baccalaureate degree with communication sciences and disorders;
4. a graduate holding the baccalaureate degree in a major other than communication sciences and disorders-post-baccalaureate non-major.

Traditional Students

These students have graduated from high school but have not yet entered college. For these students, the speech-language pathology curriculum is a 5-year program leading simultaneously to the baccalaureate and master's degrees.

Undergraduate Admission Requirements

Prospective undergraduate applicants must meet both Misericordia University's and the speech-language pathology department's admission criteria.

Misericordia University's general criteria for acceptance into an undergraduate program are:

1. Evidence of the completion of 16 Carnegie Units, or evidence of a high school equivalency diploma.
2. Results of either the Scholastic Aptitude Test (SAT) or American College Testing (ACT) program.
3. A letter of recommendation from the high school principal, a guidance counselor, or a teacher.

The speech-language pathology department includes additional admissions criteria. Traditional students entering the 5-year program must have the following criteria to be considered for acceptance into the speech-language pathology department:

1. Preference will be given to students who have graduated in the top 1/3 of their high school graduating class or achieved a minimum combined SAT score of 1000 or the equivalent ACT score with a minimum 3.0 GPA.
2. The student must provide an essay of no more than 500 words indicating why the student wishes to pursue a career in speech-language pathology.

Evidence of exposure through volunteerism or service-learning related to working with children and adults is highly desirable.

Graduate Admission Requirements

Graduate study begins in the fourth (traditionally the senior) year and continues through to the fifth year of study. For traditional students to advance to graduate study, certain prerequisite criteria must be met:

1. Maintain an overall cumulative GPA of at least 3.5 at the end of the fall semester of the junior year. This GPA must be maintained until the completion of the spring semester of the junior year and throughout the graduate program (senior and fifth year).
2. Receive a grade of “C-” or better in the undergraduate speech-language pathology courses.

3. Successfully master all course objectives for all speech-language pathology courses taken prior to the senior year (first year graduate school).
    a. Students begin their speech-language pathology courses in their freshman year and will typically complete all undergraduate coursework by their junior year. Upon completion of each semester, the progress of each student in terms of which course objectives were and were not mastered during that semester will be reviewed.
    b. For any course objectives not mastered, the student will be given an assignment to assist them in mastering those objectives. Students cannot take graduate level coursework if they have not mastered all objectives.

Once criteria (1) through (3) above are successfully met, the candidate is automatically granted permission to commence to graduate study (i.e., there is no need for the student to make a formal application to graduate school).

Undergraduate Transfer Students

These students are individuals who have completed college-level courses either at Misericordia University or another institution of higher education, and who have a major other than speech-language pathology, but would like to major in speech-language pathology.

Undergraduate Admission Requirements

Students who transfer into the program, either from another academic unit within the university or from another institution of higher education, also will be required to meet the department's admission criteria. Students will be required to meet Misericordia University's requirements for a baccalaureate degree by taking the necessary coursework to ensure compliance with the requirements. Please refer to undergraduate admission requirements for traditional students. A recommendation letter from a current professor may be substituted for a letter from a principal, guidance counselor, or teacher. Undergraduate students who are currently at Misericordia University must apply directly to the Speech-

Language Pathology Department. The applications of these students should include the required documents from the admission requirements for traditional undergraduate students as well as Misericordia University transcripts.

Graduate Admission Requirements

Please refer to graduate admission requirements for traditional students.

Post-Baccalaureate Majors

These students have earned a baccalaureate degree in communication sciences and disorders or speech-language pathology and are eligible for direct entry into the graduate program in speech-language pathology at Misericordia University.

Graduate Admission Requirements

Students who apply to the graduate program in speech-language pathology and possess a baccalaureate degree in communication sciences and disorders must meet the following departmental admissions criteria:

1. A cumulative grade point average of at least a 3.5 on a 4.0 scale.
2. GRE scores.
3. TOEFL scores for international students for whom English is not the student's native language.

Please refer to CSDCAS Centralized Application Service website (www.csdcas.org) for more details.

These individuals are admitted directly into the graduate speech-language pathology program. Students must provide evidence of meeting certain knowledge and skills outcomes obtained during their

undergraduate studies. The knowledge and skills outcomes should be documented on the Knowledge and Skills Acquisition (KASA) form used by ASHA for certification purposes. Any student who cannot provide evidence of acquiring certain knowledge and skills outcomes will be required to reconstruct their undergraduate experience so that the KASA form can be completed accurately.

If you are a student about to earn a baccalaureate degree in communication disorders or speech-language pathology, you should contact the chair of your department to inquire about documenting your undergraduate studies using the KASA form from ASHA.

As of January 1, 2014, individuals applying for certification in speech-language pathology must have completed a course in each of the following areas: biological science, physical science, statistics, and behavioral/social sciences. Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Post-Baccalaureate Non-Majors

These students have earned a baccalaureate degree in any discipline other than communication sciences and disorders (e.g., biology, communications, education, English, linguistics).

Graduate Admission Requirements

Students who apply to the graduate program in speech-language pathology and possess a baccalaureate degree in a discipline other than communication sciences and disorders or speech-language pathology must have the following admission requirements:

1. A cumulative grade point average of at least a 3.5 on a 4.0 scale.
2. GRE scores.
3. TOEFL scores for international students for whom English is not the student's native language.

Please refer to CSDCAS Centralized Application Service website (www.csdcas.org) for more details.

Before the candidate can begin graduate studies, he or she must successfully complete prerequisite undergraduate courses. These courses provide the individual with the appropriate framework and background in communication sciences and disorders so that he or she will be prepared to enter graduate study. To be granted entry into graduate study, the candidate must complete prerequisite under-graduate coursework with a minimum cumulative GPA of 3.5, and must have earned a grade of "C-" or better in each of the courses. For any course objectives not mastered, students will be given an assignment to assist them in mastering those objectives. Students cannot take graduate level coursework if they have not mastered all objectives.

Education Specialist Certification Requirements

The Speech-Language Pathology program at Misericordia University is approved to provide Education Specialist Certification for graduate students by the Pennsylvania Department of Education. Students will need to complete a fieldwork in an educational setting and all coursework, pass the PRAXIS-SLP, and obtain a master’s degree in Speech-Language Pathology.

Graduation

To graduate with the master of science degree in speech-language pathology, students must meet the following criteria:

1. Complete all academic coursework.
2. Complete all clinical practicum requirements.
3. Pass a comprehensive examination or complete a thesis during the last year of graduate study.
4. Show evidence of having taken the PRAXIS SLP

Students meeting criteria (1) through (4) above will be eligible for graduation. Traditional 5-year students and undergraduate transfers who have completed both the undergraduate and graduate curricula at Misericordia University will be granted both the bachelor of science degree in health sciences and the master of science degree in speech-language pathology. Students who have completed the graduate curriculum only (i.e., students who earned a baccalaureate degree prior to commencing graduate studies in the speech-language pathology program) will be granted the master of science degree in speech-language pathology.

Statement Concerning Program Accreditation

The master's program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. If students have additional questions about Misericordia University's ASHA accreditation status, they should contact the Accreditation Department at ASHA at (301) 897-5700, X142. Students may also file grievances with ASHA's Council on Academic Accreditation (CAA). To learn about ASHA's grievance policy, students can go to the following link: www.asha.org

Probation and Dismissal Criteria

Students need to maintain a cumulative GPA of 3.3 or above throughout the freshman year until the end of the fall semester of the sophomore year to remain in the major. By the end of the spring semester of my sophomore year, students need to maintain a cumulative GPA of 3.5 or above to remain in the major. Students must maintain this 3.5 or above cumulative GPA until the completion of the master's program (end of the 5th year). If a student's cumulative GPA is not 3.5 or above at the end of the spring semester of the sophomore year, the student will not be allowed to take any SLP courses and will be dismissed from the major. Students are ultimately responsible for meeting the requirements of the SLP curriculum selected, university core requirements, as well as adhering to add/drop deadlines, grade replacement policies, withdrawal policies from a course or courses, or withdrawal policies from the program or university. Students agree and understand that if they complete the plan of study according to the semester schedule outlined and maintain the required GPA, they will graduate at the determined time. Students agree to read the SLP Student Handbook, the university catalog, the College of Health Sciences Clinical Policies, and the Misericordia SLP website and thoroughly understand and agree to abide by all the academic/clinical policies outlined in these documents.

If a student's cumulative GPA (from the freshmen year to the end of the fall semester of the sophomore year) falls below 3.3, the student will be placed on probation for a semester. If the cumulative GPA (from the fall semester of the junior year to the end of the 5th year) falls below 3.5, the student will be placed on probation for a semester. Students can only be on probation once during the academic program. After the semester on probation, if the cumulative GPA (from freshmen year to the end of the fall semester of the sophomore year) is still below 3.3, the student will be dismissed from the program and cannot take any more SLP classes. After the semester on probation, if the cumulative GPA (from the fall semester of the junior year to the end of the 5th year) is still below 3.5, the student will be dismissed from the program and cannot take any more SLP classes. A student can only be on probation once during the academic program.

Students agree that they must receive a grade of "B-" or better in all graduate level academic courses (500 and 600 level). If a student receives receive a “C+” or lower in any graduate level academic course (excluding clinic), the student has one opportunity to retake that course and receive a “B-” or better. Failure to achieve a grade of “B-” or better in that repeated course will result in dismissal from the program. Students understand that if they receive a C+ or lower in two or more 500 and/or 600 level academic courses, they will be dismissed from the program regardless of their cumulative GPA or passing a previously failed academic class. If a student receives a C+ grade or lower in 2 academic courses in one semester, the student will be dismissed from the program and will not have the opportunity to retake those courses regardless of cumulative GPA or passing a previously failed class. If a student receives a C+ grade or lower in an academic course and B- or lower in a 500 and/or 600 level graduate clinic/fieldwork in the same semester, the student will be dismissed from the program regardless of cumulative GPA or passing a previously failed class or clinic/fieldwork. If a student receives a C+ grade or lower in an academic course and B- or lower in a 500 and/or 600 level graduate clinic /fieldwork in 2 separate semesters, the student will be dismissed from the program regardless of cumulative GPA or passing a previously failed class or clinic/fieldwork

Students agree that if they receive a grade B- or lower in any 500 and/or 600 level graduate clinic/fieldwork, they will be placed on clinical probation. Students will have one opportunity to retake the failed clinic/fieldwork in the following semester and receive a “B” or better. If the failed clinical course is a fieldwork placement in an educational setting in the spring semester, the student will need to retake the fieldwork in the following fall semester. If a student achieves a B or better in the repeated clinic/fieldwork, the student will be removed from clinical probation; however, the previous failing grade (B- or lower) will remain on the transcript (a grade replacement will not be allowed). If a student fails to achieve a grade of “B” or better in a repeated 500 and/or 600 graduate clinic/fieldwork or if a student fails a subsequent clinic/fieldwork, the student will be dismissed from the program. Students understand that if they fail any two clinical courses and/or fieldwork (or a clinic and a fieldwork), they will be dismissed from the program regardless of cumulative GPA or passing a previously failed clinic.

Students agree that they must complete all 600 graduate level academic courses with the exception of SLP 660 Comprehensive Seminar in Speech Language Pathology and SLP 650 Professional Issues prior to beginning fieldwork.

Students agree that if they are dismissed by a Clinical Instructor or University Clinical Supervisor from any 500 and/or 600 graduate clinic/fieldwork during a semester, they will be placed on clinical probation and be given a failing clinical grade of B- or lower. Students will not be reassigned to a clinic/fieldwork or placed at another site until the following semester. If a student is dismissed from a school placement during the semester the student will not be placed in another school setting until the following semester of that year. If a student is dismissed from a school placement during the spring semester the student will not be placed in another school setting until the fall semester of that year. If a student fails to achieve a grade of “B” or better in the repeated 500 and/or 600 level graduate clinical/fieldwork or if a student fails a subsequent clinic/fieldwork the student will be dismissed from the program regardless of cumulative GPA or passing a previously failed clinic/fieldwork.

Students agree that if they drop their enrollment in any 500 and/or 600 level graduate clinical course, they will be placed on clinical probation and receive an IP grade. They will not be reassigned to a clinic or be placed at another site until the following semester. The IP grade will remain until the student successfully completes the clinical course in the following semester. If a student fails to achieve a grade of “B” or better in the repeated 500 and/or 600 level graduate clinic/fieldwork and if the student fails a subsequent clinic/fieldwork, the student will be dismissed from the program regardless of cumulative GPA or passing a previously failed clinic/fieldwork. If a student drops enrollment from a school placement during the spring semester, the student will not be placed in another school setting until the fall semester of that year. *Reasons deemed excusable for choosing to leave any clinic/fieldwork placement are dependent upon the discretion of the Clinical Director.

Students agree that while they are enrolled in the SLP program they will not work in the schools under emergency certification and/or will not provide speech therapy services until they receive their master's degree from Misericordia. Failure to comply with this requirement will result in immediate dismissal from the program.

Students understand that a positive Criminal Record Check, (Federal and/or State), positive Child Abuse History and/or a positive drug screening may result in any of the following: inability to find a clinical placement, delay in clinical placement, dismissal from a clinical placement, inability to obtain professional licensure, legal ramifications, inability to matriculate or continue in the SLP program, and/or inability to meet requirements for graduation from the program. As a result, students may not be able to complete the requirements of the SLP program, may not be eligible for federal or state credentialing/licensing required for practice, and may be dismissed from the program. Students also understand and agree that if they do not complete and submit all required clinical clearances by July 31st of each year from the summer before the sophomore year to the 5th year in the program, they will not be allowed to participate in SLP 305 Observation and Clinical Procedures I, SLP 415 Observation and Clinical Procedures II, and/or clinical and/or fieldwork placement scheduled for the upcoming semester of that academic year. Students also agree that they have reviewed and understood the Immunization Policy in the handbook.

Speech-language Pathology MS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
PSY 123 or other Behavioral Science Core Course	Introduction to Psychology	3
PHY 135	Physical Science	4
MTH Core Group A	Math Core Group A course	3
ENG 151	University Writing Seminar	3
SLP 210	Intro to Com Dis	3

Second Semester		*Total Credits 18*
	Behavioral Science Core (or PSY 123, if not taken in first semester)	3
BIO	Natural Science Core	3
HIS/POL	Core	3
ENG	Amer or Brit Literature Core	3
SLP 240	Norm SP & Lang Dev	3
FA	Core	3

Sophomore Year

First Semester		*Total Credits 18*
HIS/POL	Core	3
	Free Elective	3
PHL 100	Introduction to Philosophy	3
PSY 275	Child & Adol Psych	3
SLP 220	A&P of Speech & Hr Science	3
SLP 260	Artic/Phon/Lang Dis	3

Second Semester		*Total Credits 18*
MTH 115	Statistics	3
RLS 104	World Religions	3
FA	Core	3
SLP 250	Speech & Hearing Science	3
SLP 330	Intro to Audiology	3
SLP 305	OB & Clin Procedures I	3

Junior Year

First Semester		*Total Credits 18*
PHL	Core	3
SLP 300	SLP in Schools	2
SLP 410	Aural Rehab	3
SLP 230	Phonetics	3
SLP 325	Stutt/Voice/Cleft Palate	3
SLP 340	Communication & Aging	2
SLP 415	OB & Clinical Procedures II	2

Second Semester		*Total Credits 15*
RLS	Core	3
SLP 310/512	Research Methods	3
SLP 350	Adult Comm Dis	3
	Free Elective	3
	Free Elective	3

Senior Year

First Semester		*Total Credits 15**
SLP 500	Artic & Phon Disorders	3
SLP 530	Voice Disorders	3
SLP 535	Communication Disorders in Autism	1
SLP 575	Motor Speech Disorders	3
SLP 560	Diag (3cr) with SLP 555(1cr)	4
OR	OR	
SLP 505	Clinic I (sec I-IV)	3
SLP 565	SLP Seminar I	1
SLP 515	Hearing Sem	1
	*16 with Diagnostics	

Second Semester		*Total Credits 17 **
SLP 510	Fluency Disorders	3
SLP 525	Child Language Disorder	3
SLP 545	Aphasia & Cog Comm Dis	3
SLP 585	SLP Seminar III	3

SLP 560	Diag (3cr) with SLP 555 (1cr)	4
OR		
SLP 605	Clinic II (sec I-IV)	3
SLP 566	SLP Seminar II	1
SLP 515	Hearing Seminar	1
	* 18 with Diagnostics	

Summer		*Total Credits 6**
SLP 590	Dysphagia	3
SLP 560	Diag(3cr) with SLP 555 (1cr)	4
OR		
SLP 601	Sum Clin I (I-IV)	3
	*7 with Diagnostics	

		*Total Credits 3**
SLP 540	AAC	3
SLP 602	Summer Clinic II (I-IV)	3
	*6 with Diagnostics	

Fifth Year

First Semester		*Total Credits 12*
SLP 610	Fieldwork II	9
SLP 660/680	Comprehensive Class/Thesis Option	3

Second Semester		*Total Credits 12*
SLP 620	Fieldwork II	9
SLP 650	Professional Issues	3

**Note 1: Students are required to take two clinics (e.g., SLP 505, 605, 601, or 602) and are only required to take SLP 560 Diagnostics (3cr) with SLP 555 Diagnostic Clinic (1cr) once and SLP 515 Hearing Seminar once; Students will be split between the two semesters of SLP 515 Hearing Seminar (Fall/Spring Graduate I – Senior Year. Students will be split between the two semesters of SLP 515 Hearing Seminar (Fall/Spring Graduate I – Senior Year).*

Note 2: Students who pursue Education Specialist Certification will need to pass the PRAXIS-SLP and complete a fieldwork in an educational setting.

Note 3: Students may need to take SLP 630 – a third field placement until they have satisfied the department's and ASHA's certificate requirements pertaining to clinical experiences.

Note 4: For prerequisites, please refer to the catalog or advising sheet

College of Health Sciences Certificates/Certifications

Diagnostic Medical Sonography Certificate

College of Health Sciences
Department Chair, Sheryl E Goss, MS, RT (R) (S), RDMS, RDCS, RVT, FSDMS

Faculty and Staff

Sheryl Goss, Assistant Professor of Diagnostic Medical Sonography, AAS, BS, MS College Misericordia

Karen Klimas, Clinical Coordinator, Diagnostic Medical Sonography, BS College Misericordia; MS Misericordia University

The diagnostic medical sonography program is an 18-month certificate program divided into five sessions, inclusive of didactic, laboratory, and clinical education components. The purpose of this program is to prepare students to become highly qualified individuals able to perform diagnostic patient services using ultrasound. The program is designed to prepare students to perform as competent sonographers in hospitals, outpatient clinics, and physicians' offices. This specialized, non-invasive technique, utilizes the generation of high frequency sound waves (ultrasound) together with digitized instrumentation to project information on display monitors generating diagnostic images of internal organs and other structures to evaluate the absence or presence of pathology. The diagnostic medical sonographer provides patient services using medical sonographic equipment under the supervision of a physician specialist in radiology, gynecology, obstetrics, pediatrics, vascular surgery, cardiology, or ophthalmology. The sonographer assists the physician in gathering pertinent patient history as well as the anatomical, physiological, and pathological sonographic data and images necessary to diagnose an increasing variety of conditions and diseases.

The diagnostic medical sonography program is one that, upon successful completion, provides the knowledge and skills to qualify participants as sonographers. Individuals are educated to perform examinations in the following areas: obstetrical, gynecological, abdominal, small parts, and interventional sonography. Introduction to neonatal sonography and vascular sonography is also included in this program.

Upon successful completion of the diagnostic medical sonography program, students are eligible to apply for a national certification examination, thus enabling them to achieve professional status and employment in the field. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Graduates of the certificate program can continue to pursue their education through the university's Bachelor of Science in Diagnostic Medical Sonography major or take the advanced sonography courses within the major to prepare for additional national certification examinations.

Diagnostic medical sonography is a natural extension of the medical imaging program. In many health care institutions, sonography is part of the Medical Imaging department. Any individual meeting the required program criteria and with a background and interest conducive to the medical field can pursue the field of diagnostic medical sonography. The purpose of the sonography program is founded on the value attributed to individual students, the medical imaging profession, and continuing education. The goals of the DMS program are designed to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

1. Recognize the needs of the patient are first and foremost and possess the knowledge and skills to attend those needs, while adhering to the SDMS Code of Ethics.
2. Interact and communicate with the community, medical staff, and fellow colleagues, in a professional and humanistic manner.

3. Recognize emergency patient conditions and possess the skills to initiate life-saving first aid and basic life support procedures.
4. Apply the knowledge and skills obtained through program education to perform quality diagnostic medical sonography.
5. Using independent judgment, interpret and evaluate the sonographic images for diagnostic quality.
6. Demonstrate concern for staying abreast of new developments in the field, as well as further self-development.
7. Demonstrate critical thinking and writing skills.
8. Apply the knowledge and skills obtained through program education to successfully pass the certification examination given by the American Registry of Diagnostic Medical Sonographers (ARDMS).

The target populations that may be compatible with this program include the following:

1. Students currently pursuing a BS degree in the existing medical imaging major and exhibiting an interest in specializing in diagnostic medical sonography.
2. Individuals with previous allied health education expressing a desire for a career change.
3. Individuals interested in seeking a career in the healthcare field.

Admission Criteria:

To be considered for entrance into the sonography certificate program, applicants must meet one of the following three pathways:

1. Graduate of an accredited allied health program (minimum of two years) and completion of prerequisites listed in Pathway #3 with a minimum grade of "C", or
2. Graduate of a bachelor degree program, and completion of prerequisites listed in Pathway #3 with a minimum grade of "C", or
3. Completion of prerequisites at the university or post secondary level with a “C” or higher to include the following:

   Human Anatomy and Physiology I & II

   Ethics

   Physics

   Math or Algebra

   English (Oral or written communication)

   Patient Care

   Medical Terminology

   All courses completed on the post secondary level will be evaluated on an individual basis for determination of acceptance.
4. Minimum GPA of 2.5
5. Standard university admission requirements.
6. Two letters of recommendation.
7. Attendance at a Program Information Session.
8. Completion of interview questions provided to the applicant.

It is recommended applications be submitted prior to December 1 of the year prior to which the student desires to be considered for entrance the following August. Each December, all applicants will receive information regarding their required attendance at one of the Program Information Session being offered in January and receive a set of interview questions to be completed prior to and submitted

during their attendance at the session. Decisions are made in late February. Applications are accepted after February on a clinical availability basis.

Electronic communication among faculty, staff and students occurs frequently throughout the program as well as online evaluation methods required within the individual courses. Students are required to possess basic computer skills and frequent access to a computer.

Retention Criteria

1. Minimum grade of C- in all DMS coded courses
2. Minimum overall GPA of 2.3 in DMS courses at the end of the first semester with an increase in minimum GPA to 2.5 for remainder of program.
3. Compliance with the professional Society of Diagnostic Medical Sonographers Code of Ethics and the program's policies and procedures.

Special Expenses

In addition to tuition and fees, expenses for the diagnostic medical sonography may include CPR certification and re-certification, background checks, health examination fees, immunization fees, drug screening, malpractice liability insurance, and uniforms.

A fee will be charged to the student's bill for the first fall semester for cost of name badge, HIPAA education, program handbook, electronic clinical records program, professional liability insurance and lab fees. Second fall semester fee covers professional liability insurance and lab fees.

Fees for national certification exams are paid by the student to the respective agency, such as American Registry of Diagnostic Medical Sonography just prior to completion of program.

Course Sequence

48 credits Class of 2016 and beyond

Session I (September–December)		*Total Credits 9*
DMS 101	Introduction to Sonography	2
DMS 102	Introduction to Sonography Lab	1
DMS 107	Ultrasound Physics and Instrumentation	3
DMS 111	Sonographic Cross Sectional Anatomy	3
(32 hours of clinical observation during November and December)		

Session II (January–May)		*Total Credits 11*
DMS 117	Abdominal Sonography	3
DMS 122	Pelvic Sonography	3
DMS 127	High Resolution Sonography	3
DMS 130	Clinical Sonography I	2
	(1-2 days per week, January and February)	
	(32 hours per week, begins in late February)	

Session III (May-August)		*Total Credits 13*
DMS 150	Obstetrical Sonography	6
DMS 155	Fetal and Neonatal Anomalies	3
DMS 181	Clinical Sonography II	4

Session IV (September-December)		*Total Credits 9*
DMS 265	Introduction to Vascular Sonography	3
DMS 277	Interventional Sonography	1
DMS 287	Journal and Case Study Review	1

DMS 271	Clinical Sonography III 4 days per week	4

Session V (January–March) *Total Credits 6*

DMS 282	Issues in Sonography	1
DMS 297	Comprehensive Registry Review	3
DMS 281	Clinical Sonography IV 4 days per week	2

Program total credits 48

See Diagnostic Medical Sonography Course Descriptions.

Post-master's Family Nurse Practitioner Certificate

See description under Graduate Nursing section.

Post-professional Pediatric Certificate

This program is offered by the occupational therapy department. Students and therapists from other disciplines, especially physical therapy, speech and language pathology and nursing may find these courses relevant and are encouraged to apply.

The program is for occupational therapists at a post baccalaureate level that would like to advance their clinical knowledge in pediatric practice. The certificate is a series of six 3-credit graduate courses. There is one required course (HP 600 Advanced Practice Pediatric Issues and Trends) and five courses that are chosen by each student on an individual basis. For those students who may wish to continue on to the Post Professional Masters degree program, it is recommended that HP 670 Grant Writing be taken as one of the elective courses.

The program is offered in a flexible format for working professionals, primarily in distance formats with short on campus experiences during some weekend "launch" days. There are also some hands-on clinical courses offered in a three to five-day intensive format. Students can choose the courses that meet their needs both clinically and personally. Classes may also be taken individually for continuing education.

The Pediatric Certificate coursework is transferable in varying degrees to the postprofessional masters and occupational therapy doctoral requirements. Students who have completed the Pediatric Certificate are eligible for the alumni discount for either of these post-professional programs. Students entering the post-professional master's degree can apply the entire 18 credits of the certificate to the 30 credit post professional master's degree program. Students entering the occupational therapy doctoral program after completing the pediatric certificate can apply 6 elective credits to the doctoral program, and will be waived from taking OTD 620 Analysis of Theories. If a student has applied coursework from the Certificate to the requirements for the Post Professional Masters, they may not apply any of that coursework to the requirements for the Occupational Therapy Doctorate.

These new requirements will be applicable to any students beginning their Pediatric Certificate Coursework in Fall 2013 or later. Students who have applied to and have commenced coursework for the Pediatr ic Certificate in earlier semesters will complete the Certificate according to prior requirements.

Learning Outcomes:

Students in the Post Professional Pediatric Certificate Program will:

1. Demonstrate advanced proficiency in the gathering and synthesis of their knowledge base in research and evidence based practice in order to implement best practice in pediatric occupational therapy.

2. Exhibit advanced competency in clinical reasoning related to practice, advancing their ability to identify, analyze and apply evaluation and treatment techniques to gain excellence in care for the complex challenges of advanced pediatric practice.

3. Display advances in mentoring and leadership skills that empower them to manage staff and to foster advanced clinical practice skills for junior pediatric practicing clinicians.

College of Professional Studies and Social Sciences Majors

Applied Behavioral Sciences Major

College of Professional Studies and Social Sciences
B.S. in Applied Behavioral Sciences
Department Chair: Margaret Ann Rapp, Ph.D

Overview

The Applied Behavioral Sciences major is an interdisciplinary social science program that equips graduates with a solid academic foundation to enter careers where the graduate's unique knowledge of relationships, problem-solving, ethics, and conflict resolution provides a framework for effectively working with diverse populations of people. Professions that find this degree useful are first responders, security personnel, penal system in parole officers and guards as well as preparation for work in the human services arena and social services agencies both public and private. The curriculum is designed for students who are interested in providing direct service to individuals in need of assistance.

The BS-ABS degree is offered to traditional students as well as those already employed in the field to improve their educational background and skills, thereby increasing job mobility. BS-ABS is also offered in a part-time format for non-traditional learners under our Expressway Accelerated Degree Program. The traditional student will find the BS-ABS major flexible by accommodating study abroad, immersion programs and internships. In addition, the BS-ABS degree provides an excellent background for advanced degree pursuit in the fields of human services, criminal justice, psychology, counseling, and social work.

Program Delivery

The program, for other than expressway students, is delivered in the traditional format of classroom work with an advisor to assist students in maximizing their learning experience. It is a four year degree program for traditional students and can be combined with a higher degree in Physical Therapy or other Master's level programs such as the Master in Social Work which Temple University offers on the Misericordia Campus.

What will I be able to do with a degree in Applied Behavior Sciences (ABS)?

- Enter the expanding social service workforce including public and private agencies including law enforcement
- Take advantage of opportunities that exist in a variety of human service areas including community outreach, nursing homes, mental health, addictions, aging, children and families, veterans, working with individuals with intellectual and/or developmental disabilities
- Build on the solid MU academic foundation and continue to graduate study in counseling, psychology, and social work

- Succeed in a wide range of challenging careers spanning the federal, state, local, and private sectors including work with profit and non-profit agencies

Learning Objectives:

1. Students will be able to apply critical thinking and analystical skills in their professional practice.
2. Students will be able to articulate the importance of the positive value of human diversity and knowldege of special populations who are at-risk of, and/or victims of prejudice and discriminiation resulting in oppression.
3. Students will be able to illustrate through written and oral presentation a theoretical and applied understanding of the major functions involved in interactions between individuals, families, groups, and their environment.
4. Students will be able to demonstrate the ability to use current technology in the processes of reseraching, problem-solving, and applying issues in the behavioral sciences.
5. Students will be able to organize and communicate a functional understanding of professional ethics grounded in area of concentration.
6. Students will be able to use communication skills differently, with consumer populations, peers, communities, professionals of other disciplines, and members of the behavioral sciences communities.
7. Students will be able to demonstrate the use of professional self including the ability to write clearly, understand verbal and nonverbal communication, accept constructive criticism, and employ various mechanisms to develop self-awareness.
8. Students will be able to adapt a global perspective in the evaluaton of the community of human needs and the different ways in which these needs are addressed.
9. Students will be able to demonstrate proficiency in computer applications required in this globally interconnected world.
10. Students will be able to analyze and assess the impact of policy, programs, and services on vulnerable populations.
11. Students will be able to use and evaluate a global persoective in articulating the intersection of human needs with the environment and social structures as well as the way needs are expressed and addressed.
12. Students will be able to appraise evudence-based theoretical frameworkds employed to define interactions among individuals, between individuals and social systems, between individuals and their environment, and the global impact.
13. Students will be able to assess and analyze the biological, psychological and social factors that influence human behavior and development through the life cycle as evidenced by written and oral presentations.

Bachelor of Science in Applied Behavioral Sciences

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
ENG/HIS/ RLS 151	University Writing Seminar	3
SOC 101	Comparative Sociology	3
BIO 105/105L	Essential Biology with Lab	4
MTH	Math Group A	3
POL 100	American Ntl Government	3

Second Semester	*Total Credits 15*

Core	Fine Arts Core	3
PSY 123	Intro to Psychology	3
Core	Natural Science Core (non-lab)	3
SOC 122	Social Problems	3
Core	ENG, HIS/POL, or RLS Core Course	3

Sophomore Year

First Semester		*Total Credits 15*
SWK 101	Intro to Social Work	3
PHL 100	Intro to Philosophy	3
PSY/SWK 285	Communication Skills	3
PSY 250	Social Psychology	3
PSY/SWK	Elective	3

Second Semester		*Total Credits 15*
	Free Elective	3
MTH 115	Statistics	3
SOC 221	Cultural Minorities	3
SOC 321	The Family	3
Core	Fine Arts Core	3

Junior Year

First Semester		*Total Credits 15*
Core	ENG, HIS/POL, or RLS Core Course	3
	Free elective	3
	Free elective	3
PSY/SWK	Elective	3
SWK/PSY 232	Research Methods	3

Second Semester		*Total Credits 15*
Core	ENG, HIS/POL, or RLS Core Course	3
	Free elective	3
PSY	Psychology Elective	3
Core	Philosophy Core	3
SWK/PSY	Elective	3

Senior Year

First Semester		*Total Credits 15*
Core	ENG, HIS/POL, or RLS Core Course	3
PSY 290	Psychopathology	3
PSY/SWK	Elective	3
	Free Elective	3
	Free Elective	3

Second Semester		*Total Credits 15*
	Free elective	3
	Free elective	3
SWK 350 or SWK 351 or SWK 352	Human Behavior I or Human Behavior II or Adaptive Behavior	3
PSY/SWK	Elective	3
PSY/SWK	Elective	3

Total required for graduation 121 credits

Business Programs (Undergraduate and Graduate)

College of Professional Studies and Social Sciences
Department Chair Corina Slaff, PhD

Faculty

Soumendra N. Banerjee, Assistant Professor of Business, BSc University of Calcutta; MA Jawaharlal Nehru University; MA, PhD Clark University

Mary B. Carden, Professor Emerita of Business, BS College Misericordia; MA New York University; MBA

University of Scranton

Joan Foster, Assistant Professor of Business, BS College Misericordia; MBA Wilkes University; MET Lehigh University

David Gargone, Assistant Professor of Business, BS University of Scranton; MAT Rockford College; EdD United States Sports Academy

John L. Kachurick, Associate Professor of Business, BA King's College; MBA Wilkes University; MS College Misericordia; DBA Nova University

Zhen Ma, Assistant Professor of Business, BA City University of New York Queens College; PhD City University of New York Graduate Center

Charles J. Makar, Instructor of Business, BA, BS, MBA Wilkes University

John Mellon, Associate Professor of Business, BS The Pennsylvania State University; MBA University of New Haven; EdD George Washington University

Allen C. Minor, Associate Professor of Business, BS University of Baltimore; MS University of South Carolina; DBA Nova Southeastern University

Ronald V. Petrilla, Assistant Professor of Business, BA Bloomsburg State College; MS University of Scranton; PhD University of Pennsylvania

Corina Slaff, Associate Professor of Business, BS, MBA Wilkes University; PhD Capella University

Thomas J. Sweetz, Instructor of Business, BA Moravian College; MS College Misericordia

Joshua D. Winneker, Assistant Professor of Business, BA Muhlenberg College; JD Seton Hall University School of Law

David F. Zinn, Instructor of Business, BS West Virginia University; MS University of Tennessee; MA Cumberland College

Goals and Objectives

The business department aims to prepare students for success in both their careers and life. This is accomplished through a holistic and integrated approach to learning which enable students to adapt to new and changing business paradigms. The deparment aims to develop students analytical, problem-solving and critical-thinking skills to help them to integrate real-world based learning experiences with business concepts and practices. Importantly, the department emphasizes the development of a framework for ethical decision-making, and strives to give students the ability to recognize and understand awareness of social and ethical issues relevant to business. Consequently, students should develop the ability to recognize and understand the values of mercy, justice, and hospitality.

Upon completion of any business program (accounting, business administration, health care management, management, marketing, sport management, MBA, master of science in organizational management), graduates will:

- Demonstrate the ability to use a holistic and integrated approach to learning
- Demonstrate the ability to transfer knowledge across courses
- Demonstrate the ability to approach decision making with analytical problem solving and critical thinking skills
- Demonstrate the ability to integrate real world based learning experiences with business concepts and practices
- Demonstrate the ability to use a variety of communication media
- Demonstrate the ability to use relevant technology
- Demonstrate awareness of social and ethical issues relevant to business
- Demonstrate awareness of the need to pursue life long learning

Accounting Major

College of Professional Studies and Social Sciences
Degree Four-year Track BS, Accounting, Five-year Track BS, Accounting and MBA
Department Chair Corina Slaff, PhD

Accounting is the language of business that allows different entities to communicate effectively with each other. The accounting profession provides this vital service to management and owners of business firms, investors, creditors, labor unions, government agencies, and, most importantly, to the general public. The curriculum of the accounting major is designed to provide individuals with communication, critical thinking, and analytical skills, as well as the technical proficiency to become professional accountants.

The American Institute of Certified Public Accountants and other accounting organizations continually emphasize the value of a broad approach to education. The liberal arts core and business support courses that are required of all accounting majors address this need and help individuals acquire the necessary skills that will contribute to a productive life and satisfying career. The accounting faculty emphasizes the importance of these abilities in accounting courses that also contain the profession's technical body of knowledge. Accounting courses also integrate an extensive use of computers and standard business software into instruction and student assignments. Students are given instruction in business writing and presentation skills.

Work experience is a powerful educational tool in a discipline such as accounting. Thus, on-campus interviews are scheduled with accounting firms and companies for student placement in accounting internship positions. All accounting majors are encouraged to serve an internship in the spring of their senior year. Placement of students in internships is dependent upon successful completion of required course work, availability of placement employers, and the student's interview.

Forensic Accounting Specialization

The accounting major forensic specialization provides the student with a foundation in the methods employed by accountants, auditors, and managers in preventing and detecting fraud and deception in business entities, not-for-profit organizations, and governmental agencies. The specialization is open to Accounting majors only. Accounting majors will choose three out of the following four courses to complete the specialization: ACC 211, ACC 212, ACC 213, ACC 214.

Accounting Major Four-year Track BS Degree

Sequence of Required Courses

For description and requirements of the Five-year track BS, Accounting and MBA, see MBA program description.

First Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
MTH	Mathematics Group A	3
BUS 205	Macroeconomics	3
ACC 101	Principles of Accounting	3

Second Semester		*Total Credits 16*
	Core	3
MTH 115	Basic Statistics	3
SCI	Core (with lab)	4
BUS 206	Microeconomics	3
BUS 208	Principles of Management	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
ACC 340	Intermediate Accounting I	3
BUS 269	Principles of Marketing	3
	Free elective	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
ACC 341	Intermediate Accounting II	3
MIS 110	Introduction to Information Systems	3
BUS 300	Quantitative Methods I	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
ACC 401	Taxes	3
	Core	3
ACC 342	Intermediate Accounting III	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
ACC 310	Cost Accounting	3
BUS 363	Management of Human Capital	3
BUS 415	International Business	3

Senior Year

First Semester		*Total Credits 15*
	Elective	3
ACC 410	Auditing	3
BUS 491	Seminar in Business Policy	3
ACC 472	Internship	6

Second Semester		*Total Credits 15*
ACC 440	Advanced Financial Accounting	3
BUS 352	Business Law	3
BUS 371	Finance	3
	Elective	3
	Elective	3

Total required for graduation 121 credits

Business Administration Major

College of Professional Studies and Social Sciences
Degree, Four-year Track BS, Business Administration, Five-year Track BS, Business Administration and MBA
Department Chair Corina Slaff, PhD

Students who major in business administration choose to focus on a specific area of business. The business administration major allows students to choose a minor sequence in areas such as management, accounting, marketing, financial services, operations and supply chain management or management information systems. The major requires all students to take at least 12 required courses, at least 15 credits in one of five business specialty sequences, and 24 credits in electives, one of which is recommended to be a 3 credit internship, and 9 credits of which are free electives. Majors must complete the 48-credit university core as required by all students.

The business administration major permits students to freely fashion their studies to meet their professional and personal needs. The curriculum contains sufficient flexibility to meet most needs and

expectations of students, both those who intend to go on to graduate school and those who seek immediate entrance into the profession. Students in the major need to work very closely with their advisor in the selection of courses. Accounting, health care management, information technology, marketing, management, and sport managment majors cannot choose business administration as a second major, nor can a business administration major choose a second major in any of these areas.

The major permits students to take an aggressively quantitative or qualitative track or an equal balance between the "management by numbers" position and the "management through people" concept. Students are given instruction in business writing and presentation skills.

Business Administration Four-year Track BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
MTH	Mathematics Group A	3
BUS 205	Macroeconomics	3
BUS 208	Principles of Management	3

Second Semester		*Total Credits 16*
	Core	3
MTH 115	Basic Statistics	3
SCI	Core (with lab)	4
BUS 206	Microeconomics	3
BUS 269	Principles of Marketing	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
MIS 110	Intro to Information Systems	3
ACC 101	Principles of Accounting	3
	Elective	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Specialization Course	3
BUS 300	Quantitative Methods I	3
	Elective	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
	Specialization Course	3
BUS 352	Business Law	3
	Free Elective	

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Specialization Course	3
	Free Elective	3
BUS 363	Mgt of Human Capital	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
BUS 472	Internship (or Free Elective)	3
	Sequence Course	3
BUS 371	Finance	3
BUS 415	International Business	3

Second Semester		*Total Credits 15*
	Elective	3
BUS 491	Seminar in Business Policies	3
	Sequence Course	3
	Elective	3
	Elective	3

Total required for graduation 121 credits

For description and requirements of the Five-year Track BS, Business Administration and MBA, see MBA program description.

Business Administration Major Sequence

With a specialization (choose five from one area)

Management Specialization

BUS 307	Management Science
BUS 350	Money and Banking
BUS 406	Current Issues and Trends in Business
BUS 420	Small Business Management
BUS 465	Special Topics in Business
BUS 472	Business Administration Internship
ACC 311	Managerial Accounting

Marketing Specialization

BUS 304	Sales and Sales Management
BUS 321	Product/Service Marketing
BUS 340	Advertising and Sales Promotion
BUS 401	Channel Strategies
BUS 402	Pricing Strategies
BUS 403	Strategic Marketing (required)
BUS 421	Special Topics in Marketing
BUS 450	Marketing Research
BUS 472	Business Administration Internship

MIS Specialization

CPS 101	Introduction to Programming
CPS 121	Computer Programming
MIS 220	Applied Networking Design
CPS 222	Introduction to Computer Organization
CPS 232	Data Structures
MIS 310	Managerial Applications of Object-Oriented Programming I
MIS 312	Software Engineering
CPS 432	Data Base Management Systems Design
MIS 491	Information Technology Management (required)

Health Care Managment Specialization (all courses required for specialization)

HCM 101	Introduction to Health Care Management
HCM 371	Health Care Finance

HCM 403	Healthcare Strategic Management
HCM 406	Current Issues/Trends (Capstone)
HCM 452	Healthcare Law

Sport Managment Specialization (all courses required for specialization)

SMG 101	Introduction to Sport Management
SMG 110	Sport in Society
SMG 201	Sport and Athletic Administration
SMG 210	Sport Event and Facility Management
SMG 301	Sport Marketing (Capstone)

Select Specialization

The select specialization is available only to transfer students with a minimum of 15 completed credit hours (grade of "C" or better) in a business-related field not offered at Misericordia University. Students with credits in a business-related field not offered at Misericordia University may apply those credits as a sequence in the business administration major.

General Business Specialization

Five business non-core 300 and 400 level BUS, ACC and MIS courses (minimum 15 credits) for which the prerequisites have been met.

Health Care Management Major

College of Professional Studies and Social Sciences
Degree Four-year Track BS, Health Care Management, Five-year Track BS, Health Care Management and MBA
Department Chair Corina Slaff, PhD
For information contact program director Allen Minor, DBA

The Health Care Management major will provide the student with a broad-based business and health industry background emphasizing the business side of health care. The coursework will examine in detail all aspects of the health care delivery system, including all levels and modalities. The reimbursement and finance system will be examined for all public and private payment and reimbursement systems currently in place. In addition, the strengths and weaknesses of today's U.S. Health Care System of health care delivery, outcomes, measurement and financing mechanism are examined in detail. Recent proposals for health care reform are described, debated, and critically evaluated, while incremental measures currently under consideration are thoroughly examined.

The business department offers a business administration major with health care management as a five course specialization. This special offering allows students in the pre-Physical Therapy doctoral program to gain a working knowledge and understanding of the field of health care management as a complement to their projected health science careers when those careers may put them into practices which include working knowledge of the health care industry including delivery systems, finance and reimbursement and public policy issues. This track can be found under the Business Administration section of the catalog.

Health Care Management Major

Sequence of Required Courses

First Year

First Semester	*Total Credits 15*	Core	3
		Core	3

MTH	Mathematics Group A	3
BUS 205	Macroeconomics	3
ACC 101	Principles of Accounting	3
SCI	Core (with lab)	4
BUS 206	Microeconomics	3
MIS 110	Intro to Information Systems	3

Second Semester *Total Credits 16*

	Core	3
MTH 115	Basic Statistics	3

Sophomore Year

First Semester *Total Credits 15*

	Core	3
	Core	3
	Core	3
HCM 101	Intro to Health Systems	3
BUS 208	Principles of Management	3

Second Semester *Total Credits 15*

	Core	3
	Core	3
	Core	3
BUS 269	Principles of Marketing	3
BUS 300	Quantitative Methods I	3

Junior Year

First Semester *Total Credits 15*

	Core	3
	Free elective	3
BUS 371	Financial Management	3
BUS 352	Business Law	3
BUS 363	Mgmt of Human Capital	3

Second Semester *Total Credits 15*

	Core	3
	Free elective	3
	Free elective	3
BUS 491	Seminar in Business Policy	3
HCM 371	HC Reimburse & Finance	3

Senior Year

First Semester *Total Credits 15*

	Core course	3
HCM 401	Managed Care	3
HCM 403	Health Care Strategic Mgmt	3
BUS 415	International Business	3
	Free elective	3

Second Semester *Total Credits 15*

HCM 452	Health Care Law	3
HCM 469	Health Care Marketing	3
HCM 406	Current Iss./ Trends in HC	3
	Free elective	3
	Free elective	3

Total required for graduation 121 credits

For description and requirements of the Five-year Track BS, Health Care Management and MBA, see MBA program description.

Health Care Management Major (Marketing Specialization)

The health care management degree with a marketing specialization explores both provider and consumer perspectives of health care marketing, market distribution channels, and the impact the Internet has had on both marketing and market distribution. The marketing specialization will prepare students for a marketing or sales career in health care by offering a strong base of business-related

marketing courses, along with marketing specifically related to the health care industry. It will prepare students for careers in a broad range of health care institutions, both public and private. Hospitals, skilled nursing facilities, home health agencies, pharmaceutical and biotechnology companies are examples of those employing sales and marketing professionals.

Health Care Management Major (Marketing Specialization)

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
MTH	Mathematics Group A	3
BUS 205	Macroeconomics	3
ACC 101	Principles of Accounting	3

Second Semester		*Total Credits 16*
	Core	3
MTH 115	Basic Statistics	3
SCI	Core (with lab)	4
BUS 206	Microeconomics	3
MIS 110	Intro. to Information Systems	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
BUS 269	Principles of Marketing	3
BUS 208	Principles of Management	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
BUS 300	Quantitative Methods I	3
HCM 101	Intro. to Health Systems	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
BUS 371	Financial Management	3
BUS 352	Business Law	3
BUS 360	Mgmt. of Human Resources	3
	Free elective	3

Second Semester		*Total Credits 15*
	Core	3
BUS 321	Product and Service Mrkting	3
BUS 306	Organizational Behavior	3
HCM 371	HC Reimburse and Finance	3
BUS 307	Management Science	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
BUS 450	Marketing Research	3

HCM 403	Health Care Strategic Mgmt	3
BUS 415	International Business	3
	Free elective	3

Second Semester		*Total Credits 15*
BUS 401	Channel Strategies	3
HCM 469	Health Care Marketing	3
HCM 406	Current Iss. and Trends in HC	3
	Free elective	3
	Free elective	3

Total required for graduation 121 credits

Health Care Management Major: Pre-DPT Plan of Study

The Health Care Management major will provide the Pre-DPT student with a broad-based business and health industry background emphasizing the business side of health care and will prepare the student for a leadership role in healthcare. In addition to meeting the objectives of the Health Care Management major, this program will prepare the successful student for admission to the doctor of physical therapy (DPT) program.

Pre-DPT B.S. in Health Care Management

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
ENG/HIS/RLS	University Writing Seminar	3
MTH	Mathematics Group A	3
CHM 104	General Chemistry	4
BUS 205	Macroeconomics	3
ACC 101	Principles of Accounting	3

Second Semester		*Total Credits 16*
HCM 101	Intro. to Health Systems	3
PSY 123	Intro to Psychology	3
CHM 105	Intro to Organic & Biochemistry	4
BUS 206	Microeconomics	3
MIS 110	Intro. to Information Systems	3

Summer Semester		*Total Credits 6*
PSY 290	Psychopathology	3
PHL 100	Intro to Philosophy	3

Sophomore Year

First Semester		*Total Credits 16*
BIO 211	Anatomy & Physiology I	4
MTH 115	Basic Statistics	3
ENG/HIS/RLS	Core	3
ENG/HIS/RLS	Core	3
BUS 208	Principles of Management	3

Second Semester		*Total Credits 16*
BIO 212	Anatomy & Physiology II	4
FA	Core	3
ENG/HIS/RLS	Core	3
BUS 300	Quantitative Methods I	3
BUS 269	Principles of Marketing	3

Summer Semester		*Total Credits 6*
PHL	Core	3
SOC 101	Comparative Sociology	3

Junior Year

First Semester		*Total Credits 16*
ENG/HIS/ RLS	Core	3
BUS 371	Financial Management	3
BUS 352	Business Law	3
BUS 360	Human Resource Mgmt	3
PHY 117	Physics Intro I	4

Second Semester		*Total Credits 16*
HCM 469	Healthcare Marketing	3
HCM 403	Healthcare Str. Mgmt	3
HCM 371	HC Reimburse and Finance	3
PHY 118	Physics Intro II	4
HCM 452	Healthcare Law	3

Summer Semester		*Total Credits 3*
PSY 275	Child & Adolescent Psychology	3

Senior Year

First Semester		*Total Credits 18*
ENG/HIS/ RLS	Core	3
HCM 403	Organizational Behavior	3
BUS 415	International Business	3
HCM 406	Current Issues/Trends in HC	3
HCM 401	Managed Care	3
FA	Core	3

Second Semester

Begin DPT program

Total required for graduation 129 credits

Prerequisites for Entry Level Doctor of Physical Therapy

- Service: 50 hours in at least two different facilities
- Medical Terminology
  - MI 106, or
  - http://www.webbycyberclasses.com, or
  - Approval by Physical Theraphy Department

Master of Business Administration

College of Professional Studies and Social Sciences
Degree MBA
Department Chair and Program Advisor Corina Slaff, PhD

The MBA program will provide a quality business education that is rooted in the values and attitudes of the Religious Sisters of Mercy. The curriculum requirements include courses in social science and ethics. Students receive professional instruction in key business functional areas such as finance and human resources, but do so with special attention to the "human side" of management, ethics, and leadership that will support the expression of the values and attitudes of the Sisters of Mercy is designed into the MBA learning experience.

Program

The MBA will address the ethical, moral, and philosophical issues related to management and business leadership in a direct and meaningful approach. The program is uniquely designed to intertwine a traditional MBA technical curriculum with "people skills" and will cover "the human side of

management." The MBA program goals and objectives reflect the accomplishment of fostering critical thinking and promoting the ability to create and interpret business data through practice-based research. Students who complete the program will be able to carry on a high level of intellectual discourse with regard to business and leadership, and achieve an enhanced professional expertise in their field.

MBA ON-LINE

Misericordia University offers, in addition to the face-to-face evening program, a fully online MBA program for the following specializations: Accounting, Management, Health Care Management, and Human Resources Management. Some special conditions will apply to the on-line such as visitation requirements and on-line mandatory participation in discussions with business and academic leaders on contemporary issues and topics in business. Interested students should contact the Business Department Chair for more information.

Admission Criteria

Admission requirements for entry of part-time students into the MBA program:

- An undergraduate grade point average (GPA) of 3.0 or higher

Requirements for acceptance of full-time students into the five-year BS/MBA program:

- At the end of the junior year, students must have an overall GPA of 3.0 or higher and a GPA in business functional areas prerequisite courses of 3.0 or higher.

Conditional Admission:

Applicants who have a GPA of less than 3.0 may be conditionally accepted into the program and restricted to taking a maximum of six (6) MBA credits. Students accepted conditionally will be required to receive a grade of B or better in each one of the two courses and an overall GPA of minimum 3.0. At the completion of these first six credits their file will be reviewed and if all these conditions will not be met, they will not be able to continue in the program and will be dismissed. The decision for the conditional accept rests with the graduate admissions committee.

English Language Proficiency

For applicants for whom English is not the first language spoken, or if English is not the primary language spoken in the applicant's home, the applican must submit the Test of English as a Foreign Language (TOEFL). The following are the minimum score requirements:

Internet-based TOEFL exam (iBT): The Internet-based TOEFL has four subsections, with a grading scale for each section from 1 to 30 (30 being the highest score). Misericordia University will look closely at the score for each section rather than the total score. The minimum scores for each section are as follows:

Writing: 22

Speaking: 22

Reading: 22

Listening: 22

Students should indicate on the registration form that they wish the test results to be sent directly to Misericordia University. The TOEFL code for Misericordia University is 2087.

Completion and Degree Requirements

Please see the Graduate Program Standing and Graduation Requirements for Graduate Students sections of the catalog (in the "Policies and Procedures" section under Graduate Academics at Misericordia University).

Maximum Period of Candidacy in Pursuit of MBA

The MBA candidate must complete all graduate course work and requirements in a window of five (5) years. Any courses taken more than five years before meeting all the graduate course work and other degree requirements will not count and must be repeated. If a candidate does not complete the requirements for the MBA within a six-year window, he or she will be governed from that point on by the requirements of the MBA program in place at that six-year anniversary date.

Prerequisites to MBA enrollment:

Humanities, Quantitative Reasoning and Social Sciences (credits required):

Psychology (3)

Philosophy (6) (including at least three credits of ethics)

Sociology (3)

Statistics (3)

Speech or Effective Communications for Leaders (3)

Business Functional Areas (credits required):

Accounting (3)

Microeconomics (3)

Finance (3)

Management Information Systems (3)

Marketing (3)

Technology Competence:

The passing of a business-specific technology competence examination

Curriculum

The MBA program consists of 36 credits of study that can be completed part-time or full-time as part of a five year BS/MBA course sequence. Students must complete a core curriculum of 24 credits and a specialization area of 12 credits.

Core Courses (27 Credits)*

MBA 500	Organizational Behavior and Development
MBA 501	Law and the Business Environment
MBA 503	Marketing Management
MBA 504	Information Analysis and Interpretation
MBA 506	Human Resources Management for Leaders
MBA 507	Accounting and Finance for Business Leaders**
MBA 508	Information Systems for Management
MBA 509	Managerial Economics
MBA 650	Integrative Capstone Experience

* A student having the educational or experiential background that would result in the student not benefiting from an MBA common core course may request a substitution of the respective course for another MBA elective. The request has to be made in writing to the program director and documentation for experiential background is required.

** Students specializing in accounting will take an MBA elective in place of MBA 507.

Specializations

The MBA offers an opportunity for students to specialize in the following areas: management, accounting, healthcare management, human resources, and sport management.

Accounting Specialization (9 credits):

MBA 620 Accounting Theory
MBA 622 Advanced Auditing
MBA 624 Advanced Taxation: Corporations, Partnerships, Estates and Trusts

*If pursuing the accounting specialization, 12 additional credits of prerequisite accounting courses are needed as follows:

Intermediate Accounting (6)

Auditing (3)

Taxation (3)

Healthcare Management (9 credits):

Take three of the four courses below:

MBA 546 Healthcare Economics
MBA 547 Healthcare Finance
MBA 548 Healthcare Law
MBA 549 Healthcare Management and Leadership

Human Resources Management (9 credits):

MBA 552 Regulations of Human Resource Management
MBA 557 Performance, Compensation, and Reward Systems
MBA 558 Employee Relations and Services

Management Specialization (9 credits):

MBA 610 Organizational Leadership
MBA 612 Strategic Management
MBA Elective course

Sport Management Specialization (9 credits):

MBA 530 Public Relations, Communications, and the Media in Sport
MBA 640 Advance Sport Marketing: Applied Research and Strategic Planning
MBA 641 The Business of Sport

Electives (3 credits):

MBA 585 Special Topics

Note: Other electives are available. Contact the Business Graduate Program Director.

Experiential Learning:

A critical feature of the MBA is that it is a professional degree. Consequently, the MBA program requires that every student be able to demonstrate some significant business professional-level work experience either though internships, entrepreneurship or professional employment. The Business Department grants waivers on this requirement to students who can provide documentation of their

professional level work experience. For those students not satisfying this requirement, the Business Department will help them find a work experience that is suitable. At a minimum, a student with no work-related experience will be expected to work 135 hours per a semester either in part-time employment or working on a special business related project. Accompanying the work experience is the expectation of documented professional level performance.

MBA Courses Required for Students on the 5 Year BS/MBA Track in the Senior and Fifth Year

Note, in the first three years of undergraduate study, semesters with overloads or summer work may be needed to complete the program in five years. For students with a business-related undergraduate major, total credits for the BS/MBA track typically range between 150 and 153.

Full-time Distribution

Fall I Semester (Senior Year)		*Total Credits 6*
MBA 500	Org Behavior & Dev.	3
MBA 501	Law & Bus Environment	3
Spring I Semester (Senior Year)		*Total Credits 6*
MBA 503	Marketing Mgmt	3
MBA 504	Info Analysis & Interpret	3
Fall II Semester (Fifth Year)		*Total Credits 12*
MBA 508	IS for Management	3
MBA 506	HRM for Leaders	3
MBA 509	Managerial Economics	3
MBA 507	Acct & Finance	3
OR	OR	
MBA 620	Financial Acct Theory	
Spring II Semester (Fifth Year)		*Total Credits 12*
MBA 650	Integrative Capstone	3
MBA 612	Strategic Management	3
OR	OR	
MBA 624	Advanced Taxation	
MBA 610	Organizational Leadership	3
OR	OR	
MBA 622	Advanced Auditing	
	Graduate Level Elective	3

Distribution of courses for part-time students will vary depending on the amount of credits each individual student takes each semester.

Organizational Management

College of Professional Studies and Social Sciences
Degree MS, Organizational Management
Department Chair Corina Slaff, PhD

Program Advisor John L. Kachurick, DBA

Philosophy
The master of science degree in organizational management educates individuals for successful careers as managers in for-profit and not-for-profit organizations in both public and private spheres. The program reflects a management perspective, which assumes that the professional manager is able to analyze problems, synthesize solutions, communicate decisions and understand the organizational impact of those decisions.

Program

The program prepares students for responsible organizational leadership. Faculty encourages students to think deeply and broadly from a systems viewpoint about the roles, functions, and tasks of a manager and to develop and use a variety of management skills and prescriptions in organizational environments. The program stresses not only management theory, but also the application of that theory in various managerial situations.

Admission Criteria

Full Admission - Applicants are eligible for full admission to the graduate program if they either have a GPA of 3.0 or higher.

Conditional Admission - Applicants who have a GPA of less than 3.0 may be conditionally accepted into the program and restricted to taking a maximum of six (6) OM credits. Students accepted conditionally will be required to receive a grade of B or better in each one of the two courses and an overall GPA of minimum 3.0. At the completion of these first six credits their file will be reviewed and if all these conditions will not be met, they will not be able to continue in the program and will be dismissed. The decision for the conditional accept rests with the graduate admissions committee.

English Language Proficiency

For applicants for whom English is not the first language spoken, or if English is not the primary language spoken in the applicant's home, the applican must submit the Test of English as a Foreign Language (TOEFL). The following are the minimum score requirements:

Internet-based TOEFL exam (iBT): The Internet-based TOEFL has four subsections, with a grading scale for each section from 1 to 30 (30 being the highest score). Misericordia University will look closely at the score for each section rather than the total score. The minimum scores for each section are as follows:

Writing:	22
Speaking:	22
Reading:	22
Listening:	22

Students should indicate on the registration form that they wish the test results to be sent directly to Misericordia University. The TOEFL code for Misericordia University is 2087.

Completion and Degree Requirements

Please see the Graduate Program Standing and Graduation Requirements for Graduate Students sections of the catalog (in the "Policies and Procedures" section under Graduate Academics at Misericordia University).

Curriculum

The program consists of 36 credits of study that can be completed on a part-time basis. Students must complete a core curriculum of 24 credits and a specialization area of 12 credits.

Core Courses (24 Credits)

OM 500	Organizational Behavior
OM 509	Financial Management
OM 515	Research Methods
OM 530	Legal Aspects of Administration
OM 538	Perspectives in Management or OM 595 Professional Contribution or OM 596 Administrative Practicum
OM 545	Introduction to Human Resources (IT substitutes OM 520 Introduction to Management Information Systems)
OM 551	Organizational Communication
OM 586	Strategic Planning and Management of Change (IT substitutes OM 587 MIS Policy and Management of Technology)

Specializations

The program offers an opportunity for students to concentrate their elective courses in one of five areas of special interest: human resource management, management, or healthcare management.

Track I: Human Resource Management (12 Credits)

Clearly a need exists for the development of professional competencies and skills in human resource management that deal with management issues that arise or relate to the people-side of the organization. The program provides opportunities to develop skills and a knowledge base necessary to exert effective leadership in the management of human resources in a variety of organizational settings including corporations; health and health-related facilities; local, regional, and state governments; and other complex organizations.

Required courses

OM 552	Regulation of Human Resource Management
	Elective

Choose any two

OM 527	Selection, Recruitment, and Training and Development
OM 557	Performance, Compensation, and Reward Systems
OM 558	Employee Relations and Services

Track II: Management (12 Credits)

The management specialization provides students with opportunities to acquire and practice the functions of management and to understand the characteristics of leadership, particularly within for-profit private and publicly traded organizations.

Required courses

OM 535	Leadership
	Elective

Choose any two

OM 520	Introduction to Management Information Systems
OM 533	Managing Customer Satisfaction
OM 536	Marketing Management

Track III: Healthcare Management (12 Credits)

Required courses

OM 546	Healtcare Economics
OM 547	Healthcare Finance
OM 548	Healthcare Law
OM 549	Healthcare Leadership and Management

Other Options

Medical Imaging and Organizational Management Option

This five-year program for medical imaging majors culminates with a bachelor of science degree in medical imaging and a master of science degree in organizational management. Those interested should refer to the undergraduate section for further details on the program.

Sport Management Major

College of Professional Studies and Social Sciences
Degree Four-year Track BS, Sport Management
Department Chair Corina Slaff, PhD
For information contact program director David Gargone, EdD

The sport management major provides a business-oriented curriculum devised to produce graduates who will be successful in today's sports management environment as well as prepared for its future. The major allows students to fashion their studies to meet their professional and personal needs.

The business department also offers a business administration major with sport management as a five course specialization. This special offering allows student in the pre-Physical Therapy doctoral program the opportunity to gain a working knowledge and understanding of the field of sport management as a complement to their health science careers when those careers may put them into practices that include working with sports injuries or training.

Sport Management Four-year Track BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core	3		Core	3
MTH	Mathematics Group A	3	MTH 115	Basic Statistics	3
SMG 101	Introduction to Sport Mgmt.	3	SMG 110	Sport in Society	3
BUS 205	Macroeconomics	3	BUS 206	Microeconomics	3
BUS 208	Principles of Management	3			

BUS 269	Principles of Marketing	3

Sophomore Year

First Semester		*Total Credits 16*
SCI	Core (with lab)	4
	Core	3
BUS 300	Quantitative Methods I	3
SMG 201	Sport and Athletic Admin.	3
ACC 101	Principles of Accounting	3

Second Semester		*Total Credits 18*
	Core	3
	Core	3
	Core	3
	Elective	3
SMG 210	Sport Event and Facility Mgmt.	3
BUS 363	Mgmt of Human Capital	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
SMG 301	Sport Marketing	3
BUS 352	Business Law	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
SMG 310	Sport Law	3
BUS 415	International Business	3
MIS 110	Intro to Information Sys.	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
SMG 401	Sport Economics	3
BUS 491	Seminar in Business Policy	3
SMG 410	Internship	6

Second Semester		*Total Credits 15*
SMG 410	Internship	6
	Elective	6
BUS 371	Finance	3

Total required for graduation 124 credits

Health Informatics

College of Professional Studies and Social Sciences
Degree MS, Health Informatics
For more information contact Allen Minor, PhD
Program Description

The Healthcare Informatics Executive Master's Program is designed to develop leadership skills for those in mid-career management roles who desire advancement to senior level management positions in health informatics. The program builds on core skills and allows the student to tailor the program to their needs through two avenues: 1. By selection of either a professional master's track or an academic master's track; and, 2. By selection of proficiency skills they wish to develop.

Program structure/course sequence:

Semester 1 (Fall)

HCI 505- The Business of Health Informatics- 3 credits

HCI 510- Modeling Health Information- 3 credits

Semester 2 (Spring)

HCI 520- Healthcare Systems- 3 credits

HCI 530- Healthcare Systems Analysis and Design- 3 credits

Semester 3 (Summer)

HCI 550-Health Informatics Standards and Best Practices- 3 credits

Semester 4 (Fall)

HCI 610- Legal, Ethical, and Public Policy Issues in Health Informatics- 3 credits

HCI 650- Health Informatics Proficiencies- 3 credits

Semester 5 (Spring)

HCI 620- Enterprise Information Governance- 3 credits

HCI 660- Health Information Research- 3 credits

Semester 6 (Summer)

HCI 640- Executive Health Informatics- 3 credits

HCI 665- Health Informatics Thesis- 3 credits

HCI 675- Health Informatics Professional Contribution- 3 credits

Professional Studies Major

College of Professional Studies and Social Sciences
Degree BS or BA, Professional Studies
For information contact James Calderone, EdD

PROFESSIONAL STUDIES MISSION:

The mission of Professional Studies is to provide an arena for students to complete a Bachelor's Degree utilizing liberal arts based and advanced upper level courses in a professional area of study.

PURPOSE:

The Professional Studies purpose reflects the Misericordia University Mission in upholding the integrity of higher education formulating a Bachelor's Degree completion program based on a profession and other upper level course in an integrated manner. This degree completion empowers students who are making academic and career direction changes the opportunity to earn a liberal-arts

based Bachelor of Science or Bachelor of Arts Degree to meet their academic and professional life needs. In doing so, the Professional Studies Major allows students to utilize previous academic work by accepting those courses that have been completed successfully either at Misericordia University or at another accredited college or university and combining them with courses that enhance their exposure to the liberal arts and to areas of professional and /or personal interest.

In the Professional Studies Major students are encouraged to use critical thinking in redirecting their efforts toward achieving realistic educational and professional goals, which may include the addition of career development counseling, job-seeking skills, graduate school advisement, and cooperative educational experiences. In addition, students will be required to demonstrate an ability to apply the core values expressed in the University Mission and Liberal Arts Core Goals.

If possible, students are encouraged to develop a "concentration," and in some instances a minor, in academic areas which may help employment and / or graduate school admission. The Degree is designed to be flexible enough to permit students who have needed to make a change in their educational and / or career goals to do so and "learn to succeed".

At least 30 credits must be earned in upper-level courses. In addition, at least 30 credits must be earned at Misericordia University. These two requirements may be satisfied by the same 30 credits.

Total required for graduation: 120 credits

PROGRAM GOALS:

1. To promote sound academic and career decision making.
2. To encourage critical thinking in selecting courses and community experiences that expose students to the liberal arts and pre-professional learning experiences.
3. To prepare students for graduate education and / or bachelor's level positions in the workforce.
4. To foster life-long learning, sound and ethical decision making, and continual assessing of personal and professional aspirations.

PROGRAM OBJECTIVES:

Students will:

1. Assess their previous academic learning, community engagement, and work experience in order to plan a realistic curriculum.
2. Develop an academic plan which takes into account the need for a liberal arts base and realistic goals, based upon their capabilities and areas of interest.
3. Demonstrate their ability to connect with university and community resources which will enhance their academic and career-oriented decision making.
4. Integrate their previous learning, work experience, and community engagement with required liberal arts and pre-professional course work.
5. Develop a post-graduate plan for continued education and / or employment.
6. Provide evidence to affirm that they can write effectively, think critically, and apply the University Mission and Charisms to their decision making and life choices.

LEARNING OUTCOMES:

Students will:

1. Submit an educational plan to their advisor for approval.

2. Provide evidence to their advisor that they have contacted university and community resources needed to insure academic success.
3. Develop a post graduate career and / or graduate educational strategy which are based upon their undergraduate program, work experience, and community engagement.
4. Submit a capstone portfolio which includes evidence that the student has completed satisfactorily the University and Core Goals and is able to apply the keys values embedded in the University Mission.
5. Graduate in a time frame which does not exhaust loan and scholarship moneys and that is not burdensome to family and work responsibilities.

METHODS FOR ASSESSING OUTCOMES:

1. Regular assessment meetings (at least two times per semester) with the Professional Studies advisor(s) to evaluate the students' evidence for sound educational plans, appropriate resource gathering, and realistic post- graduate planning.
2. Yearly assessment of the percentage of Professional Studies students who graduate within their own projected time frame.
3. The submission of a "capstone portfolio," prior to the completion of their last semester, based on University, Core, and Mission goals and values.
4. Student self-assessment regarding educational goals to be completed prior to graduation.
5. Student satisfaction survey, to be completed prior to graduation.
6. Alumni survey every four years to assess whether post-graduate educational and / or work goals have been achieved.

Psychology Major

College of Professional Studies and Social Sciences
Degree BS, Psychology
Department Chair Marnie Hiester, PhD

Faculty

Kelly B. Filipkowski, Assistant Professor of Psychology, BA State University of New York at Oswego; MS Florida State University; MS, PhD Syracuse University

Marnie Hiester, Professor of Psychology, BA Drew University; PhD University of Minnesota

George Hunter, Associate Professor of Psychology, BA Siena College; MS Rensselaer Polytechnic Institute; MA, PhD Princeton University

Charles A. LaJeunesse, Professor of Psychology, BS, MEd, PhD University of Missouri

Alicia Nordstrom, Professor of Psychology, BA University of Rochester; MS Purdue University; PhD Pennsylvania State University

Jennifer M. Whitehouse-Yarnell, Assistant Professor of Psychology, BA Immaculata University; MA Medical College of Pennsylvania/Hahnemann University; PhD Drexel University

Introduction

The study of psychology enhances one's knowledge and understanding of human behavior, mental processes, and social interaction. As our society becomes increasingly diverse and our economy more global, this knowledge and understanding will be necessary for success in the rapidly changing workplace. Therefore, the psychology major is relevant to any occupation that involves interaction with others. It prepares students who wish to obtain baccalaureate-level positions, as well as those who wish to pursue graduate study in psychology or related fields.

The field of psychology is exceedingly diverse and career options within the field are numerous. Therefore, the psychology major was designed with two goals in mind. First, in order to ensure a solid background in the methods, theories, and content of the discipline of psychology, all majors must take a

required core of psychology courses. Second, great flexibility is built into our curriculum to allow students to tailor a program of study that best meets their individual interests and career goals.

Goals and Objectives

The goals and objectives of the psychology major at Misericordia are based on those specified by the American Psychological Association for undergraduate psychology programs.

1. Knowledge Base of Psychology
   Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology
   Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills in Psychology
   Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Application of Psychology
   Students will understand and apply psychological principles to personal, social, and organizational issues.
5. Values in Psychology
   Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
6. Information and Technological Literacy
   Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communication Skills
   Students will be able to communicate effectively in a variety of formats.
8. Sociocultural and International Awareness
   Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
9. Personal Development
   Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
10. Career Planning and Development

    Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Admissions Requirements:

Incoming students seeking admission as psychology majors must meet the university's general admissions requirements as stated in this catalog.

Requirements

In addition to the core curriculum, which includes Introduction to Psychology, students are required to complete at least 43 credits in psychology and three credits in Sociology (SOC 221 Cultural Minorities). The 43 credits in psychology must include the following courses: PSY 101 (Introductory Seminar), PSY 200 (Career Seminar), PSY 232 (Research Methods), PSY 233 (Advanced Research Methods), PSY 250 (Social Psychology), PSY 275 (Child & Adolescent Psychology) or PSY 277 (Adult Development and Aging), PSY 285 (Communication Skills), PSY 290 (Psychopathology) or PSY 332 (Child Psychopathology), PSY 301 (Cognitive Psychology), PSY 303 (Biological Psychology), PSY 475 (Practicum) or PSY 490 (Independent Research), PSY 480 (Advanced Seminar - A, B, C or D), one Biological/Cognitive Elective, one Social/Developmental Elective, and one

Clinical/Counseling Elective. To complete their degree students must take a minimum of 26 free elective credits, which allows them to complete courses, minors, and/or certificate programs that are consistent with their interests and career goals.

Note: PSY 101 and/or PSY 200 may be waived for transfer students at the discretion of the Department Chair.

Students must achieve grades of "C-" or above in all required psychology courses. If a student earns a "D" or "F" in any required psychology course he/she must repeat that course and earn a "C-" or above.

Psychology BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
PSY 123	Introduction to Psychology	3
SCI	Core (with lab)	4
ENG/HIS/ RLS	Core	3
ENG/HIS/ RLS151	University Writing Seminar	3
MTH	Core Group A	3

Second Semester		*Total Credits 16*
SOC 101	Comparative Sociology	3
SCI	Core	3
ENG/HIS/ RLS	Core	3
PHL 100	Introduction to Philosophy	3
MTH 115	Basic Statistics	3
PSY 101	Introductory Seminar	1

Sophomore Year

First Semester		*Total Credits 14*
FA	Core	3
ENG/HIS/ RLS	Core	3
PSY200	Career Seminar	2
PSY 275	Child & Adolescent Psychology	3
or PSY 277	Adult Development & Aging	
PSY 232	Research Methods	3

Second Semester		*Total Credits 15*
FA	Core	3
PHL	Core	3
PSY 250	Social Psychology	3
PSY 233	Advanced Research Methods	3
PSY 285	Communication Skills	3

Junior Year

First Semester		*Total Credits 15*
ENG/HIS/ RLS	Core	3
PSY 303	Biological Psychology	3
PSY 290	Psychopathology	3
or PSY 332	Child Psychopathology	
SOC 221	Cultural Minorities	3
	Free elective	3

Second Semester		*Total Credits 16*
ENG/HIS/ RLS	Core	3

PSY 301	Cognitive Psychology	4
PSY	Social/Developmental Elective	3
PSY	Clinical/Counseling Elective	3
	Free elective	3

Senior Year

First Semester	*Total Credits 15*	
PSY 475 or PSY 490	Practicum in Psychology Independent Research	3
PSY	Biological/Cognitive Elective	3
	Free elective	3
	Free elective	3
	Free elective	3

Second Semester	*Total Credits 14-15*	
PSY 480A, B, C, or D	Advanced Seminar in Psychology	3
	Non-PSY elective	3
	Non-PSY elective	3
	Non-PSY elective	3
	Free elective	2-3

Electives

Developmental/Social Electives: PSY 224, PSY 275 OR PSY 277 (if not taken as required course), PSY 310, PSY 425, PSY 450, TED 232/PSY 342

Clinical/Counseling Electives: PSY 225, PSY 290 OR PSY 332 (if not taken as required course), PSY 315, PSY 325, PSY 450, PSY 452, PSY 455

Biological/Cognitive Electives: PSY 302, PSY 304, PSY 305, PSY 306

** Certain Special Topics courses (PSY 381) may be included in the above categories if specified by the department at the time the course is offered.*

** PSY 450 can count as EITHER a Developmental/Social Elective OR a Clinical/Counseling Elective, but NOT BOTH.*

**Once students have taken their required Advanced Seminar (A, B, C, or D), they can take additional Advanced Seminars as electives. PSY 480A and PSY 480C would count as Developmental/Social electives. PSY 480B would count as either a Developmental/Social Elective or a Clinical/Counseling elective; PSY 480D would count as a Clinical Counseling elective.*

Minimum credits required for graduation is 121.

Mental Health Interventions Specialization

The psychology department also offers a mental health interventions specialization (21 credits) for students interested in pursuing mental health careers. Students can choose either a child or adult track, depending on the population with which they are interested in working. Please contact Dr. Alicia Nordstrom for further information.

Social Work Major

College of Professional Studies and Social Sciences, CSWE Program
Degree BSW, Accreditation 1975
Department Chair Margaret Ann Rapp, PhD
Current Accredited Status 2012-2020
Faculty

Susan McDonald, Assistant Professor of Social Work, BA Kings College; MSW Marywood University; PhD Fordham University

Margaret Ann Rapp, Associate Professor of Social Work, BBA The College of Insurance; MSW Adelphi University; PhD New York University

James Siberski, Assistant Professor, BA Wilkes University; MS College Misericordia

Mission

The mission of the social work program is to prepare students for entry-level generalist social work practice with individuals, families, groups, communities, and organizations. Inherent within this mission is a commitment to the development of BSW graduates who are dedicated to improving social, economic, and environmental conditions among diverse populations; and to promoting the Sisters of Mercy values of mercy, service, justice, and hospitality.

Curriculum Policy Statement

The social work program curriculum is organized around the primary goal of preparing competent baccalaureate-level generalist practitioners. It evolved institutionally from the Sisters of Mercy's own call to compassionate service through the ministries of teaching and healing and developed according to those mandates for curricular content established by the Council on Social Work Education. These mandates include a liberal arts perspective, which is also the base for all professional programs in the university, and a professional foundation composed of required social work courses and field practicums designed to provide an integrated learning experience. This experience intends to educate students in the critical areas of social work values and ethics, diversity, social and economic justice, at-risk populations, human behavior and the social environment, social welfare policies and services, social work practice, and research.

Program Goals

The goals of the social work program are:

1. To educate and promote the development of problem-oriented, undergraduate generalist social work practitioners whose knowledge and skills base enables them to assess and address problematic situations among diverse individuals, families, groups, communities and organizations.
2. To foster students' ability to integrate the institutional and professional ideals of social justice and intervene on behalf of those discriminated against and oppressed.
3. To enhance student's critical thinking and problem solving skills for contextual understanding and intervention with all social systems.
4. To prepare students for graduate studies and foster commitment to a process of continued professional growth and development.

Program Objectives

The social work program objectives reflect mandated competencies and practice behaviors included in the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards. (See Student Handbook and Field Instruction Manual.)

Field Instruction

Field instruction is the principle means through which students demonstrate application of knowledge and skills. Offered in a variety of settings in both the public and private sectors, field instruction presents students with a structured educational experience that enables them to integrate classroom information, learn about the structure and operation of social work agencies, and experience actual practice situations. Students receive a minimum of 600 hours of supervised field experience through assignments in both their junior and senior years.

Social work field instruction is limited to social work majors who have successfully completed a specific sequence of courses and have been formally admitted into the social work program. Transportation to and from field placement is the student's responsibility.

Admission

Although students who meet university admission criteria will be admitted into the social work major as first year students for the purpose of academic advising and support, formal program admission does not occur until the end of the second semester of the sophomore year. The following criteria will be used in determining formal admission:

1. Personal interview with a member of the full-time social work faculty;
2. Completion of a minimum of 45 credit hours, including all first year and sophomore social work core courses listed in the university catalog;
3. Attainment of a minimum grade of 2.00 in SOC 101 Comparative Sociology; SWK 251 Introduction to Social Welfare or SWK 252 Social Welfare Policies and Services, and SWK 285 Communication Skills.
4. Attainment of an overall G.P.A. of 2.50 and a minimum of 2.50 in social work core courses;
5. Acceptance of and sensitivity toward diversities among people;
6. Emotional and mental maturity and stability for effective social work practice;
7. Values, ethics, and behaviors consistent with those of social work;
8. A personal statement and narrative response.

Any student not fulfilling the criteria above will be duly notified by the department chair of program probation or dismissal. Students placed on probation will be allowed one semester for grade replacements and/or other corrective actions. Students dismissed from the program will not be readmitted. Specific procedures for admissions can be found in the student handbook and field instruction manual. Excerpts of these policies and procedures can also be requested from the admission's office.

Retention

Continuation in the major requires that students maintain a 2.50 GPA in the social work core and a minimum overall GPA of 2.50.

Transfer Students

Both internal and external transfer students must first interview with the department chair or designee prior to formal admission into the major. The program and its policies will be discussed and an evaluation will be made of transfer credits. Two recommendations from individuals capable of assessing the student's character and potential for the BSW degree are required. Formal program admission occurs after successful completion of one full semester in the major and prior to enrollment in SWK 371 Field Instruction I. Transfer students must also meet all standards expected of incoming first-year students.

Curriculum Options

Flexibility within the major exists to allow students to elect minors in such areas as child welfare services, gerontology, addictions counseling, and psychology.

The social work program is entering its fifth decade of accreditation by the Council on Social Work Education. Graduates may be eligible for advanced standing in numerous graduate schools of social work throughout the country.

Social Work BSW Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
BIO 105 and BIO 105L	Essential Biology and Essential Biology Lab	4
PSY 123	Intro to Psychology*	3
SOC 101	Comparative Sociology*	3
POL 100	American National Government*	3
ENG/HIS/ RLS 151	University Writing Seminar	3

Second Semester		*Total Credits 15*
Core	Natural Science Core (non-lab)	3
SOC 122	Social Problems*	3
Core	ENG, HIS/POL, or RLS Core Course	3
Core	ENG, HIS/POL, or RLS Core Course	3
MTH	Mathematics Group A	3

Sophomore Year

First Semester		*Total Credits 15*
Core	Fine Arts Core	3
Core	ENG, HIS/POL, or RLS Core Course	
MTH 115	Statistics	3
PHL 100	Introduction to Philosophy	3
SOC 221	Cultural Minorities	3

Second Semester		*Total Credits 15*
Core	Fine Arts Core	3
Core	ENG, HIS/POL, or RLS Core Course	3
Core	ENG, HIS/POL, or RLS Core Course	3
Core	Philosophy Core	
SWK 101	Introduction to Social Work	

Junior Year

First Semester		*Total Credits 15*
SWK 251	Intro to Social Welfare	3
SWK 350	HBSE I	3
SWK 366	SWK Methods and Processes I	3
SWK	Social Work Elective	3
	Free Elective	3

Second Semester		*Total Credits 16*
SWK 232	Research Methods	3
SWK 351	HBSE II	3
SWK 367	SWK Methods and Processes II	3
SWK 371	Field Instruction I	3
SWK 372	Field Instruction Seminar I	1
	Free Elective	3

Senior Year

First Semester		*Total Credits 13 (or 16)*
	Free Elective	3
SWK	Social Work Elective	3
SWK 466	SWK Methods and Processes III	3

SWK 475	Field Instruction II	3
	or	
SWK 477	Field Instruction IV (Optional to replace SWK 475 and 476)	(6)
SWK 473	Field Instruction Seminar II	1

Second Semester	*Total Credits 16 (or 19)*	
	Free Elective	3
	Free Elective	3
SWK	SWK Elective	3
SWK 490	Senior Integrative Seminar	3
SWK 476	Field Instruction III	3
	or	
SWK 477	Field Instruction IV (Optional to replace SWK 475 and 476)	(6)
SWK 474	Field Instruction Seminar III	1
Total required for graduation 121 credits		

Teacher Education Programs

College of Professional Studies and Social Sciences
Department Co-Chairs: Susan Tomascik, Ph.D., and Molly Vitale, D.Ed.

Faculty

Michele Brague, Assistant Professor of Teacher Education, BS Kenne State College; MEd Plymouth State College; EdD Wilkes University

Stephen Broskoske, Associate Professor of Education, BS College Misericordia; MS Wilkes University; EdD Lehigh University

Joan L. Krause, Associate Professor Emerita of Education, BS College Misericordia; MS Marywood University; MS University of Scranton

Jodi P. Loughlin, Assistant Professor of Education, BA Moravian College; MEd Bloomsburg University; DEd The Pennsylvania State University

Patricia Marie McCann, RSM, Professor Emerita of Education, BS College Misericordia; MS University of Scranton; EdD Lehigh University

Anne Papalia, Associate Professor of Education, BS State University of New York at Geneseo; MS State University of New York at Geneseo; PhD The Pennsylvania State University

Susan R. Tomascik, Associate Professor of Education, BA Wilkes College; MS College Misericordia; PhD Marywood University

Molly S. Vitale, Associate Professor of Education, BS College Misericordia; MS, DEd The Pennsylvania State University

Introduction

The Teacher Education Department is one of the University's oldest departments. Many of the original students who entered College Misericordia in 1924 became teachers. Since then, Misericordia University has prepared thousands of excellent teachers for our nation's classrooms.

The Teacher Education Department (TED) sponsors an undergraduate dual major in Early Childhood/Special Education (Grades PreK-4 with Special Education Grades Pre K- 8). TED also offers an Elementary Education major in Middle Level Education (Grades 4-8) with five concentration options.

In concert with the College of Arts and Sciences, the department also offers Secondary Education certification (Grades 7-12) for majors in Biology, Chemistry, English, History (Citizenship) and Mathematics.

At the graduate level, the Teacher Education Department sponsors specializations in: Instructional Technology, Reading Specialist, and Special Education.

All of the Teacher Education Programs have been reviewed and approved by the Middle States Association of Colleges and Schools and the Pennsylvania Department of Education. The Teacher Education Department is a candidate for accreditation by the Council for the Accreditation of Educator Preparation (CAEP). Specific to their program of study, graduates may earn a Pennsylvania Instructional I certificate or an Educational Specialist certificate. Pennsylvania has signed an Interstate

Agreement through the National Association of State Directors of Teacher Education and Certification which facilitates certification in other states.

The Vision of the Teacher Education Department

"Preparing teaching professionals who effectively educate children in technology-rich, diverse classrooms, steeped in the values of the Sisters of Mercy."

Teacher Education Department Mission Statement

Since its inception in 1924, Misericordia University's Teacher Education Department [TED] has been and continues to be committed to preparing excellent teachers. One of the University's first majors and still one of its largest, Teacher Education embraces the University's mission and reflects the values of our founders, the Religious Sisters of Mercy: mercy, service, justice and hospitality.

With all of its programs, the TED seeks to develop effective teachers who are masters of the content they teach and who teach in pedagogically-sound ways that inspire students to learn. Using educational theory and methods courses with the liberal arts core as a base, the TED provides a variety of learning opportunities to facilitate our students' mastery of a thorough knowledge of human growth and development with an appreciation of diversity so that, as teachers, our graduates will understand, respect and respond to the unique strengths, needs, and desires presented by individual students and their families.

Through coursework and field-based activities conducted in collaboration with partnered schools and agencies throughout Northeastern Pennsylvania, teacher candidates study, observe, and apply strategies to structure learning experiences and learning environments that are responsive to students' needs.

Through teaching, supervision, and personal example, TED faculty establish the expectation that students will conduct themselves at all times in accordance with the highest standards of ethical practice and professionalism. The faculty strives to develop in our graduates a commitment to on-going personal and professional growth.

In addition to preparing excellent teachers, the TED also offers graduate teacher education to foster excellence in teaching, research, and service needed to help develop a skilled and educated citizenry that will generally enhance the well-being of our area, the state, the nation, and the international community. The advanced specializations offered at the graduate level attract experienced and dedicated classroom teachers who wish to become educational specialists and leaders who should be highly valued by their school districts and communities. Our programs are not designed to help teachers become administrators or otherwise prepare them for roles outside their classrooms. Instead, our graduate program prepares highly skilled classroom teachers who can respect, communicate, and use research-based findings. Through our program, we hope to empower these professionals to participate in making important educational decisions about their districts, about their schools and programs, and especially about the students they serve.

Teacher Education Department Program Goals

Communication Skills

> Graduates of Misericordia University's TED shall demonstrate that they have the knowledge and skills needed to confidently and effectively communicate orally, in writing and through various communication technologies, with students, other professionals, families, and members of their communities.

Students' Growth and Development

> Graduates of Misericordia University's TED shall explain how students grow and develop and demonstrate a willingness and ability to adjust their teaching to meet the needs of individual students, including students with special needs. Graduates shall be especially sensitive to the challenges faced by female students, students with disabilities, and members of minority groups.

Learning

Graduates of Misericordia University's TED shall use research to explain the cognitive processes and complexities of learning and use this knowledge to plan and implement teaching/learning activities that support the intellectual, social/emotional, career, and personal development of students.

Curriculum Structure

Graduates of Misericordia University's TED shall explain how curriculum is developed, structured, regulated, and used by teachers to plan, monitor, and evaluate instruction and students' learning.

Content Mastery

Graduates of Misericordia University's TED will demonstrate mastery of the curriculum they will be expected to teach and a willingness to engage in professional development activities, which ensure their continued mastery.

Teaching Processes

Graduates of Misericordia University's TED shall effectively analyze data and situations to make decisions which benefit students; plan, implement, and assess direct instruction within a mastery learning paradigm and implement a variety of advanced teaching procedures, including various educational and assistive technologies, that allow students, independently and cooperatively, multiple pathways to learning and which challenge them to explore and understand challenging concepts, topics, and issues.

Graduates shall describe how to integrate a variety of technologies into instruction and shall be reflective regarding how these new approaches can be used most effectively with students from diverse backgrounds. Graduates will have developed the following dispositions: a) to view technology as a rich set of tools with much potential for addressing educational challenges, b) to choose to use information and technology legally and ethically, and c) to be committed to exploring how the use of new and emerging technologies can support and promote student learning.

Classroom Management

Graduates of Misericordia University's TED shall demonstrate a willingness and ability to use an understanding of individual and group motivation and behavior to create learning environments which encourage positive social interaction, active learning, critical thinking, and independence. They will be devoted to creating schools and classrooms which are welcoming, caring, stimulating, inclusive, and safe places in which students are challenged to take risks, make choices, work independently and collaboratively, and be supported in their growth and development.

Family Involvement

Graduates of Misericordia University's TED shall acknowledge and respect the roles and responsibilities of parents and families and be willing to enter into partnership arrangements with those interested in the education of students.

Respect for Diversity

Graduates of Misericordia University's TED shall see "diversity as normal" and evidence an authentic respect for all students, families, co-workers, and school personnel. They should see themselves as teachers prepared to work with all students without regard to factors related to gender, race, creed, economic status, sexual orientation, physical attributes, or ability.

Values Based Professionalism

Graduates of Misericordia University's TED shall know and be comfortable with themselves in ways which cause them to be reflective practitioners who are be willing and able to work effectively with students, other professionals, and parents.

They will be fully aware of their profession's standards and practices, including its codes of ethics; look forward to being contributing members and active leaders of their profession; and function ethically and responsibly as members of their communities.

They shall adopt the disposition of being a lifelong learner in order to remain an effective educator in a rapidly changing environment. Graduates shall demonstrate a willingness to engage in professional development activities that ensure continued mastery of content and pedagogy by embracing the challenge of continuous improvement and change, and by committing to staying current on the latest advances and understandings in the specific discipline.

Teacher Education Department Curriculum Structure

Each of the University's undergraduate teacher education programs has five components.

1. The University Core: All education majors must complete the University's liberal arts general education requirement (i.e., the "Core"). Information regarding the Core Curriculum purpose and structure can be found in the Core Curriculum section of this catalog. Students in Teacher Education are advised by TED regarding the Core courses that support their program of study; Core requirements are reflected in the Plan of Study for each TED program.
2. TED Professional Core Courses: All teacher education program students must complete a set of Teacher Education requirements. These courses provide knowledge and skills that are common to all education programs. Included in this group are nine credits (three courses) in Special Education and three credits (two courses) in working with English Language Learners. In addition, seniors complete Student Teaching (TED 498) concurrently with the student teaching professional seminar (TED 411 Professional Practice). These courses are reflected in the Plan of Study for each TED program.
3. Specializations: Undergraduate students in the Teacher Education Program must complete the requirements of one or more of the TED's specializations. They include:
    1. Early Childhood Grades Pre K-4 & Special Education Grades PreK-8: The dual major allows students to qualify for both the Early Childhood Grades PreK-4 and Special Education Grades Pre K- 8 Pennsylvania Instructional I certificates in a four year program.
    2. Middle Level Education (Grades 4-8): TED offers content specializations in Mathematics &English-Language Arts-Reading, Mathematics &Social Studies, Mathematics & Science, Science & English-Language Arts-Reading, and Science & Social Studies.
    3. Secondary Education (Grades 7-12): Students seeking Secondary Education certification would have a content major in one of the following areas: Biology, Chemistry, English, History (Citizenship), and Mathematics.
4. Field/Practicum Experiences: All TED students must complete a developmental series of field experiences that begin during the first year and culminate with a full semester of student teaching. By graduation, students will have completed approximately 750 hours of observation and practicum in community classrooms

5. Professional Involvement: Students must participate in activities and organizations related to the profession of teaching. Students must participate in the department's Education Club and are encouraged to join at least one major-related professional organization (e.g., Council for Exceptional Children, National Association of Educators of Young Children, National Council of Teachers of Mathematics, National Council of Teachers of English, National Council of Social Studies, or the National Council of Science Teachers).

Admissions

Admission to the undergraduate Teacher Education programs offered by the University is a two-step process. Those interested must be first be admitted to the University and then, when they have successfully completed a set of preliminary courses and experiences offered by the Teacher Education programs, and met the GPA and mastery of basic skills requirements set by PDE, they will be formally admitted as teacher candidates.

Admission to the University:

Persons interested in participating in any of the University's Teacher Education programs must apply for admission to the University. They should submit:

- a hard copy or electronic application (www.misericordia.edu/apply),
- an official copy of their secondary school transcripts,
- the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing (ACT) Program, and
- a written recommendation from a high school principal, guidance counselor, or teacher.

The University's Admissions Office reviews and approves applicants who have:

- participated in rigorous high school curriculum in which they earned grades that placed them in the top half of their graduating high school classes and/or in which they earned a "B" or better average; and
- demonstrated an interest and commitment to becoming teachers by participating in volunteer, extracurricular and/or independent activities with groups of children or adolescents.

Students for whom English is a second language must demonstrate proficiency in written and spoken English as demonstrated by a minimum score of 500 on the TOEFL.

Although personal interviews are not required, prospective applicants are welcome to visit the campus to personally interact with the faculty and students in the Teacher Education Department.

Admission to the University for Transfer Students (External and Internal)

Students interested in transferring from another institution to the University to participate in its Teacher Education Program must also apply for admission. External transfers must submit:

- a hard copy or electronic application (www.misericordia.edu/apply),
- an official copy of their college/university transcripts which demonstrate that they have earned a 2.8 GPA or better.

Students already admitted to the University and enrolled in another of its programs who want to transfer into the University's Teacher Education program must apply directly to the Department. Transfer students' transcripts will be evaluated on an individual basis in order to determine if courses are acceptable alternatives to the requirements.

Prospective external and internal transfer students must meet with and be approved by the TED's Transfer Coordinator before enrolling in courses sponsored by the department.

Formal Admission to the Teacher Education Department

To become “candidates” for teacher certification, students must be formally admitted to MU TED.

Upon completion of 48 – 60 credits, students must apply for formal admission (candidacy status). The time for formal admission or candidacy status will be determined by their TED advisor. They do so by submitting the appropriate documentation. MU TED’s faculty review applications.

Students must submit:

- Evidence of meeting the PDE mandated basic skills competency requirement through any of the means approved by PDE.
- An unofficial transcript,(downloadable from the student portal) which documents that they:
    a. completed at least 48-60 credits (12-15 credits for transfer students);
    b. achieved a cumulative MU GPA of 3.0 or above;
    c. earned a C+ or better in all courses sponsored by MU TED;
    d. earned satisfactory grades in all freshman and sophomore field experiences;
    e. and earned satisfactory grades for ENG 151-University Writing Seminar, ENG XXX-English Literature Core (American or British Literature), MTH XXX- Mathematics Bank I, and MTH-115 Statistics);
- A "Formal Admissions Requirements" verification form, signed by the TED advisor, that includes:
    1. Verification that the Basic Skills Requirement was met and documented in the Advising File
    2. Verification of health and Federal and State clearances required for school personnel by school districts.
    3. Verification that they have thus far respected the University’s and the department’s ACADEMIC INTEGRITY POLICIES.
    4. Verification that they have established a PROFESSIONAL PORTFOLIO;
    5. Verification that they have completed a self-evaluation using the PROFESSIONAL DISPOSITIONS CHECKLIST
    6. A faculty recommendation supporting admission.

The department’s faculty review applications and determine student status.

Students formally admitted are referred to as "candidates," and may enroll in upper division courses and experiences offered by the department.

Teacher Education Department Advising

During their first semester at the University, students accepted by the University to participate in the Department’s teacher education programs are assigned faculty advisors.

Students may meet with their advisors for various reasons during the semester either by visiting during their advisor's office hours or by making special appointments.

Students majoring in the university’s Secondary Education programs are assigned two faculty advisors – one who is a TED advisor and helps with TED program-related matters and a "Content Area Advisor" who focuses on the university’s general education requirements and their content area courses.

Each semester, students who participate in Teacher Education Programs must meet with their advisors to plan their next semester. During the meeting, faculty advisors review students’ progress and status, ensure that they have completed applications for planned field/practicum experiences, and help them select courses for the next semester. While students must meet with their advisors each semester prior

to registration to facilitate course selection and receive approval to register, the student is ultimately responsible for the selection and registration of courses.

Advisors also monitor students' development of Professional Portfolios (See TED Guidebook for details).

Teacher Education Department Retention and Advancement

Annually, the Department's faculty reviews the progress of all candidates. To continue in the department's programs, candidates must:

- maintain at least an overall 3.0 GPA;
- earn at least a C+ in all education courses;
- satisfactorily complete all required field/practicum requirements;
- maintain current health and Federal and State clearances required for school personnel
- participate in Education Club activities; and
- remain in good standing with the University and the Department.

Teacher Education Department Assessment and Grading

The Department's faculty believes it is inappropriate to allow students who know only a percentage of what they are supposed to know to progress in their programs. Therefore, TED students are not allowed to progress, to student teach, or to graduate until and unless they have demonstrated (through quizzes, projects, examinations, etc.) that they have mastered all of the department's objectives. Students must maintain at least an overall GPA of 3.0 and earn a "C+" or better in all Department courses.

The Department's courses include modules (sets of teaching/learning activities) that address course objectives. The Department's faculty uses module-based assessments formatively. Students who earn less than a mastery level score on a module-based assessment may be required, with certain restrictions and at the discretion of the faculty, to make a second attempt to demonstrate mastery.

While students are working on their projects, they may seek help and feedback from instructors; however, once they submit their projects, they are graded.

The grade conversion system is presented below:

Grade	Points / Percentage (%)	Honor Points
A	95+	4.0
A-	92 – 94	3.7
B+	89 – 91	3.3
B	85 – 88	3.0
B-	82 – 84	2.7
C+	80 – 81	2.3
C	75 – 79	2.0
C-	72 –74	1.7
D	67 – 71	1.0
F	0 – 66	0.0

Teacher Education Department Academic Integrity Policy

At the beginning of every course, instructors inform students of the details of the Department's Academic Integrity Policy (see TED Guidebook). Students are expected to work independently, except when cooperative projects are assigned.

If it is determined that a student submitted work done by others or falsified information, faculty will assign the offending student a failing grade for the test/project and report the student to the Teacher Education Department for review. Students guilty of violating the Department's Academic Integrity Policy may be dismissed from the Teacher Education Department and/or dismissed from the University.

Field Experience/Practicum

All TED students must complete a developmental series of field/practicum experiences that begin during the first year and culminate with a full semester of student teaching (see below). Candidates have a rich array of field experiences, including placements in urban, suburban, and rural schools and in public, private and charter schools. Candidates have experiences with students with disabilities, with students for whom English is a Second Language and with students whose families are in economic poverty. By the time they graduate, students will have completed approximately 750 hours of observation and practicum in community classrooms. The program's series of course-related field experiences which allow students to participate in a variety of classrooms throughout the area.

Field/practicum experiences are arranged by the department with the cooperation of partnership school districts, private schools, and charter schools. Field/practicum experiences begin during the first year and continue every semester until graduation. Department faculty supervise the three Practicum placements (50 hours each) that typically take place in the Junior and Senior years. Students must arrange their own transportation.

To participate in field/practicum experiences placements, students must obtain the Federal and State clearances required for school personnel by school districts and keep these current throughout their participation in the Teacher Education program.

Student Teaching

During their last semester, candidates complete two seven-week long student teaching experiences which are arranged by the department in collaboration with area school districts, private schools, and/or charter schools. One of these placements must be in a public school setting. Student Teachers serve under veteran Cooperating Teachers recommended by their districts and are supervised by University Supervisors.

At the end of their junior year, candidates apply to participate in TED 498-Student Teaching. The department's faculty review applications to determine candidates' readiness for student teaching. Candidates must submit:

- an Application for Student Teaching (See TED Guidebook);
- a Curriculum Guide (i.e., an unofficial transcript) which documents that they completed all required courses with a cumulative MU GPA of 3.0; earned a C+ or better in all courses sponsored by the department; and earned satisfactory grades in all seminars, fields, and practicum assignments;
- health and Federal and State clearances required for school personnel by school districts; and
- recommendations from at least two members of the department's faculty, one of which must be the TED advisor. For students in Secondary Education, one recommendation must be from their Content Area Advisor.

Additionally, candidates who apply for student teaching must submit to their advisor for review a first-draft copy of their Professional Portfolios, including materials such as sample units and lessons plans, sample tests they have constructed, and educational reports they have written.

Graduation

Candidates eligible for graduation from the University must complete an Application for Graduation, which is provided by the Office of the Registrar. Their applications for graduation must be reviewed by the advisor and as appropriate by the Department's Chairperson(s).

Teacher Certification

Graduates of the University's Teacher Education programs are eligible to apply for Instructional I certifications offered by the Pennsylvania Department of Education. To be considered eligible, they must:

- complete a state-approved teacher education program that includes a student teaching or intern experience (the university's programs are state approved);
- complete all state-required certification tests (A current list of tests required and the qualifying scores are published on the PDE website;
- document that they have completed all certificate requirements; and
- complete PDE's online application for certification.

For additional information, graduates may contact:

The Bureau of School Leadership and Teacher Quality

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126-0333

Phone: 717-787-3356

Graduates of the university's teacher education programs may be eligible for certifications offered by other states. Pennsylvania has signed an Interstate Agreement through the National Association of State Directors of Teacher Education and Certification which facilitates certification in other states. States' requirements vary; graduates should determine what they have to do to become certified in a state other than Pennsylvania.

Early Childhood Education/Special Education Dual Major

Certifications: Grades Pre-K-4 and Special Education Grades Pre-K-8
Degree BS, Early Childhood and Special Education
Department Co-Chairs Susan R. Tomascik, PhD, and Molly S. Vitale, DEd

The dual Early Childhood Education/Special Education (ECE/SPED) program is designed to prepare teachers to work with all children, including those with disabilities, from preschool through grade 4 and students with disabilities through Grade 8. Students who successfully complete the ECE/SPED program are eligible for recommendation by the University to the Pennsylvania Department of Education (PDE) for two teacher certifications. The University's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by PDE on the required battery of certification tests, qualify graduates for PA Instructional I certificates. Pennsylvania has signed an Interstate Agreement through the National Association of State Directors of Teacher Education and Certification which facilitates certification in other states. States' requirements vary; graduates should determine what they have to do to become certified in a state other than Pennsylvania.
Pre-service teachers in ECE/SPED must successfully complete the University's liberal arts Core Curriculum, a series of Teacher Education Department courses and field/practicum experiences, and the courses and experiences required by the two TED specializations – Grades Pre K - 4 and Special Education Grades PreK-8. ECE/SPED majors must satisfactorily complete a series of field/practicum experiences that begin during the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent approximately 750 hours in community classrooms. During

students' final semesters, they must complete two seven week student teaching assignments (two separate placements). One placement is in a Pre-K-Grade 4 setting and the other is in Special Education.

Early Childhood Education /Special Education Dual Major BS Degree

Requirements for student completing degree requirements in May 2013 or later.

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 16*
ENG	American Literature	3	PHL 100	Introduction to Philosophy	3
Core	Behavioral Science	3	TED 121	Educational Technology	3
HIS 103	US History I	3	HIS 104	US History II	3
MTH	Core Group A	3	TED 242	Child Development	3
ENG 151	University Writing Seminar	3	TED 131	Cultural Awareness	1
TED 100	Education Seminar	0	ECE 110	Intro Early Childhood	3
TED 190	Education Seminar Field	0	TED 191	Freshman Field	0

Sophomore Year

First Semester		*Total Credits 18*	*Second Semester*		*Total Credits 16*
TED 232	Educational Psychology	3	Core	Natuaral Science (with Lab)	4
Core	Natural Science (non-lab)	3	ECE 384	Social Studies Methods	2
MTH 115	Basic Statistics	3	ECE 385	Science Methods	2
ECE 250	Curric/Instruction ECE	3	ECE 380	Reading Methods I	3
SPE 111	Special Ed/Excep Learners	3	ECE 460	Collaborating with Families	3
SPE 211	Education Assessment	3	TED 271	Classroom Management	2
TED 292	Sophomore Field I	0	TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 18*	*Second Semester*		*Total Credits 18*
Core	Behavioral Science	3	Core	Philosophy Core	3
Core	Fine Arts	3	SPE 361	Intensive Read/Writ/Mth	3
ECE 381	Reading Methods II	3	ECE 383	Math Methods II	3
ECE 382	Math Methods I	3	SPE 311	Transition	3
RLS 104	World Religions	3	SPE 362	Methods High Incidence	3
ECE 386	Language Arts Methods	3	SPE 365	Methods Mgmt EBD	3
TED 396	Practicum I	0	TED 397	Practicum II	0

Senior Year

First Semester		*Total Credits 18*	Core	Fine Arts	3
			Core	Religious Studies	3

ECE 387	Integrating the Arts	3
SPE 363	Methods Low Incidence	3
SPE 364	Effective Instruction PDD	3
SPE 411	Inclusive Practices	3
TED 495	Practicum III	0

Second Semester *Total Credits 13*

TED 498	Student Teaching	9
TED 412	ELL Methods	2
TED 411	Professional Practice	2

Middle Level Education (Grades 4-8) Certification Program

PA Certification: Grades 4-8
Degree BS, Middle Level Education
Department Co-Chairs Susan Tomascik, Ph.D., and Molly Vitale, D.Ed.
The Middle Level Program (ML) is designed to prepare teachers to work with students, including those with disabilities, in Grades 4 through 8. Middle Level majors choose among five concentrations: Mathematics/English-Language Arts-Reading, Mathematics/Social Studies, Mathematics/Science, Science/English-Language Arts-Reading and Science/Social Studies. Students who successfully complete the ML program are eligible for recommendation by the University to the Pennsylvania Department of Education (PDE) for teacher certification. The University's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by PDE on the required battery of certification tests, qualify graduates for a PA Instructional I certificate. Pennsylvania has signed an Interstate Agreement through the National Association of State Directors of Teacher Education and Certification which facilitates certification in other states. States' requirements vary; graduates should determine what they have to do to become certified in a state other than Pennsylvania.
Pre-service teachers in the Middle Level program must successfully complete the University's liberal arts Core Curriculum, a series of Teacher Education Department courses and field/ experiences, and the courses and experiences required by their chosen concentration. Middle Level majors must satisfactorily complete a series of field/practicum experiences that begin during the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent approximately 750 hours in community classrooms. During students' final semester, they must complete two seven week student teaching assignments (two separate placements).

Middle Level Concentration: Mathematics/English -Language Arts-Reading

Sequence of Required Courses

First Year

First Semester *Total Credits 16*

ENG	American Literature	3
Core	Behavioral Science	3
HIS 103	US History I	3
MTH 171	Calculus I	4
TED 121	Educational Technology	3
TED 100	Education Seminar	0
TED 190	Education Seminar Field	0

Second Semester *Total Credits 17*

ENG 151	University Writing Seminar	3
Core	Behavioral Science	3
HIS 104	US History II	3
MTH 115	Basic Statistics	3
MTH 172	Calculus II	4
TED 131	Cultural Awareness	1
TED 191	Freshman Field	0

Sophomore Year

First Semester *Total Credits 18*

PHL 100	Intro to Philosophy	3
BIO 105	Essential Biology	3
MTH 200	History of Mathematics	3
ENG 303	Adv Expository Writing	3
TED 232	Educational Psychology	3
TED 243	Adolescent Development	3
TED 292	Sophomore Field I	0

Second Semester		*Total Credits 18*
RLS 104	World Religions	3
PHY 135/735	Introduction to Physical Science	4
Core	Fine Arts	3
SPE 111	Spec Ed & Excep Learners	3
SPE 211	Educational Assessment	3
TED 271	Classroom Management	2
TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 16*
MTH 244	Set Theory	3
ENG	320 OR 321	3
MTH 390	Methods of Teaching Math	3
PHY 141	Intro to Astronomy & Lab	3
POL 100	American Nat'l Govt	3
TED 351	Intro to Instr Planning	1
TED 396	Practicum I	0
ENG	300-level English Elective	3
BIO 106	Introduction to Environmental Science	3
Core	Religious Studies	3
TED 357	Middle Level Methods	3
TED 368	Reading: ML	3
TED 378	Classroom Mgmt. Middle	1
TED 397	Practicum II	0

Second Semester		*Total Credits 16*

Senior Year

First Semester		*Total Credits 16*
Core	Fine Arts	3
MTH 351	Geometry	3
Core	Philosophy	3
TED 310	Teaching PA History	1
TED 388	Language Arts: Middle Level	3
SPE 411	Inclusive Practices	3
TED 495	Practicum III	0
Second Semester		*Total Credits 13*
TED 498	Student Teaching	9
TED 412	ELL Methods	2
TED 411	Professional Practice	2

Middle Level Concentration: Mathematics/Social Studies

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
ENG	American Literature Core	3
Core	Behavioral Science	3
HIS 103	US History I	3
MTH 171	Calculus I	4
TED 121	Educational Technology	3
TED 100	Education Seminar	0
TED 190	Education Seminar Field	0
Second Semester		*Total Credits 17*
ENG 151	University Writing Seminar	3
Core	Behavioral Science	3
HIS 104	US History II	3
RLS 104	World Religions	3
MTH 172	Calculus II	4
TED 131	Cultural Awareness	1
TED 191	Freshman Field	0

Sophomore Year

First Semester		*Total Credits 18*
BIO 105	Essential Biology	3
PHL 100	Introduction to Philosophy	3

MTH 200	History of Math	3
HIS 101	Western Civ I	3
TED 232	Educational Psychology	3
TED 243	Adolescent Development	3
TED 292	Sophomore Field I	0

Second Semester *Total Credits 15*

Core	Fine Arts	3
PHY 135/735	Introduction to Physical Science	4
SPE 111	Spec Ed & Excep Learners	3
SPE 211	Educational Assessment	3
TED 271	Classroom Management	2
TED 293	Sophomore Field II	0

Junior Year

First Semester *Total Credits 17*

MTH 244	Set Theory	3
Core	Fine Arts	3
MTH 390	Methods of Teaching Math	3
PHY 141	Intro to Astronomy & Lab	3
POL 100	American Nat'l Govt	3
TED 310	Teaching PA History	1
TED 351	Intro to Instr Planning	1
TED 396	Practicum I	0

Second Semester *Total Credits 16*

HIS	300-400 Level History course	3
BIO 106	Introduction to Environmental Science	3
GEO 202	Cultural World Geography	3
TED 378	Classroom Management: Middle	1
TED 368	Reading Middle Level	3
TED 357	Middle Level Methods	3
TED 397	Practicum II	0

Senior Year

First Semester *Total Credits 18*

MTH 115	Statistics	3
Core	Religious Studies	3
MTH 351	Geometry	3
Core	Philosophy	3
TED 388	Language Arts: Middle Level	3
SPE 411	Inclusive Practices	3
TED 495	Practicum III	0

Second Semester *Total Credits 13*

TED 498	Student Teaching	9
TED 412	ELL Methods	2
TED 411	Professional Practice	2

Middle Level Concentration: Mathematics/Science

Sequence of Required Courses

First Year

First Semester *Total Credits 17*

ENG	American Literature Core	3
Core	Behavioral Science	3
BIO 105	Essential Biology	3
BIO 105L	Essential Biology Lab	1
MTH 171	Calculus I	4
TED 121	Educational Technology	3
TED 100	Education Seminar	0
TED 190	Education Seminar Field	0

Second Semester *Total Credits 17*

ENG 151	University Writing Seminar	3
Core	Behavioral Science	3
BIO 106	Introduction to Environmental Science	3
MTH 115	Basic Statistics	3
MTH 172	Calculus II	4
TED 131	Cultural Awareness	1

TED 191	Freshman Field	0

Sophomore Year

First Semester		*Total Credits 16*
CHM	Chemistry Core with Lab	4
HIS 103	US History I	3
MTH 200	History of Math	3
TED 232	Educational Psychology	3
TED 243	Adolescent Development	3
TED 292	Sophomore Field I	0

Second Semester		*Total Credits 15*
HIS 104	US History II	3
PHL 100	Intro to Philosophy	3
SPE 111	Spec Ed & Excep Learners	3
SPE 211	Educational Assessment	3
TED 271	Classroom Management	2
TED 378	Classroom Mgmt Middle	1
TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 17*
RLS 104	World Religions	3
MTH 244	Set Theory	3
MTH 390	Methods of Teaching Math	3
PHY 145/745	Observational Astronomy and Lab	4
POL 100	American Nat'l Govt	3
TED 351	Intro to Instr Planning	1
TED 396	Practicum I	0

Second Semester		*Total Credits 17*
Core	Fine Arts	3
PHY 135/735	Introduction to Physical Science and Lab	4
Core	Philosophy	3
TED 310	Teaching PA History	1
TED 368	Reading Middle Level	3
TED 357	Middle Level Methods	3
TED 397	Practicum II	0

Senior Year

First Semester		*Total Credits 18*
Core	Fine Arts	3
MTH 351	Geometry	3
Core	Religious Studies	3
PHY 142	Earth Science	3
TED 388	Language Arts: Middle Level	3
SPE 411	Inclusive Practices	3
TED 495	Practicum III	0

Second Semester		*Total Credits 13*
TED 498	Student Teaching	9
TED 412	ELL Methods	2
TED 411	Professional Practice	2

Middle Level Concentration: Science/English-Language Arts-Reading

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
ENG	American Literature Core	3
Core	Behavioral Science	3
BIO 105	Essential Biology	3
BIO 105L	Essential Biology Lab	1
MTH	Math Core Group A	3
TED 121	Educational Technology	3
TED 100	Education Seminar	0
TED 190	Education Seminar Field	0

Second Semester *Total Credits 16*

ENG 151	University Writing Seminar	3
Core	Behavioral Science	3
BIO 106	Introduction to Environmental Science	3
Core	Fine Arts	3
MTH 115	Statistics	3
TED 131	Cultural Awareness	1
TED 191	Freshman Field	0

Sophomore Year

First Semester		*Total Credits 16*
HIS 103	US History I	3
CHM	Chemistry Core & Lab	4
ENG 303	Advanced Expository Writing	3
TED 232	Educational Psychology	3
TED 243	Adolescent Development	3
TED 292	Sophomore Field I	0

Second Semester		*Total Credits 15*
HIS 104	US History II	3
PHL 100	Introduction to Philosophy	3
SPE 111	Spec Ed & Excep Learners	3
SPE 211	Educational Assessment	3
TED 271	Classroom Management	2
TED 378	Classroom Mgmt Middle	1
TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 17*
PHL	Philosophy Core	3
ENG	ENG 320 or 321	3
MTH 200	History of Math	3
MTH 390	Methods of Teaching Math	3
PHY 145/745	Observational Astronomy and Lab	4
TED 351	Intro to Instr Planning	1
TED 396	Practicum I	0

Second Semester		*Total Credits 17*
PHY 135/735	Introduction to Physical Science and Lab	4
RLS 104	World Religions	3
ENG	300 level elective	3
TED 310	Teaching PA History	1
TED 368	Reading Middle Level	3
TED 357	Middle Level Methods	3
TED 397	Practicum II	0

Senior Year

First Semester		*Total Credits 18*
Core	Fine Arts	3
PHY 142	Earth Science	3
POL 100	American National Government	3
Core	Religious Studies	3
TED 388	Language Arts: Middle Level	3
SPE 411	Inclusive Practices	3

TED 495	Practicum III	0

Second Semester		*Total Credits 13*
TED 498	Student Teaching	9
TED 412	ELL Methods	2
TED 411	Professional Practice	2

Middle Level Concentration: Science/Social Studies

Sequence of Required Courses

First Year

First Semester *Total Credits 17*

ENG	American Literature Core	3
Core	Behavioral Science	3
BIO 105	Essential Biology	3
BIO 105L	Essential Biology Lab	1
MTH 171	Calculus I	4
TED 121	Educational Technology	3
TED 100	Education Seminar	0
TED 190	Education Seminar Field	0

Second Semester *Total Credits 16*

ENG 151	University Writing Seminar	3
Core	Behavioral Science	3
BIO 106	Introduction to Environmental Science	3
PHL 100	Intro to Philosophy	3
MTH 115	Statistics	3
TED 131	Cultural Awareness	1
TED 191	Freshman Field	0

Sophomore Year

First Semester *Total Credits 16*

HIS 101	Western Civ I	3
HIS 103	US History I	3
CHM	Chemistry Core & Lab	4
TED 232	Learning	3
TED 243	Adolescent Development	3
TED 292	Sophomore Field I	0

Second Semester *Total Credits 18*

HIS 102	Western Civ II	3
HIS 104	US History II	3
Core	Fine Arts	3
SPE 111	Spec Ed & Excep Learners	3
SPE 211	Educational Assessment	3
TED 271	Classroom Management	2
TED 378	Classroom Mgmt Middle	1
TED 293	Sophomore Field II	0

Junior Year

First Semester *Total Credits 17*

POL 100	American Govt	3
MTH 200	History of Math	3
MTH 390	Methods of Teaching Math	3
PHY 145/745	Observational Astronomy and Lab	4
RLS 104	World Religions	3
TED 351	Intro to Instr Planning	1
TED 396	Practicum I	0

Second Semester *Total Credits 17*

HIS	300/400 level elective	3
PHY 135/735	Introduction to Physical Sciences and Lab	4
GEO 202	Cultural World Geography	3
TED 310	Teaching PA History	1
TED 368	Reading Middle Level	3
TED 357	Middle Level Methods	3
TED 397	Practicum II	0

Senior Year

First Semester *Total Credits 18*

Core	Religious Studies	3
Core	Fine Arts	3
PHY142	Earth Science	3
Core	Philosophy	3
TED 388	Language Arts: Middle Level	3
SPE 411	Inclusive Practices	3
TED 495	Practicum III	0

Second Semester *Total Credits 13*

TED 498	Student Teaching	9
TED 412	ELL Methods	2
TED 411	Professional Practice	2

Biology Major, Secondary Education Certification

Secondary Education Certification
Degree: BA, Biology
Department Chair: Angela Asirvatham, PhD

The secondary education program in Biology (BIO/SECED) is designed to prepare teachers of Biology for Grades 7-12. Our BIO/SECED program has been continually refined to keep pace with developments in the profession. A unique aspect of the program is that it prepares teachers to effectively deal with students with disabilities who are likely to be included in their classes. It is approved by the Pennsylvania Department of Education and leads to a PA Instructional I certificate. The University's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by PDE on the required battery of certification tests, qualify graduates for a PA Instructional I certificate. Pennsylvania has signed an Interstate Agreement through the National Association of State Directors of Teacher Education and Certification which facilitates certification in other states. States' requirements vary; graduates should determine what they have to do to become certified in a state other than Pennsylvania.

Pre-service teachers in the BIO/SECED program must successfully complete the University's liberal arts Core Curriculum, a content major in Biology, and series of Teacher Education Department courses. BIO/SECED majors must satisfactorily complete a series of field/practicum experiences that begin during the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent approximately 750 hours in community classrooms. During students' final semester, they must complete two seven-week student teaching assignments (two separate placements).

Students in the Biology/Secondary Education have two academic advisors. The TED advisor is responsible for advising related to Education courses and field/practicum experiences. The content area advisor is responsible for advising related to the University Core and content major requirements. Each semester, students must meet with both advisors prior to registration to facilitate course selection and receive approval to register. The student is ultimately responsible for the selection and registration of courses.

Secondary Education Certification, Biology Bachelor of Arts Degree

Requirements for student completing degree requirements in May 2013 or later.

Sequence of Required Courses

First Year

First Semester		*Total Credits 17*
CHM 133	Chemical Principles I	4
BIO 111	Evolution Genetics & Ecology	4
ENG 151	University Writing Seminar	3
PSY 123	Intro to Psychology	3
TED 121	Educational Technology	3
TED 100	Education Seminar	0
TED 190	Education Seminar Field	0

Second Semester		*Total Credits 15*
BIO 112	Cell and Molecular Bio	4
CHM 134	Chemical Principles II	4
ENG	American Literature Core	3
MTH 115	Statistics	3
TED 131	Cultural Awareness	1
TED 191	Freshman Field	0

Summer: 2 Core Courses (PHL, FA) 6 credits

Sophomore Year

First Semester		*Total Credits 18*
BIO 201	Organismal Structure & Function	4
MTH 171	Calculus I	4

CHM 243	Organic Chemistry	4
TED 232	Educational Psychology	3
TED 243	Adolescent Development	3
TED 292	Sophomore Field I	0

Second Semester *Total Credits 17*

BIO 202	Biological Interactions	4
CHM 244	Organic Chemistry	4
SPE 111	Spec. Ed. and Excep. Learners	3
SPE 211	Educational Assessment	3
TED 271	Classroom Management	2
TED 371	Classroom Mgt Secondary	1
TED 293	Sophomore Field II	0

Junior Year

First Semester *Total Credits 17-18*

PHL 100	Intro to Philosophy	3
CHM 353	Biochemistry I	3
BIO	Elective Track I	3-4
HIS 103	US History I	3
PHY 221	General Physics I	4
TED 351	Intro to Instructional Planning	1
TED 396	Practicum I	0

Second Semester *Total Credits 16-18*

BIO	Elective Track II	3-4
PHY 222	General Physics II	4
BIO	Free Elective	3-4
HIS 104	US History II	3
TED 369	Methods in Sec Ed	3
TED 397	Practicum II	0

Senior Year

First Semester *Total Credits 18-19*

BIO	Elective Track III	3-4
BIO	Free Elective	3
SOC 101	Comparative Sociology	3
RLS 104	World Religions	3
FA	Core	3
SPE 411	Inclusive Practices	3
TED 495	Practicum III	0

Second Semester *Total Credits 16*

RLS	Core	3
TED 498	Student Teaching	9
TED 411	ELL Methods	2
TED 412	Professional Practice	2

Minimum credits required for graduation 136

Chemistry Major, Secondary Education Certification

Secondary Education Certification
Degree BA, Chemistry
Department Chair Anna Fedor., PhD

The secondary education program in Chemistry (CHM/SECED) is designed to prepare teachers of Chemistry for Grades 7-12. Our CHM/SECED program has been continually refined to keep pace with developments in the profession. A unique aspect of the program is that it prepares teachers to effectively deal with students with disabilities who are likely to be included in their classes. It is approved by the Pennsylvania Department of Education and leads to a PA Instructional I certificate. The University's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by PDE on the required battery of certification tests, qualify graduates for a PA Instructional I certificate. Pennsylvania has signed an Interstate Agreement through the National Association of State Directors of Teacher Education and Certification

which facilitates certification in other states. States' requirements vary; graduates should determine what they have to do to become certified in a state other than Pennsylvania.

Pre-service teachers in the CHM/SECED program must successfully complete the University's liberal arts Core Curriculum, a content major in Chemistry, and series of Teacher Education Department courses. CHM/SECED majors must satisfactorily complete a series of field/practicum experiences that begin during the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent approximately 750 hours in community classrooms. During students' final semester, they must complete two seven-week student teaching assignments (two separate placements).

Students in the Chemistry/Secondary Education have two academic advisors. The TED advisor is responsible for advising related to Education courses and field/practicum experiences. The content area advisor is responsible for advising related to the University Core and content major requirements. Each semester, students must meet with both advisors prior to registration to facilitate course selection and receive approval to register. The student is ultimately responsible for the selection and registration of courses.

Secondary Education Certification Chemistry BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
CHM 133	Chemical Principles I	4
MTH 171	Calculus I	4
ENG 151	University Writing Seminar	3
PSY 123	Intro to Psychology	3
TED 131	Cultural Awareness	1
TED 191	Freshman Field	0

Second Semester		*Total Credits 17*
CHM 134	Chemical Principles II	4
MTH 172	Calculus II	4
ENG	American or British Literature Core	3
TED 100	Education Seminar	0
TED 190	Education Seminar Field	0
TED 121	Educational Technology	3
TED 232	Educational Psychology	3

Summer	*Total Credits 6*
Core	3
Core	3

Sophomore Year

First Semester		*Total Credits 17*
CHM 243	Organic Chemistry I	4
PHY 221	Physics I	4
SPE 111	Special Ed & Excep Learners	3
TED 243	Adolescent Development	3
TED 292	Sophomore Field	0
	Core	3

Second Semester		*Total Credits 15*
CHM 244	Organic Chemistry II	4
CHM 350	Chemical Literature	1
PHY 222	Physics II	4
SPE 211	Educational Assessment	3
TED 271	Classroom Management	2
TED 377	Classroom Mgt Secondary	1
TED 293	Sophomore Field II	0

Summer		*Total Credits 3*
	Core	3

Junior Year

First Semester		*Total Credits 16*
CHM 355	Physical Chemistry I	4
CHM 224	Analytical Chemistry	4
CHM 353	Biochemistry I	3
CHM 370	Junior Chemistry Seminar	1
	Core	3
TED 351	Intro to Planning	1
TED 396	Practicum I	0

Second Semester		*Total Credits 15*
CHM	Chemistry elective	3
	Core	3
	Core	3
	Core	3
TED 369	Curriculum/Methods in Sec Ed	3
TED 397	Practicum II	0

Senior Year

First Semester		*Total Credits 14*
CHM 410	Advanced Inorganic Chemistry	3
CHM 470	Chemistry Seminar	2
CHM	Chemistry Elective	3
	Core	3
SPE 411	Inclusive Practices	3
TED 495	Practicum III	0

Second Semester		*Total Credits 13*
TED 498	Student Teaching	9
TED 411	Professional Practice	2
TED 412	English Language Learners	2

Total required for graduation 131 credits

Students must complete at least six (6) credits of Chemistry major electives from the following list:

- CHM 324: Instrumental Methods for Chemical Analysis
- CHM 354: Biochemistry II
- CHM 356: Physical Chemistry II
- CHM 360: Principles and Biochemical Mechanisms of Pharmacology
- CHM 363: Biochemistry Laboratory
- CHM 420: Polymer Chemistry
- CHM 450: Special Topics
- CHM 460: Research in Chemistry (no more than 3 credits)
- CHM 490: Chemistry Internship (no more than 3 credits)

English Major, Secondary Education Certification

Secondary Education Certification
Degree BA, English
Department Chair Patrick L. Hamilton, PhD

The secondary education program in English (ENG/SECED) is designed to prepare teachers of English for Grades 7-12. A unique aspect of the program is that it prepares teachers to effectively deal with students with disabilities who are likely to be included in their classes. It is approved by the Pennsylvania Department of Education and leads to a PA Instructional I certificate. The University's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by PDE on the required battery of certification tests, qualify graduates

for a PA Instructional I certificate. Pennsylvania has signed an Interstate Agreement through the National Association of State Directors of Teacher Education and Certification which facilitates certification in other states. States' requirements vary; graduates should determine what they have to do to become certified in a state other than Pennsylvania.

Pre-service teachers in the ENG/SECED program must successfully complete the University's liberal arts Core Curriculum, a content major in English, and series of Teacher Education Department courses. ENG/SECED majors must satisfactorily complete a series of field/practicum experiences that begin during the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent approximately 750 hours in community classrooms. During students' final semester, they must complete two seven-week student teaching assignments (two separate placements).

Students in the English/Secondary Education have two academic advisors. The TED advisor is responsible for advising related to Education courses and field/practicum experiences. The content area advisor is responsible for advising related to the University Core and content major requirements. Each semester, students must meet with both advisors prior to registration to facilitate course selection and receive approval to register. The student is ultimately responsible for the selection and registration of courses.

Secondary Education Certification English BA Degree

Requirements for student completing degree requirements in May 2013 or later.

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
ENG 151	University Writing Seminar	3
ENG 120	Theatre Production	1
HIS 103	US History I	3
PSY 123	Introduction to Psychology	3
PHL 100	Introduction to Philosophy	3
TED 121	Educational Technology	3
TED 100	Education Seminar	0
TED 190	Education Seminar Field	0

Second Semester		*Total Credits 16*
FA	Core	3
ENG	Core-200 level	3
HIS 104	US History II	3
PHL	Philosophy Core	3
SCI	Natural Science Core	3
TED 131	Cultural Awareness	1
TED 191	Freshman Field	0

Sophomore Year

First Semester		*Total Credits 15*
MTH	Math Bank 1 Course	3
ENG 310	Introduction to Literary Study	3
FA	Core	3
TED 232	Educational Psychology	3
TED 243	Adolescent Development	3
TED 292	Sophomore Field	0

Second Semester		*Total Credits 18*
ENG	200-level Literature	3
ENG	Pre/Post 1800 Literature	3
MTH 115	Statistics	3
SPE 111	Spec Ed and Exc Learners	3
SPE 211	Educational Assessment	3
TED 271	Class Management	2
TED 293	Sophomore Field II	0
TED 377	Classroom Management Secondary	1

Junior Year

First Semester		*Total Credits 17*
SCI	Core with Lab	4
HIS	Advanced History Elective	3
ENG	Pre/Post 1800 Literature	3
ENG 401	Major Authors	3
RLS 104	World Religions	3
TED 351	Intro to Instr Planning	1
TED 396	Practicum	0

Second Semester		*Total Credits 15*
ENG	200-Level Elective	3
HIS	Advanced History Elective	3
ENG	Pre/Post 1800 Literature	3
RLS	Core	3
TED 369	Curriculum and Methods in Sec Ed	3
TED 397	Practicum II	0

Senior Year

First Semester		*Total Credits 15*
ENG	Pre/Post 1800 Literature	3
ENG 418	Language Studies	3
ENG 440 or ENG 450	Advanced Lit Theory; or Thesis	3
SOC 101 or BUS 205, 206, or 207	Comparative Sociology or Economics Core	3
SPE 411	Inclusive Practices	3
TED 495	Practicum III	0

Second Semester		*Total Credits 16*
ENG	Elective	3
TED 498	Student Teaching	9
TED 411	ELL Methods	2
TED 412	Professional Practice	2

Total required for graduation 127 credits

History Major, Citizenship Certification

Secondary Education Certification
Degree BA, History
Department Chair David C. Wright, Jr., PhD

The secondary education program in History (HIS/SECED) is designed to prepare teachers of history and the other social studies for Grades 7-12. The program emphasizes studies in history with a number of courses in political science, geography, sociology, and anthropology. A unique aspect of the HIS/SECED program is that it prepares teachers to effectively deal with students with disabilities who are likely to be included in their classes. It is approved by the Pennsylvania Department of Education and leads to a PA Instructional I certificate. The University's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by PDE on the required battery of certification tests, qualify graduates for a PA Instructional I certificate. Pennsylvania has signed an Interstate Agreement through the National Association of State Directors of Teacher Education and Certification which facilitates certification in other states. States' requirements vary; graduates should determine what they have to do to become certified in a state other than Pennsylvania.

Pre-service teachers in the HIS/SECED program must successfully complete the University's liberal arts Core Curriculum, a content major in History, and series of Teacher Education Department courses. HIS/SECED majors must satisfactorily complete a series of field/practicum experiences that begin during the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent approximately 750 hours in community classrooms. During students' final semester, they must complete two seven-week student teaching assignments (two separate placements).

Students in the History/Secondary Education have two academic advisors. The TED advisor is responsible for advising related to Education courses and field/practicum experiences. The content area advisor is responsible for advising related to the University Core and content major requirements. Each semester, students must meet with both advisors prior to registration to facilitate course selection and receive approval to register. The student is ultimately responsible for the selection and registration of courses.

Citizenship Certification History BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
HIS 101	Western Civilization I	3
SOC 101	Comparative Sociology	3
ENG 151	University Writing Seminar	3
PHL 100	Introduction to Philosophy	3
TED 121	Educational Technology	3
TED 100	Education Seminar	0
TED 190	Education Seminar Field	0

Second Semester		*Total Credits 17*
HIS 102	Western Civilization II	3
ENG	American or British Literature Core	3
SCI	Natural Science Core with Lab	4
FA	Fine Arts Core	3
PHL	Philosophy Core	3
TED 131	Cultural Awareness	1
TED 191	Freshman Field	0

Sophomore Year

First Semester		*Total Credits 18*
HIS 103	United States History I	3
SCI	Science Core	3
MTH	Math Bank 1 Core	3
RLS 104	World Religions	3
TED 232	Educational Psychology	3
TED 243	Adolescent Development	3
TED 292	Sophomore Field	0

Second Semester		*Total Credits 18*
FA	Fine Arts Core	3
MTH 115	Statistics	3
HIS 104	United States History II	3
SPE 111	Special Ed. and Exceptional Learners	3
SPE 211	Educational Assessment	3
TED 271	Classroom Management	2
TED 377	Classroom Mgt Sec Ed	1
TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 17*
HIS 405	Seminar on History	3
POL 100	American National Govt.	3
RLS	Core	3
HIS	Advanced Elective	3
BUS	Economics Core	3
TED 310	Teaching PA History	1
TED 351	Intro to Instr Planning	1
TED 396	Practicum I	0

Second Semester		*Total Credits 18*
HIS 491	Research Seminar	3
POL 103	Global Politics	3
GEO 202	Cultural World Geography	3
HIS/POL	Advanced Elective	3
ENG	Advanced Elective	3
TED 369	Curr/Methods in Sec Ed	3

TED 397	Practicum II	0

Senior Year

First Semester		*Total Credits 16*
HIS 210	History of England	3
HIS	Advanced Elective	3
ENG	Advanced Elective	3
SOC 221	Cultural Minorities	3
SPE 411	Inclusive Practices	3
TED 495	Practicum III	1

Second Semester		*Total Credits 16*
HIS	Advanced Elective	3
TED 498	Student Teaching	9
TED 411	ELL Methods	2
TED 412	Professional Practice	2
Total required for graduation 135 credits		

Mathematics Major, Secondary Education Certification

Secondary Education Certification
Degree BA, Mathematics
Department Chair Jay Stine, PhD

The secondary education program in Mathematics (MTH/SECED) is designed to prepare teachers of Mathematics for Grades 7-12. Our MTH/SECED program has been continually refined to keep pace with developments in the profession. A unique aspect of the program is that it prepares teachers to effectively deal with students with disabilities who are likely to be included in their classes. It is approved by the Pennsylvania Department of Education and leads to a PA Instructional I certificate. The University's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by PDE on the required battery of certification tests, qualify graduates for a PA Instructional I certificate. Pennsylvania has signed an Interstate Agreement through the National Association of State Directors of Teacher Education and Certification which facilitates certification in other states. States' requirements vary; graduates should determine what they have to do to become certified in a state other than Pennsylvania.

Pre-service teachers in the MTH/SECED program must successfully complete the University's liberal arts Core Curriculum, a content major in Mathematics, and series of Teacher Education Department courses. MTH/SECED majors must satisfactorily complete a series of field/practicum experiences that begin during the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent approximately 750 hours in community classrooms. During students' final semester, they must complete two seven-week student teaching assignments (two separate placements).

Students in the Mathematics/Secondary Education have two academic advisors. The TED advisor is responsible for advising related to Education courses and field/practicum experiences. The content area advisor is responsible for advising related to the University Core and content major requirements. Each semester, students must meet with both advisors prior to registration to facilitate course selection and receive approval to register. The student is ultimately responsible for the selection and registration of courses.

Secondary Education Certification Mathematics BA Degree

Requirements for student completing degree requirements in May 2013 or later.

Sequence of Required Courses

First Year

First Semester *Total Credits 17*

CPS 101	Introduction to Programming	3
MTH 171	Calculus I	4
ENG 151	University Writing Seminar	3
	Core	3
PSY 123	Intro to Psychology	3
TED 131	Cultural Awareness	1
TED 191	Freshman Field	0

Second Semester *Total Credits 19*

MTH 172	Calculus II	4
MTH 244	Set Theory and Logic	3
ENG	American or British Literature	3
	Core	3
TED 100	Education Seminar	0
TED 190	Education Seminar Field	0
TED 121	Educational Technology	3
TED 232	Educational Psychology	3

Sophomore Year

First Semester *Total Credits 17*

MTH 226	Calculus III	4
MTH 241	Linear Algebra	3
PHY 221	General Physics I	4
SPE 111	Spec Ed & Excep Learners	3
TED 243	Adolescent Development	3
TED 292	Sophomore Field I	0

Second Semester *Total Credits 16*

MTH 242	Differential Equations	3
PHY 222	General Physics II	4
MTH 215	Mathematical Statistics	3
SPE 211	Educational Assessment	3
TED 271	Classroom Management	2
TED 377	Classroom Mgt Secondary	1
TED 293	Sophomore Field II	0

Junior Year

First Semester *Total Credits 16*

MTH 463	Abstract Algebra I	3
MTH	Mathematics elective	3
MTH 200	History of Mathematics	3
	Core	3
	Core	3
TED 351	Intro to Instr Planning	1
TED 396	Practicum I	0

Second Semester *Total Credits 18*

MTH	Mathematics elective	3
MTH	Mathematics elective	3
	Core	3
	Core	3
	Core	3
TED 369	Curriculum/Methods in Secondary Edudcation	3
TED 397	Practicum II	0

Senior Year

First Semester *Total Credits 15*

MTH 441	Real Analysis I	3
MTH 351	Geometry	3
SOC 101	Comparative Sociology	3
	Core	3
SPE 411	Inclusive Practices	3
TED 495	Practicum III	0

Second Semester *Total Credits 13*

TED 498	Student Teaching	9
TED 411	Professional Practice	2
TED 412	English Language Learners	2

Total required for graduation 131 credits

Graduate Education

College of Professional Studies and Social Sciences
Department Co-Chairs Susan Tomascik, PhD, and Molly Vitale, DEd
Graduate Education Program Philosophy

According to the ASCD (formerly the Association for Supervision and Curriculum Development), teacher leaders play an important role in supporting school and student success, and they build the entire school's capacity to improve. Teachers can lead in a variety of ways, and many teachers can serve as leaders among their peers. It is teachers who will take the lead in planning, implementing, and evaluating the educational programs needed in our nation's schools.

The Graduate Education Program is designed to attract experienced and dedicated classroom teachers who wish to become educational leaders. The graduate education program is designed to help teachers gain the knowledge necessary and develop the skills required to function as leaders. While it is expected that graduates of the graduate education program will be highly valued by their school districts and communities, the program is not designed to help classroom teachers become school administrators or to prepare teachers for roles outside their classrooms. The program respects and values classroom teachers; through it, we hope to empower these valued professionals and enable them to take the lead in making important educational decisions.

Graduate Education Program Goals

Graduates of the Graduate Education Programs (GEP) (Instructional Technology, Reading Specialist, and Special Education) will demonstrate the ability to:

1. Establish mutually respectful relationships with administrators, colleagues, students, and parents based on a solid values system that emphasizes mercy, justice, service, and hospitality.
2. Effectively communicate with various school communities regarding current educational issues and trends and the principles of teaching and learning, which make schools effective and efficient.
3. Design, organize, and manage system-wide curriculum that prepares students within areas relating to the goals of quality education.
4. Coordinate district-wide subject area activities and subject area curriculum development.
5. Conduct evaluations of curriculum and instruction and apply the results to encourage and facilitate curricular and instructional improvements.
6. Use an understanding of how learning occurs as the basis for making curricular and instructional decisions that support the intellectual, social, and personal growth of all students.
7. Use an understanding of individual and group motivation, instructional practices, and assessment to create school environments that foster effective and efficient curricular and instructional practices and procedures, and that enable all students to master curriculum and meet high standards.
8. Use the tools of research and inquiry to gather and apply information needed to make educational decisions.
9. Identify how educational technology can be used to facilitate and improve teaching and learning processes.

Graduate Education Admissions (Traditional and Transfer):

Those seeking admission to the Graduate Teacher Education programs must apply through the University's Admissions Office.

Students are accepted into the Graduate Teacher Education Program with specializations in Reading Specialist and Special Education only if they meet the following criteria:

- Completion of a state or nationally accredited undergraduate teacher education program, posting a cumulative grade point average of at least 3.0. , and having a valid teaching certificate.
- Demonstration of an interest in and commitment to becoming educational leaders; for example, by participation in curricular, co-curricular, extracurricular and/or volunteer activities with children.

Transfer Students

The graduate education program allows students to transfer up to twelve credits from other accredited graduate programs. All requests for credit transfers must be reviewed and approved by the Chair of the Teacher Education Program.

Graduate Education Advising

The Chair of the Teacher Education Program assigns an academic advisor for all students enrolled in the program. The advisor creates and maintains the student's advising file used to plan the student's program and track progress. Each semester, students who participate in the Graduate Education Program must meet with their advisors to plan their next semester. During the meeting, faculty advisors review students' progress and status and help them select courses for the next semester. While students must meet with their advisors each semester prior to registration to facilitate course selection and receive approval to register, the student is ultimately responsible for the selection and registration of courses.

Graduate Education Program Retention and Advancement

From the date of first enrollment in Graduate Education, in accordance with University policy, students have five years to complete their program. Students who must interrupt their program should reference the Graduate Maintenance of Matriculation/Withdrawal policy for the procedures for doing so.

Graduate students must earn a "B" or better in all education (EDU) classes. A student receiving a grade below "B" must grade replace the course. One graduate course can be repeated for grade replacement; this can happen one time only. When attempting a grade replacement, the second grade, whether higher or lower than the first grade earned in the course, shall stand on the student's transcript. After one grade replacement, an additional grade below a "B" will result in immediate termination from the degree program with no chance of readmission to that program.

Academic integrity

Any form of cheating or dishonesty, including plagiarism, is a fundamental violation of the nature and purpose of Misericordia University. Such behavior will not be tolerated and will result in at least lowered grades, possibly failure in a class, program dismissal, and, in the most serious cases, dismissal from the university.

Plagiarism is using someone else's ideas or words and claiming them as one's own. Students who use another person's words must copy them accurately, enclose them in quotations marks, and identify the source clearly. If another person's ideas are used in a student paper, the source must still be identified and the author of the ideas given credit. Students are responsible to make sure they are using sources properly and documenting them properly.

The responsibility for maintaining personal integrity and honor in academic activities rests with the student. Each faculty member will provide information on academic integrity to students in the course outline at the beginning of the semester, including any necessary explanation of violations, possible infractions of academic integrity and the scope of sanctions, e.g., warning, lowering of the grade on the assignment or course, course failure, or dismissal from the program or university.

Should a violation of academic integrity occur, the faculty member must inform the student of the violation before imposing any sanction. Should the violation be considered serious enough to merit any

grade of "D" or lower on any major assignment, or a more serious penalty, such as course failure or dismissal from the program, the faculty member must notify the vice president of academic affairs (VPAA) and supply any supporting evidence. In the case of multiple violations, the VPAA will discuss this issue with the student and may impose additional sanctions up to and including dismissal from the university. In a case where dismissal from the university is contemplated, the VPAA will consult with the faculty member, student's advisor, department chair/program director, and college dean.

In cases where the student contests the accusations of academic dishonesty, the student may file a grievance under either the undergraduate or graduate grievance procedure, whichever one is applicable.

Graduation

Students must meet all of the requirements for at least one Graduate Education program to be recommended for graduation. Candidates eligible for graduation must complete an Application for Degree and submit it to the Registrar's Office by the date specified.

Teacher Certification

The reading specialist specialization has been reviewed and approved by the Pennsylvania Department of Education as a professional preparation program. The reading specialist specialization enables teachers who are already certified to obtain a Reading Specialist K- 12 certificate. The Special Education specialization has also been reviewed and approved by the Pennsylvania Department of Education as a professional preparation program. The special education specialization enables teachers who are already certified to obtain a Special Education PK-Gr 4 certificate.

The Speech-Language Pathology program at Misericordia University, in co-operation with the Teacher Education program, is approved to provide the Education Specialist: School Speech and Language Pathologist PK-12 Certification, issued by the Pennsylvania Department of Education, to graduates of the Speech-Language Pathology program. Fieldwork in an educational setting and all coursework specified as part of the certification program are required.

Students who complete the academic requirements set forth by the PA Department of Education in programs that offer professional educator certifications are eligible to apply for the appropriate certifications offered by the Pennsylvania Department of Education. To be considered eligible, they must:

- complete a state-approved teacher education program that includes a student teaching or intern experience (the university's programs are state approved);
- complete all state-required certification tests (A current list of tests required and the qualifying scores are published on the PDE website (www.pde.state.pa.us);
- document that they have completed all certificate requirements; and
- complete PDE's online application for certification.

For additional information, graduates may contact:

The Bureau of School Leadership and Teacher Quality

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126-0333

Phone: 717-787-3356

Graduates of the university's teacher education programs may be eligible for certifications offered by other states. Pennsylvania has signed an Interstate Agreement through the National Association of State Directors of Teacher Education and Certification which facilitates certification in other states. States' requirements vary; graduates should determine what they have to do to become certified in a state other than Pennsylvania.

Specializations

Specialization in Instructional Technology

Teachers need to use advanced technology to implement modern curriculum. While they don't need to become computer programmers or software writers, they do need to know how to use modern technology to plan and deliver instruction. The technology specialization of the graduate education program gives teachers the knowledge and skills they need to implement technology and to improve educational systems. Graduates can function as leaders of local school district instructional improvement teams, technology planning committees, site-based management teams, building-level management teams, and will also be able to otherwise work to improve instruction in their schools by helping their colleagues implement technology.

Students who specialize in Instructional Technology complete 18 credits of required courses and 18 credits chosen from a group of elective courses.

Required courses in Instructional Technology

EDU 500 Issues in Education Issues OR EDU 567 Issues in Educational Technology

EDU 504 Curriculum

EDU 510 Learning

EDU 515 Research Methods

EDU 565 Staff Development

EDU 595 Professional Contribution

Elective Courses in Instructional Technology (18 credits required)

EDU 552 Multimedia for Instruction

EDU 553 Instructional Design

EDU 554 Videography

EDU 556 Programming for Instruction

EDU 566 Principles of Instructional Design

EDU 568 Distance Education and Hybrid Technology

EDU 585 Special Topics (Focused on a current topic of importance in the field.)

Total: 36 credits

Specialization in Reading

School district superintendents are increasingly emphasizing the need for teachers to have a strong background in the teaching of reading. The Reading Specialist program enables teachers who already hold a PA Instructional certification to obtain both Reading Specialist K-12 certification and a Master's degree in Education with a specialization in reading. The Reading Specialist Certification requires 24 credit hours and successful completion of EDU 645-A Reading Specialist Internship, and successful completion of the state required examinations. The Master of Science in Education with a specialization in Reading requires an additional 12 credits and completion of a culminating experience.

Students who specialize in Reading complete eight required Reading Specialist courses and a supervised internship experience.

Reading Specialist Certificate Courses: 24 credits

EDU 641 Foundations of Language and Literacy

EDU 642 Word Study

EDU 647 Reading and Writing for English Language Learners

EDU 648 Special Education and the Reading Specialist

EDU 649 The Reading and Writing Connection

EDU 650 Reading in the Content Area

EDU 645 Diagnosis, Assessment and Remediation

EDU 645A Reading Specialist Internship

EDU 646 Data Driven Instruction

Additional required courses for Master's degree candidates (12 credits)

EDU 651 Reading Leadership

EDU 515 Research Methods

EDU 565 Staff Development

EDU 595 Professional Contribution

Specialization in Special Education

Both federal education law and current best practice requires the inclusion of students with disabilities in the regular education curriculum to the fullest extent possible. The Special Education program enables teachers who already hold a PA Instructional certification to obtain both Special Education PK – Grade 8 certification and a Master's degree in Education with a specialization in Special Education. The Special Education Certification requires 27 - 33 credit hours (dependent on prior coursework) and successful completion of EDU 582 Observation and Practice (internship), and successful completion of the state required examinations. The Master of Science in Education with a specialization in Special Education requires an additional 9 credits and completion of a culminating experience.

Certification requirements:

EDU 517 Special Education

EDU 526 Characteristics I

EDU 527 Characteristics II

EDU 528 Methods I

EDU 509 Assessment

EDU 529 Methods II

EDU 519 Inclusion

EDU 539 Learning Strategies

EDU 585 Special Topics in ELL OR EDU 647 Reading and Writing for English Language Learners

EDU 582 Observation and Practice (0-3 credits)

Master's degree candidates must complete the following additional courses: 9 credits

EDU 515 Research Methods

EDU 565 Staff Development

EDU 595 Professional Contribution

Total: 36-39 credits

Post Baccalaureate Certification Programs

The Teacher Education Department has been approved by the Pennsylvania Department of Education to offer initial Instructional I certifications in the following areas to persons holding a Bachelor's Degree: PK-Grade 4, Middle Level Education and Secondary Education in Biology, Chemistry, Citizenship, English and Mathematics. Transcripts of previous academic work will be evaluated by the Transfer Coordinator to determine the coursework needed to complete the certification requirements.

As per Pennsylvania regulation, candidates for post baccalaureate programs in Special Education must also hold a content area certificate (e.g., Elementary Education, PK-4, Gr 4-8 or other content area).

Those seeking admission to the Post Baccalaureate certification programs must apply through the University's Admissions Office.

College of Professional Studies and Social Sciences Minors

Accounting Minor

College of Professional Studies and Social Sciences
Minor may be taken in support of several degrees
For information contact Corina Slaff, PhD

The accounting minor provides a strong analytical base for almost any major. With the increased concentration in accounting computerized systems, computer science majors will find this minor attractive.

Course Sequence

ACC 101	Principles of Accounting I	3
ACC 340	Intermediate Accounting I	3
ACC 341	Intermediate Accounting II	3
ACC 342	Intermediate Accounting III	3

Select two courses from the following:

ACC 310	Cost Accounting	3
ACC 311	Managerial Accounting	3
ACC 440	Advanced Financial Accounting I	3
ACC 401	Taxes	3
ACC 402	Taxes II	3
ACC 410	Auditing	3

Total 18 credits

See Accounting Course Descriptions.

Applied Economics Minor

College of Professional Studies and Social Sciences
For information contact Corina Slaff, PhD

The minor in applied economics will provide the student with a foundation of methods for analyzing the markets, institutions and actors that drive the economy. This foundation includes developing expertise in quantitative methods, ethics, and institutional or historical analysis. The minor is open to all majors and may be of particular interest to Government, Law and National Security majors, History majors, and Mathematics majors.

Required Courses

Choose two of the following:

BUS 205	Macroeconomics	3
BUS 206	Microeconomics	3
BUS 207	Contemporary Economics	3
Total credits from group		6
Plus:		
BUS 350	Money and Banking	3
Total credits of required courses		9

Select three courses from the following:

ACC 311	Managerial Accounting	3
BUS 300	Quantitative Methods I	3
BUS 307	Managerial Science	3
BUS 434	Investments and Investment Management	3
BUS 465	Special Topics in Business (where Economics-related)	3
HCM 371	Health Care Finance	3
HIS 410	Seminar on Global Issues	3
POL 308	Comparative Government	3
SMG 401	Sports Economics	3
Total credits from minor elective courses		9

Total: 18 credits. See the relevant department for course descriptions. Students are responsible for meeting all departmental prerequisites for any courses chosen for the minor.

Child Welfare Services Minor

College of Professional Studies and Social Sciences
Minor may be taken in support of several degrees
For information contact Margaret Ann Rapp, PhD

As of Octorber 2, 2014, the Child Welfare Services minor is no longer accepting new students.

The child welfare services minor is most directly associated with a major in one of the helping professions. Child welfare specialists handle the problems of abused, neglected, and abandoned children or those whose behavior has brought them to the attention of the courts. This type of work is demanding and requires highly trained and dedicated professionals for whom children and their families are of paramount importance.

A minor in child welfare services involves completion of a total of 15 credits in child welfare and related coursework. Social work majors who are pursuing the minor will complete the field practicum elective as part of their required coursework for the BSW degree. Note: Completion of this certificate program does not equate to certification.

Sequence of Required Courses

SOC 321	The Family	3
CWS 363	Child Welfare Services	3
CWS 392	Child Abuse and Neglect	3

Two additional courses selected from the following:

PSY 275	Child and Adolescent Psychology	3
CWS 355	Sexuality in Childhood and Adolescence	3
CWS 356	Developing Cultural Competence in Children and Families	3
CWS 393	Child Welfare Laws	3
CWS 395A	Permanency Planning	3
Approved field practicum		3
Total required for minor: 15 credits		

Forensic Accounting Minor

College of Professional Studies and Social Sciences
Minor may be taken in support of several degrees
For information contact Corina Slaff, PhD

The minor in forensic accounting provides the student with a foundation in the methods employed by accountants, auditors, and managers in preventing and detecting fraud and deception in business entities, not-for-profit organizations, and governmental agencies. This minor is open to all majors, and may be of particular interest to Government, Law, and National Security majors.

Course Sequence

ACC 101	Principles of Accounting I	3
ACC 340	Intermediate Accounting I	3
ACC 341	Intermediate Accounting II	3
ACC 410	Auditing	3

Select three courses from the following:

ACC 211	Introduction to Forensic Accounting	2
ACC 212	Forensic Accounting-Civil Applications	2
ACC 213	Introduction to Fraud Examination	2
ACC 214	Fraud Examination Techniques and Procedures	2
Total 18 credits		

See Accounting Course Descriptions.

Gerontology Minor

College of Professional Studies and Social Sciences
Minor may be taken in support of several degrees
For information contact Margaret Ann Rapp, PhD.

Gerontology is the study of aging, a normal process in the human lifespan. The rapid development and expansion of programs and services for elderly persons in America, and the anticipated increase in the number of persons living to old age, have escalated the demand for professionals trained to work in the field of aging.

The gerontology program prepares students for positions in agencies and institutions that administer health and community-based services for the aged. Career opportunities exist in nursing homes, hospitals, senior citizen centers, area agencies on aging, nutrition programs, rehabilitation centers,

social welfare agencies, and other organizations. The program also enhances the knowledge and skills of individuals currently involved in the provision of such services.

A minimum of 15 credits is necessary to complete requirements for a gerontology minor.

Sequence of Required Courses		Total Credits 15
GER 241	Introduction to Social Gerontology	3
GER 375	Aging Policies and Programs	3

Select three courses from the following:

GER 277	Adult Development and Aging	3
GER 341	Substance Abuse and the Aged	3
GER 358	Counseling the Older Adult	3
GER 365	Alzheimers Disease	3
GER 370	Remotivation Therapy	3
GER 392	Seminar	3
GER 410	Adult Protective Services	3
GER 470	Practicum	3
GER 413	Gerontology Co-op Education	3
GER 480	Independent Study	3

Health Care Management Minor

College of Professional Studies and Social Sciences
For information contact Corina Slaff, PhD

This minor is intended for those outside of the business major who have an interest in healthcare management. The minor is 18 credits, as indicated below.

Required Course Sequence

ACC 101	Principles of Accounting I	3
HCM 101	Introduction to Health Systems	3
HCM 371	Healthcare Finance	3
HCM 452	Health Care Law	3
HCM 406	Current Issues and Trends in Healthcare	3

Elective: Select one course from the following:

HCM 469	Healthcare Marketing	3
HCM 401	Managed Care	3

Total 18 credits.

Management Minor

College of Professional Studies and Social Sciences
For information contact Corina Slaff, PhD

An understanding of management styles and techniques can benefit anyone who will be involved in organizational life. Opportunities and advancement in one's chosen field often will be enhanced by documented study of the skills required for success. This minor is well suited to individuals in any area of endeavor.

Course Sequence

ACC 101	Principles of Accounting I	3
BUS 208	Principles of Management	3
BUS 360	Management of Human Resources	3

Select three courses from the following:

ACC 311	Managerial Accounting	3
BUS 205	Macroeconomics	3
BUS 206	Microeconomics	3
BUS 207	Contemporary Economics	3
BUS 269	Principles of Marketing	3
BUS 306	Organizational Management	3
BUS 307	Management Science	3
BUS 420	Small Business Management	3
BUS 415	International Business	3

Total 18 credits. Students majoring within the business department must take at least nine credits beyond the major in order to earn the minor.

See Accounting Course Descriptions; Business Course Descriptions.

Management Information Systems Minor

College of Professional Studies and Social Sciences
For information contact Patricia Lapczynski, RSM, DPS

The minor in management information systems provides the individual with a foundation in information systems that complements many varied disciplines and opens the door to information technology career opportunities.

Course Sequence

MIS 110	Introduction to Information Systems	3
MIS 200	Systems Analysis, Design, and Implementation	3
MIS 220	Applied Networking Design	3
MIS 310	Object Oriented Programming I	3
MIS 432	Database Management	3
MIS 491	Information Technology Management	3

Total 18 credits

See Management Information Systems Course Descriptions

Marketing Minor

College of Professional Studies and Social Sciences
For information contact John Mellon, EdD

An understanding of marketing can benefit any individual who will be involved in promotion for private, public, profit, or not-for-profit organizations. Opportunities in the field of marketing are broadening every year, and this minor is well suited to students in any area of interest.

Course Sequence

ACC 101	Principles of Accounting I	3
BUS 208	Principles of Management	3
BUS 269	Principles of Marketing	3
BUS 207	Contemporary Economics	3
BUS 340	Advertising and Sales Promotion	3

Select one course from the following:

BUS 345	Consumer Behavior	3
BUS 304	Sales and Sales Management	3
BUS 401	Channel Strategies	3
BUS 421	Special Topics in Marketing	3
BUS 450	Marketing Research	3
BUS 402	Pricing Strategies	3
BUS 321	Product and Service Marketing	3

Total 18 credits

See Accounting Course Descriptions; and Business Course Descriptions.

Psychology Minor

The psychology minor can be a meaningful adjunct to any major, but is especially pertinent to the study and practice of education, nursing, occupational therapy, physical therapy, speech-language pathology, business administration, and social work. Focusing on the origins, development, modification, and implications of human behavior, the study of psychology has numerous applications to personal and professional life. In certain cases, some courses in other disciplines may serve as the equivalent of courses listed below. Please contact the department for more information.

Course Sequence

Required courses: (6 credits)

PSY 123	Introduction to Psychology	3
PSY 232	Research Methods	3

One of the following two courses:

PSY 301	Cognitive Psychology	4
PSY 303	Biological Psychology	3

One of the following four courses:

PSY 250	Social Psychology	3
PSY 275	Child and Adolescent Psychology	3
PSY 290	Psychopathology	3
PSY 450	Personality	3

Two PSY electives to total 6 credits (PSY elective = any PSY course not taken as required above):

PSY		3
PSY		3

Total 18–19 credits

College of Professional Studies and Social Sciences Certificates/Certifications

Addictions Counseling Certificate

College of Professional Studies and Social Sciences
Minor may be taken in support of several degrees

For information contact Margaret Ann Rapp, PhD

The addictions counseling certificate is designed to prepare graduates to work with the myriad of problems associated with chemical addictions. Substance abuse and addictions are among America's most devastating and pervasive social ills. Addiction respects neither age nor socioeconomic status and impacts on individuals, employers, families, and friends as well as the interrelationships of our most basic societal institutions. Its effects are also visible within many other social problems including crime, delinquency, and family violence.

A certificate in addictions counseling requires completion of a total of 16 credits in addictions coursework. Social work majors who are pursuing the certificate will complete the field practicum elective as part of their required coursework for the BSW degree. All other students will have the option of taking an additional 3-credit course in addictions in lieu of the field practicum. Graduates of the program will find the certificate beneficial in marketing themselves to potential employers in settings serving the chemically addicted. Completion of the certificate requirements alone, however, does not make one a certified addictions counselor (CAC).

All courses are CAC-approved for 25 hours of required instruction for certified addictions counselors who are seeking re-certification. In addition, courses may be applied toward fulfillment of instructional requirements for the initial CAC certification. As of January 1, 1997, anyone applying for counseling or prevention certification in Pennsylvania must have a minimum of a bachelor's degree. Completion of this certificate program does not equate to certification.

Students seeking a certificate must complete an application for admission and notify the director of certificate programs by April 1 or November 1 of the semester in which all course requirements will be completed.

Sequence of Required Courses

Required courses

ADC 222	Drug Pharmacology	3
ADC 337	Substance Abuse Treatment Methods	3
ADC 340A	Chemical Addictions Dependency	3
SWK 201	Professional Ethics	1

Select 2 courses

ADC 333	Substance Abuse in the Adolescent Population	3
ADC 335	Substance Abuse in Special Populations	3
ADC 339	Substance Abuse and Criminality	3
ADC 341	Substance Abuse and the Aged	3
ADC 342	Families in Addiction and Dependency	3
	Approved Field Practicum	3

Geriatric Care Manager Professional Certificate

For information contact James Siberski, MS

The geriatric care manager (GCM) certificate program enables students to gain the knowledge and professional skills needed to establish a geriatric care management practice committed to assuring the provision of quality care and to maintaining the best possible quality of life for the elderly. Participants will learn to professionally assess, coordinate, and monitor the health and human services needs of elderly clients and their families, and to understand the impact of the aging process on the individual, the family, the community, and the health care delivery system. Misericordia University's values of mercy, service, justice and hospitality are embedded throughout the curriculum. Graduates of the program will be prepared to provide leadership to communities in this currently evolving field of practice. The curriculum assures that graduates deliver their professional services in an ethical manner and with respect for cultural and other diversities in the aging population.

A minimum of 15 credits is necessary for the professional certificate and a comprehensive certification test must be passed with a grade of 80% or higher before certification is awarded. Students seeking a professional certificate in geriatric care management must complete an application for admission. The student must have a minimum of a bachelor's degree. Completion of Social Gerontology (GER 241) and Alzheimer's Disease (GER 365) or equivalent is required. Experience will be evaluated in order to meet prerequisite course work.

With the permission of their advisor and the Director of the GCM program, undergraduate students in good academic standing with a grade point average of 3.0 or higher in gerontology courses may earn up to six graduate GCM credits while completing the undergraduate gerontology certificate program. Courses are offered to eligible undergraduate students on a space available basis. The graduate credits earned and applied to the undergraduate certificate cannot be applied to the professional GCM certificate. The student would need to complete 15 credits in the GCM program after acquiring a Bachelor's degree.

Program Goals

1. To ensure a sufficient supply of Professional Geriatric Care Managers who have a holistic view of the geriatric individual and a comprehensive care process.
2. To ensure that the rapidly expanding populations of elderly will be provided with ethical, cultural diverse and professional care reflecting Misericordia University's values of mercy, justice and hospitality.
3. To prepare practitioners who are capable of developing a business plan and clinical portfolio.
4. To meet the impending global aging crisis by providing timely educational opportunities that will combat the shortfall of professionals in the field of Geriatric Care Management.

Sequence of required courses		*Total 15 credits*
GCM 500	Geriatric Care Manager I	3
GCM 501	Geriatric Care Manager II	3
Select three courses from the following:		
GCM 505	Anatomy and Physiology of Aging	3
GCM 510	Dementia	3
GCM 515	Geriatric Assessment	3
GCM 520	Ethics of Aging	3
GCM 590	Geriatric Care Manager Seminar	1-3

Health Informatics Certificate

College of Professional Studies and Social Sciences
For information contact Allen Minor, PhD

The program in Health Informatics was developed to respond to the need among mid-career health professionals to develop advanced skills in the areas of health information technology to respond to these demands from the profession. With the acceleration of federal and state government reporting requirements on patient assessments and outcomes, the electronic medical record (EMR) and Medicare Meaningful Use requirements are only a few of the applications of Informatics knowledge. The 18 credit certificate program was developed as an option to the completion of the Master's program, and is designed specifically for those who presently work in the informatics area of health care.

Sequence of Required Courses (all 18 credits must be taken at Misericordia)

Required courses

HCI 505	The Business of Health Informatics	3
HCI 510	Modeling Health Information	3
HCI 520	Health Care Systems	3
HCI 610	Legal, Ethical and Public Policy Issues in Health Care Informatics	3
HCI 620	Enterprise Information Governance	3

Select 1 additonal course

MBA/OM 580	Project Management	3
HCI 530	Health Care Systems Analysis and Design	3

PACS Administration Certificate

College of Professional Studies and Social Sciences

Picture Archiving and Communication Systems (PACS) and Radiology Information Systems (RIS) are changing the way healthcare imaging services are provided. These systems are a growing challenge for hospital radiology department personnel and vendors. The imaging informatics profession and the PACS Administrator role have emerged to address these challenges.

PACS administration requires specific healthcare informatics skills and knowledge to best use this technology. The Misericordia PACS Administration certificate is a comprehensive guide to PACS systems and systems management, PACS architecture, image communication, PACS integration with other systems, and the impact of standards like DICOM. This program develops the essential skills and knowledge needed to plan, implement, maintain, and operate PACS and other imaging information systems. This certificate program helps prepare students for the Certified Imaging Informatics Professional (CIIP) certification exam.

PACS Administration Certification Program Outcomes are:

1. Students will be able to manage medical image databases within the legal and professional standards.
2. Students will be able to interact with other information system databases used in healthcare facilities.
3. Students will be able to evaluate and implement practical operational strategies that will make the workflow more efficient based on theories learned in the curriculum and internship experiences.
4. Students will be able to apply theoretical knowledge and analytical abilities necessary to be prepared for a PACS position in the healthcare setting.

This certificate program requires completion of 18 credits of specified coursework. This can be completed in as little as 3 semesters of 6 credits each. The following is a typical course sequence:

First Semester

- MIS 200 - Systems Analysis, and
- ITS 200 - Introduction to Information Technology Security

Second Semester

- MIS 220 - Applied Networking Design
- HCI 261 - PACS I

Third Semester

- MIS 432 - Database Management
- HCI 262 - PACS II

MIS, ITS, and HCI course descriptions can be found under their designated sections in the catalog.

The prospective student in this program will have significant current experience as a practicing medical imaging or radiologic technologist, or in a healthcare information technology field.

For the prospective student who is a practicing imaging or radiologic technologist, the following criteria are required for admission into this program:

1. be a graduate of an accredited Medical Imaging Program,
2. hold a current credential in one or more of the medical imaging specialties from a recognized national agency, and have a minimum of two years full-time experience as a practicing medical imaging technologist in a healthcare organization.
3. have at a minimum, a basic level of information systems expertise that may be demonstrated through prior completion of an introductory MIS course (MIS 110 or equivalent) or through an equivalent level of work experience as determined by healthcare informatics program director and the program director of the Information Technology major. The process would be a thorough review of the applicant's work experience. Students who are otherwise qualified for the program but lack a basic level of expertise in information systems as determined by the university will be required to first complete the MIS 110 course. This supports the intent of Society of Imaging Informatics in Medicine (SIIN) and the American Board of Imaging Informatics (ABII).

For the prospective student who is employed as an IT professional in a healthcare organization, the following criteria are required for admission into this program:

1. a minimum of 2 years current experience, preferably with a portion of that experience in connection with imaging or radiologic information systems,
2. a minimum of two-years education (48 semester credits) in an information technology program from an accredited program recognized by Misericordia.
3. an IT professional who is not employed by a healthcare organization or who does not have sufficient familiarity with healthcare in the United States may be required to take from 1 to 3 preparatory courses in the American healthcare system and healthcare informatics.
4. an IT professional who is not employed by a healthcare organization or who does not have sufficient familiarity with healthcare in the United States may be required to take from 1 to 3 preparatory courses in the American healthcare system and healthcare informatics.

Students with prior education in PACS, Medical Imaging, or Information Technology from an accredited post-secondary school recognized by Misericordia may transfer a maximum of three credits providing these are equivalent to one of the required courses for this certificate.

Admission is selective. Working adults must apply to the program through the University's Director of Admissions, Expressway programs. Applicants must:

1. submit an application to the program,
2. arrange for official college and other medical imaging program transcripts to be sent to the university,

3. provide a copy of all professional credentials, such as a current ARRT card, and
4. submit a letter of interest with a professional resume.

Continuation in the certificate program requires that students maintain a minimum GPA of 2.30 in all of the PACS certificate courses. Medical imaging personnel must also maintain their professional certification. Students who fail to meet this GPA level will be placed on probation for the following semester only. Readmission may be granted one time, based on space availability, after the student meets the minimum program retention requirements. Students dismissed for ethical violations will not be considered for readmission.

College of Professional Studies and Social Sciences Specializations

Addictions Counseling

May be taken in support of several degrees

Requirements are the same as Addictions Counseling Certificate.

Child Welfare Services

May be taken in support of several degrees

Requirements are the same as the Child Welfare Services Minor.

Gerontology

Requirements are the same as the Gerontology Minor.

Health Care Marketing (Health Care Management Major)

See Business Course Descriptions.

See Health Care Management Course Descriptions.

Course Descriptions

Accounting Courses (ACC)

ACC 101 Principles of Accounting 3 credits

This course is an introduction to basic accounting principles, concepts, and procedures. Topics include the accounting cycle, financial reporting and analysis, internal control methods, inventory costing, and an introduction to current and long-term assets and liabilities.

ACC 211 Introduction to Forensic Accounting 2 credits

This course will serve as the gateway course to the study of forensic accounting. The course will explore the field of forensic accounting and the role of the forensic accountant in contemporary society. Specifically, the course will define forensic accounting and what forensic accountants do as well as how they do it. Topics covered will include the forensic accountant's involvement in both civil and criminal litigation support and the various professional designations within the field of forensic accounting.

ACC 212 Forensic Accounting-Civil Application 2 credits

This course will explore the non-fraud side of forensic accounting. It will expose the student to the civil applications of forensic accounting such as litigation support in matters of divorce, business dissolutions, estate probate, breach of contract, loss of income, insurance claims, dispute resolution, and economic loss and damages.

ACC 213 Introduction to Fraud Examination 2 credits

This course will serve as an introduction to the study of the problem of fraud in contemporary society focusing on its impact on business organizations. After introducing and discussing the elements of the fraud triangle the course will define and explore the principal types of fraud; the magnitude of fraud in today's economy; and who commits fraud and how.

ACC 214 Fraud Examination Techniques and Procedures 2 credits

This course is a study in designing an audit program to use in fraud examination. It will include in-depth discussions on the audit steps and procedures used in fraud examination. The course will also address how the forensic accountant communicates the result of their work including reports to clients and testifying in deposition hearings and courts of law.

ACC 310 Cost Accounting 3 credits

This course will explore a broad range of cost concepts including job order costing, process costing, activity-based costing, cost-volume-profit analysis, budgeting and responsibility accounting, cost behavior, standard costing, and allocation of costs. Excel worksheet projects will be completed.

Prerequisite: ACC 101

ACC 311 Managerial Accounting 3 credits

Uses of accounting data in planning and controlling business activities. Manufacturing cost systems, budgeting, standard costs, and responsibility accounting are some of the topics discussed. Analysis of financial statements are emphasized. Microcomputer electronic spreadsheet applications are utilized. Accounting majors should not take this course.

Prerequisite: ACC 101

ACC 340 Intermediate Accounting I 3 credits

This course explores the theoretical framework, assumptions, and principles associated with accounting. Using this body of knowledge, the student completes a practice set and solves problems on topics such as the preparation and analysis of financial statements, accounting for receivables, inventories, and property, plant and equipment.

Prerequisite: ACC 101

ACC 341 Intermediate Accounting II 3 credits

Continues the in-depth discussion of key accounting issues. This course focuses on accounting topics such as depreciation methods, intangible assets, current and long-term liabilities, and stockholders' equity issues.

Prerequisite: ACC 340

ACC 342 Intermediate Accounting III 3 credits

Concentrates on advanced concepts in accounting. This course focuses on accounting concepts such as dilative securities, investments, revenue recognition, income taxes, and accounting for pension benefits and leases.

Prerequisite: ACC 341

ACC 401 Taxes I 3 credits

The analysis and preparation of federal and state individual income tax returns based on current tax law. Tax planning is also stressed

Prerequisite: ACC 101 or consent of instructor

ACC 402 Taxes II 3 credits

The analysis and preparation of federal and state corporation, partnership, and fiduciary tax returns based on current tax law. Tax consequences of the formation, operation, and liquidation of the various forms of a corporation are discussed in-depth.

Prerequisite: ACC 101 or consent of instructor

ACC 410 Auditing 3 credits

A systematic evaluation of generally accepted accounting principles and applicable auditing principles, standards, and procedures. Other topics include the study and evaluation of internal control, verification of account balances, professional ethics, and statistical sampling. A practice set is completed.

Prerequisite: ACC 341

ACC 440 Advanced Financial Accounting 3 credits

This course provides an introduction to complex accounting issures encoutered by modern business organizations. The course content focuses on accounting for mergers and acquisitions using the equity and fair value methods, preparing consolidating work papers and consolidated financial statements, foreign currency transactions, partnership accounting, and state and local government accounting. Excel worksheet projects will be completed.

Prerequisite: ACC 342 or consent of instructor

ACC 472 Accounting Internship 1-6 credits

These credits provide on-the-job accounting experience for accounting majors with either a public accounting firm, government agency, or private industry. Internships are offered on a competitive basis following student interviews with prospective companies. Accounting internships are reserved for accounting majors in their senior year who have completed all major course work.

ACC 480 Independent Study 1-3 credits

Special investigation with the assistance of a faculty member of a selected topic of interest. Approval of college dean and vice-president of academic affairs required.

ACC 485 Special Topics in Accounting 3 credits

Topics vary from semester to semester and are announced with pre-registration information.

Addictions Counseling Courses (ADC)

ADC 222 Drug Pharmacology 3 credits

A comprehensive understanding of drug pharmacology and its effect on the user. The course will include examination of such topics as classifications of drugs, synergistic effects of drugs on the body, drug tolerance and dependence, and the over-the-counter pharmaceutical industry.

Fall

ADC 333 Substance Abuse in the Adolescent Population 3 credits

A study of the special problems of the adolescent substance abuser. Correlates that add impetus to the progression of the problem will be examined. Emphasis will be on early identification and detection as key components in initiating intervention strategies.

Special arrangement or on request

ADC 335 Substance Abuse in Special Populations 3 credits

A multi-faceted look at the myriad of special populations affected by substance abuse. Emphasis will be on cross-cultural influences and the role they play in contributing to substance abuse.

Prerequisite: ADC/SWK 340 or permission of program director. Fall

ADC 337 Substance Abuse Treatment Methods 3 credits

An examination and critique of the many treatment resources and methods that have been developed during the last twenty years. Discussion will include but not be limited to such treatment methods as psychotherapy with individuals and groups, drug therapy, family and network therapy, detoxification, and behavioral therapy.

Prerequisite: ADC/SWK 340A or permission of program director. Spring

ADC 339 Substance Abuse and Criminality 3 credits

An examination of the correlation between substance abuse and criminality. This course will analyze the theoretical models of the substance abuse/crime relationship and its societal implications. Topics to be explored will include drugs and street crime, DUI, interdiction strategies, urinalysis testing, and substance abuse and family violence.

Alternate years

ADC 340A Chemical Addictions and Dependency 3 credits

An introduction to the diagnosis and treatment of alcoholism. Emphasis is placed on contemporary beliefs and attitudes toward alcohol, effects upon the family and implications for treatment.

Fall

ADC 341 Substance Abuse and the Aged 3 credits

Focuses on the use patterns, diagnosis, and treatment methods specific to the aged substance abuser. Issues examined will include misuse and abuse of prescription drugs, behavior and risk factors, factors related to underdiagnosis, and relationship to depression and suicide.

Spring/alternate years

ADC 342 Families in Addiction and Dependency 3 credits

An introduction to the family as a dynamic system focusing on the effect of addiction pertaining to family roles, rules and behavior patterns. Discuss the impact of mood altering substances and behaviors and therapeutic alternatives as they relate to the family from a multicultural and transgenerational perspective.

Spring alternate years

Biology Courses (BIO)

BIO 105 Essential Biology 3 credits

This survey course is an introduction to the fundamental concepts of modern biology, starting with its chemical nature and cells and proceeding to organisms and their roles in their environment. May be taken concurrently with BIO 105L: Essential Biology Laboratory to complete the laboratory science requirement of the core.

Lecture: 3 hours.

BIO 105L Essential Biology Laboratory 1 credit

This laboratory course is an introduction to the fundamental concepts of modern biology, starting with its chemical nature and cells and proceeding to organisms and their roles in the environment. The lab is designed to give the student a hands-on experience in the biological sciences.

Laboratory: 3 hours.

Corequisite: BIO 105

BIO 106 Introduction to Environmental Science 3 credits

Environmental science will introduce students to the complexity of human interactions with the global environment. By conducting in-depth research on particular case studies, students will learn to analyze relevant scientific data pertaining to a particular case and examine the issues associated with that case from different perspectives, including scientific, social, political, and economic considerations.

Lecture: 3 hours.

BIO 111 Evolution, Genetics and Ecology 4 credits

The course examines the basic principles of biological evolution, genetics, and ecology. This course introduces students to the concept of biological evolution as the central organizing principle of the biological sciences. The course focuses on understanding and application of scientific methodology to gain an understanding of the basic principles that describe how and why living things change over time. A basic understanding of the principles of genetics, ecology and evolution is invaluable to anyone contemplating a career in any of the life sciences.

Lecture: 3 hours Laboratory: 3 hours

Prerequisites: None

BIO 112 Cell and Molecular Biology 4 credits

The course focuses on the cellular and molecular principles of biology with emphasis on the interrelationship of structure and function of cells, organelles, subcellular structures. Major biochemical processes including cellular respiration, photosynthesis, and genetic processes will be examined at the molecular level. Cell-cell interaction and cellular responses to environment will be studied by examination of intracellular and intercellular signals mechanisms. Cell division, cell cycles and cell differentiation will also be discussed. Laboratory will provide an opportunity for students to actively investigate cell structure and cell processes using modern methods, technology and instrumentation.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: BIO 111, or permission of the instructor.

BIO 121 Human Structure and Function I 4 credits

A study of the human body structure and function with emphasis on its cellular control and selected systems involving dynamic control, support and movement.

Lecture: 3 hours. Laboratory: 2 hours.

BIO 122 Human Structure and Function II 4 credits

This course is a study of the human body structure and function with special emphasis on its ability to circulate fluids, absorb and excrete, and reproduce.
Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite BIO 121

BIO 200 Sophomore Biology Seminar 1 credit

The Sophomore Biology Seminar course will introduce students to the biological literature and guide them through the process of finding, analyzing and understanding the scientific literature.

Lecture: 1 hour

Prerequisite: BIO 111 and BIO 112, or permission of instructor.

BIO 201 Organismal Structure and Function 4 credits

This course deals with the structure and function of systems found in animals and plants. It will emphasize major homeostatic mechanisms and their evolutionary significance; as well as, demonstrate organismal adaptations to common problems of transportation, control, and reproduction. The course will be taught in two parts with one section emphasizing animal adaptations, and the other part emphasizing plant adaptations. The lab will focus on demonstrating actual anatomical and physiological mechanisms on organisms.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: BIO 111 and BIO 112, or permission of instructor

BIO 202 Biological Interactions 4 credits

Biological Interactions is the fourth required course in the introductory sequence for the biology major. In this course, students will integrate and apply the biological concepts learned in BIO 111 Evolution, Genetics and Ecology, BIO 112 Cell and Molecular Biology, and BIO 201 Organismal Structure and Function to particular examples. The course will be based on a critical analysis of the biological literature on a particular topic, such as community interactions, host-pathogen relationships, or symbiosis.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: BIO 201, or permission of instructor

BIO 210 Biology of Aging 3 credits

Mechanisms of aging processes with special reference to humans will be studied. Unfavorable progressive changes in molecules, cells, systems, and organisms will also be detailed.

Lecture: 3 hours.

BIO 211/212 Anatomy and Physiology I & II 4 credits each

A detailed study of the structure and same function of the human body. Emphasis on physiology phenomena and concepts.

Lecture: 3 hours. Laboratory: 2 hours.

Prerequisites: No prerequisite for BIO 211. Prerequisite for BIO 212 is BIO 211 or permission from instructor

BIO 228 Introduction to Microbiology 4 credits

General morphology and physiology of bacteria, yeasts, molds, and viruses. Study of infection and immunity. Special studies of foods, water, and sewage with reference to health and sanitation. (Formerly BIO 227, Bacteriology)

Lecture: 3 hours. Laboratory: 2 hours.

BIO 251 Comparative Anatomy 4 credits

A detailed study of the tissues, organs, and selected systems of the human compared to those of representative vertebrates. Laboratory dissection and prepared slide studies.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisites: BIO 202 or BIO 212; or permission of instructor

BIO 300 Junior Biology Seminar 1 credit

The Junior Biology Seminar course will guide students through the process of preparing a formal research proposal for their senior thesis project through a critical evaluation of the scientific literature and the writing of the research proposal.

Lecture: 1 hour.

Prerequisite: BIO 200, or permission of instructor

BIO 301 Gross Anatomy 5 credits

The study of human anatomy, embryology, and histology emphasizing structure and function in relationship to simple and complex human movement; inter-relationships of neuromuscular and skeletal development and structure (cross-sectional and three-dimensional); and appreciation of anatomical differences among individuals. Laboratory sessions will include cadaver dissection and will strongly integrate Analysis of Human Movement and Applied Physiology.

Lecture: 3 hours. Laboratory: 6 hours.

Prerequisites: BIO 211/212, or BIO 351/352, or permission of the instructor.

BIO 302 Neuroscience 4 credits

The study of neuroanatomy, neurophysiology, and neuropathology; inter-relationships of nervous system development and structure as related to function; introduction to theories and research regarding postural and motor control and motor learning; applied neuroanatomy/physiology as a basic component of servomotor evaluation.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisites: BIO 211/212, or BIO 351/352, or permission of the instructor.

BIO 310 Environmental Biology 4 credits

This course is designed to investigate the complexity of human interactions with the global environment. By conducting in-depth research of particular cases, students will learn to view and understand the issues from different perspectives to include both scientific data and social, political and economic considerations.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: BIO 202 or 212, CHM 134, or permission of instructor

BIO 311 Plant Physiology, Biochemistry and Molecular Biology 4 credits

This course provides an integrated and interdisciplinary study of the molecular, physiological and biochemical functions of plants by applying biological principles to the understanding of plant growth and development, metabolism and plant response to the environment.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: BIO 202 or 212, CHM 134, or permission of instructor

BIO 312 Invertebrate Zoology 4credits

This course focuses on the major forms and evolutionary trends among invertebrates. This course provides a broad overview of morphology, phylogenetic relationships, ecology, physiology, and behavior of the invertebrate phyla.

Lecture: 3 hours. Laboratory and field work: 3 hours.

Prerequisite: BIO 202or 212, CHM 134, or permission of instructor

BIO 313 Marine Biology 4 credits

This course will study of the nature of life in the oceans and in coastal environments with emphasis on applying basic scientific principles to problems of the marine environment. This course will include study of the abiotic environment surrounding marine organisms, the geological, physical, and chemical parameters of marine environments, and the interrelationships between organisms and these parameters.

Lecture: 3 hours. Laboratory and field work: 3 hours. Field trip.

Prerequisite: BIO 202 or 212, CHM 134, or permission of instructor

BIO 341 Genetics 4 credits

A detailed study of the principles of heredity. Both classical and molecular genetics are given equal treatment.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisites: CHM 134; BIO 202 or BIO 212; or permission of instructor

BIO 343 Microbiology 4 credits

Fundamental principles and techniques of microbiology, including general morphology, ecology and physiology of microorganisms, methods of study, identification, destruction, and control.

Lecture: 3 hours. Laboratory: 3 hours

Prerequisites: BIO 202 or BIO 212; or permission of instructor

BIO 345 Developmental Biology 3 credits

A comprehensive study of developmental biology. Genetic, molecular, and cellular aspects involved in the regulation of temporal and spatial development will be covered. Current experimental systems in the study of developmental biology will be introduced.

Lecture: 3 hours.

Prerequisites:BIO 202 or 212 or 341, or permission of instructor.

BIO 346 General Physiology 4 credits

A detailed study of the function of the muscular, nervous, endocrine, cardiovascular, respiratory, and excretory systems. Laboratory experiments deal with the physiology of humans and lower vertebrates.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisites: BIO 202 or 212 or 351 and CHEM 134, or permission of instructor

BIO 351 Comparative Anatomy 4 credits

A detailed study of the tissues, organs, and selected systems of the human compared to those of representative vertebrates. Laboratory dissection and prepared slide studies.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisites: BIO 202 or BIO 212; or permission of instructor

BIO 352 Histology 4 credits

A detailed study of the tissues, organs, and selected systems of the human compared to those of representative vertebrates. Laboratory dissection, prepared slide studies, and techniques of tissue slide preparation.

Lecture: 3 hours. Laboratory: 3 hours.

Prerequisites: BIO 202 or BIO 212; or permission of instructor

BIO 360 Immunology 4 credit

This course will introduce the student to the fundamental concepts of immunology, control of physiological processes by the immune system, cellular components of the immune system, and the role of the immune system in disease. This course also comprises of a laboratory component, which is required to be taken as part of the course.

Lecture: 3 hours. Laboratory: 3 hours

Prerequisites: BIO 346, BIO 435, CHM 353; or permission of instructor.

BIO 413 Biology Cooperative Education 3-12 credits

Academic study combined with work experience in the community.

Prerequisite: 24 credits in Biology.

BIO 425 Ecology 4 credits

A study of the inter-relationships between plants, animals, and other components of the total environment.

Lecture: 3 hours. Laboratory and field work: 3 hours.

Prerequisite: BIO 202 or 212, CHM 134, or permission of instructor

BIO 431 Field Biology 3 credits

Familiarization with local plants and animals based on actual field observation and collection. Includes sampling of forest, field and pond habitats.

Lecture and field work: 3 hours.

Prerequisite: BIO 202 or 212, CHM 134, or permission of instructor

BIO 435 Cell Biology 3 credits

A detailed study of the morphology and physiology of cells. Special emphasis is placed on the inter-relationship between molecular structure and cell function.

Lecture: 3 hours.

Prerequisites: BIO 341 and CHM 353 or permission of instructor

BIO 441 Molecular Genetics 4 credits

A study of the molecular basis of information storage, regulation, processing, and expression. Structure and function of proteins, nucleic acids, and their interactions are discussed. Molecular approaches used in contemporary biology will be covered with specific attention to plant biotechnology, gene therapy, transgenic organisms, and cloning. Laboratory will focus on current molecular biology methodology including DNA sequencing, recombinant DNA technology, and polymerase chain reaction (PCR).

Lecture: 3 hours Lab: 3 hours

Prerequisites: BIO 202 or 212 or 341 or permission of instructor

BIO 450 Endocrinology 3 credits

This course will introduce students to the fundamental concepts of endocrinology, control of various physiological processes by hormones, neuroendocrinology and comparative endocrinology.
Lecture: 3 hours

Prerequisites: BIO 202 or 212 or 346, and CHM 353; or permission of instructor

BIO 480 Biological Research 1-2 credits

Biological research under the direction of a faculty member in the biology department. Students are expected to perform a minimum of 45 hours of research per credit hour. Research requirements can be met by conducting research at Misericordia University under the supervision of a faculty member during the academic year and/or during the summer, or summer research internship conducted at other institutions under the supervision of a research mentor.

BIO 485 Special Topics 1-4 credits

Topic may vary from semester to semester and will be announced with preregistration information and course hours.

On demand

BIO 487 Independent Study 1-3 credits

Special investigation of a selected topic.

Prerequisite: 24 credits in Biology

BIO 491 Senior Thesis 1 credit

Senior Thesis is a capstone course for the Biology major. Course requirements include the preparation of a senior thesis and a seminar presentation based either on a student's independent research project or library research.

Lecture: 1 hours.

Prerequisites: BIO 300 or permission of instructor

Business Courses (BUS)

BUS 105 Basic Computer Technology 3 credits

This course covers the use of technology necessary to succeed in current society. The student gains an understanding of computer hardware and experience in the use of typical software.

BUS 107 Essential Communication for Leaders 3 credits

This comprehensive course focuses on communication theory, techniques, and applications essential within the organization today. A wide variety of verbal, nonverbal, and writing tools are presented in a "hands-on" fashion that emphasizes traditional principles as well as state-of-the-art technology. Business effectiveness and ethics principles are worked on throughout the course topics.

BUS 135 Introduction to Financial Services 3 credits

This course provides students with a practical introduction to the financial services field through a survey of the various financial markets. The key financial markets that are explored include banking, insurance, and investments. The course also provides students with the opportunity to develop their critical-thinking and problem-solving skills by completing projects and working with standard technology as used in financial services.

Prerequisites: BUS 105, MIS 110, BUS 207

BUS 205 Macroeconomics 3 credits

An introduction to the science of economics, with particular attention to scarcity, market mechanisms of supply and demand, unemployment, inflation, money, banking, Federal Reserve, government, and the application of fiscal and monetary policy to solve current economic problems.

BUS 206 Microeconomics 3 credits

Topics covered include supply and demand, elasticity, consumer behavior, costs of production, and the market structures of competition, monopoly, monopolistic competition, and oligopoly.

BUS 207 Contemporary Economics 3 credits

This course will include coverage of the nature and scope of economics, scarcity and choice, the U.S. economic system, the role of supply and demand, production, cost and profit, perfect and imperfect competition, money in the U.S. economy, the Federal Reserve and the money supply, measuring output and income in the U.S., macroeconomic models/analysis, employment, income distribution, business cycles, microeconomic policies, national debt, and international trade. May not be taken after completion of either BUS 205 or BUS 206.

BUS 208 Principles of Management 3 credits

The basic principles of management are studied with an emphasis on planning, organizing, leading, and controlling. The nature of the managerial process within the formal and informal structure are also studied.

BUS 265 Basics of Project Management 3 credits

In today's business environment, the ability to work cross-functionally as a team member to solve problems, control costs, and achieve competitive advantage is of paramount importance. This course introduces the key concepts and techniques which are necessary to select, plan, schedule, monitor and control projects. These Project Management principles are applicable to any organization and any unique undertaking; for example, new product launch, building construction, information system installation, business expansion, and entertainment events. Primary class emphasis is on the project management process and tools. Microsoft Project will be used to create time-phased project plans. Network diagrams, work breakdown structures, and

critical paths will be developed. Also covered are the interpersonal skills vital to managing cross-functional teams, and the approaches used to monitor project performance and to take corrective actions in order to achieve the project's expected outcomes.

Prerequisite: BUS 208, and MIS 110

BUS 269 Principles of Marketing 3 credits

A general overview of the basic marketing philosophies, principles and practices relevant to small and large profit and nonprofit organizations, buyers and sellers, and special emphasis on the marketing mix: product, price, promotion, and distribution.

BUS 300 Quantitative Methods I 3 credits

A study of the use of quantitative methods with emphasis on data collection and organization, data presentation, measures of central tendency and dispersion, probability, probability distributions, estimation, and hypothesis testing. Computer applications are utilized.

Prerequisite: MTH 115

BUS 304 Sales and Sales Management 3 credits

This course is oriented to the managerial and the strategic aspects of sales management. Emphasis will be placed upon recruitment of the sales force, compensation policies, effective territorial alignments, time management, and financial responsibilities. Interpersonal selling techniques are explored and discussed.

Prerequisite: BUS 269

BUS 306 Organizational Behavior 3 credits

This course studies behavior patterns and motivational dynamics of different types of organizations and focuses on the leadership skills and interpersonal relationships necessary to achieve organizational goals while developing human potential. Topics include micro and macro models of organizational behavior applied to the management of organizational processes and design, motivation, leadership, structural design, and workforce diversity.

Prerequisite: BUS 208

BUS 307 Management Science 3 credits

This course provides students with a solid conceptual understanding of the role that management science plays in the decision-making process. This course also introduces students to procedures used to solve problems, such as the decision-making process, linear programming, transportation, assignment, transshipment, project scheduling, waiting line models, simple linear regression, and multiple linear regression.

Prerequisites: MTH 115

BUS 312 Retailing 3 credits

This course provides a basic foundation of the retail industry and a complete presentation of the many and diverse facets that make up the dynamic world of retailing. Areas that are discussed include retail institutions, human factors in retailing, the importance of location, merchandise management, and promotion.

Prerequisite: BUS 269: (On demand)

BUS 321 Product/Service Marketing 3 credits

This course provides an overview of key issues in the marketing of products and services. It guides the student to reassess the four P's of marketing in the context of products and services. Utilizing a case approach, this course examines how the marketing of services differs from that of products. Other marketable entities, like organizations, persons, places, and ideas, are included.

Prerequisite: BUS 269

BUS 335 Retail Buying 3 credits

A study of foundation knowledge of the current policies and procedures used in retail buying and merchandising. Included are merchandise control, pricing, and merchandise arithmetic. The focus is on developing the skills necessary for decision making in a retail buyers' day-to-day world of planning and control. Discussion includes assortment planning and quantitative merchandising.

Prerequisite: BUS 269 (On demand)

BUS 340 Advertising and Sales Promotion 3 credits

A comprehensive study of the theory and practical applications of advertising and sales promotions as forms of communication in marketing. The student gains an understanding of strategic planning, objective setting, tactical decision making, research, message and vehicle selection and execution.

Prerequisite: BUS 269

BUS 345 Consumer Behavior 3 credits

A study of the dynamics of consumer markets and their significance to marketing executives. Subtopics include the identification and measurement of market segments, the analysis of these segments' behavioral patterns in regards to shopping and purchasing, and the application of this knowledge in developing marketing strategy.

Prerequisite: BUS 269 (On demand)

BUS 350 Money and Banking 3 credits

A study of the principles of money, interest, inflationary and deflationary pressures, and the development of the banking system with emphasis on the federal reserve system, and monetary and fiscal policy.

Prerequisite: BUS 207 or BUS 205

BUS 352 Business Law 3 credits

Through law, society establishes values and goals. The purpose of American business law is to bring reason, fairness, and stability to the marketplace. This course enables students to anticipate the legal consequences of business decisions and behaviors.

BUS 355 Principles of Risk and Insurance 3 credits

This course focuses on the role of insurance in our economy, types of risk, management of risk, legal principles on which insurance contracts are based, basic components of an insurance contract, and insurance terminology. There is also an examination of various types of insurance coverage; life, homeowner, automobile, health and disability, and various forms of commercial insurance. The impact of governmental insurance programs on insurance coverage in the private sector is included. Government regulation of the insurance industry is covered as well as types of insurers, insurance pricing, and ratings systems for insurance firms.

Prerequisites: BUS 207 or BUS 206, BUS 352

BUS 360 Management of Human Resources 3 credits

A study of the role of work in our society and its effect on organizations including the nature of personnel management, the legal influences on personnel decisions, recruitment, selection, training, compensation, service and benefit programs, and the major problems and recent developments in labor relations.

Prerequisite: BUS 208

BUS 363 Management of Human Capital 3 credits

This course consists of analyses of theories that address human behavior in work settings and formal processes involved in the management of employees. Special emphasis is placed on the application of theories with respect to interpersonal work interactions and human resource key functions.

Prerequisite: BUS 208

BUS 371 Business Financial Management 3 credits

A study of the financial problems associated with the life cycle of a business. Includes estimating the financial needs of an enterprise, breakeven point, operating leverage, capital structure, stocks and bonds, and working capital management.

Prerequisite: ACC 101

BUS 375 Basics of Operations and Supply Chain Management 3 credits

This course describes the management and control of the processes that create and deliver the goods and/or services of an enterprise. Operations include all of the transformational processes entailed in converting inputs, such as materials and information, into outputs, such as goods and services. Supply chains encompass the inbound, outbound and reverse flows of products, services, and related information, inside and outside of the enterprise, which enable the firm to fulfill its objectives. This course is designed to expose students to the terminology, problem solving tools and methodologies used, and to apply analytics to real-world operational problems. Students will be introduced to sourcing and purchasing, warehousing, production planning, master scheduling, materials requirements planning, forecasting, and distribution processes. Key performance metrics will be explored, as well as the various responsibilities and career opportunities within this field. Success in any field of business can be enhanced with a better understanding of these functions.

Prerequisite: BUS 206, BUS 307, MTH 115

BUS 401 Channel Strategies 3 credits

This course focuses on how to design, develop, and maintain effective relationships among channel members, including retailers and wholesalers. Students learn the logistics of distribution and the economics of channel decisions. Channel management policies and constraints are discussed.

Prerequisite: BUS 269

BUS 402 Pricing Strategies 3 credits

This practical course provides a comprehensive, managerially focused guide to formulating pricing strategy. It is a guide to profitable decision making and provides a basis for analyzing pricing alternatives.

Prerequisite: BUS 269

BUS 403 Strategic Marketing 3 credits

Strategic marketing examines the concepts and processes for gaining a competitive advantage in the marketplace. This capstone course presents a series of problem cases of actual firms, and focuses on helping students gain an appreciation for decision making in real-world situations.

Prerequisite: All required marketing courses

BUS 406 Current Issues and Trends in Business 3 credits

This course looks at emerging paradigms and administrative issues that face today's managers. Students are exposed to a variety of topics.

Prerequisite: Senior status or permission of instructor

BUS 415 International Business 3 credits

The intent of this course is to provide a blend of solid research-based information coupled with real world, current, interesting application examples that help explain international business topics. An active learning approach is used in relating text material with real world international situations. The topics include the perspective and environment of international business, the human resource management functions, as well as the strategies and functions of international operations.

Prerequisites: BUS 208

BUS 420 Small Business Management 3 credits

Focuses on management practices unique to small businesses, preparation of the student for small business ownership, identifying characteristics of small businesses, and describing the rewards and problems involved in managing retail stores, service firms, and manufacturing firms.

Prerequisites: BUS 208, BUS 371 or ACC 101, or permission of instructor

BUS 421 Special Topics in Marketing 3 credits

An opportunity for students to explore nontraditional marketing phenomena. Great societal marketing opportunities exist in organizations other than business firms. Special areas of marketing that need attention include nonprofit, health care, education, ideas, places, political candidates, service, and international marketing.

Prerequisite: BUS 269 or consent of instructor

BUS 434 Investments and Investment Management 3 credits

This course focuses on the importance of investing in our economy, the advantages/disadvantages of different types of securities, the various markets for securities and how they operate, the risk/reward relationship, various ways in which an investment can be analyzed, sources to gain information about investments and the markets, psychological factors which affect investment decisions, ways to manage equity and fixed-income portfolios and government regulation of the investment industry. Contemporary issues will also be an integral part of the course with emphasis on looking at them from social and ethical perspectives.

Prerequisite: ACC 101, BUS 207 or BUS 205, BUS 371, MTH 115

BUS 440 Marketing Management 3 credits

A comprehensive study of the management function in marketing. Focus is on analysis, planning, and control of the marketing mix. Decision-making skills are developed through the use of a computer simulation, the case study approach, or through the development of a marketing plan. In either scenario, students are required to demonstrate decision-making skills on product, price, placement, and promotions, as well as market segmentation.

Prerequisites: ACC 101, BUS 208, BUS 269

BUS 450 Marketing Research 3 credits

A comprehensive and practical overview of the field of marketing research emphasizing an applied approach with applications that give students an understanding of the scope of marketing research. Computers are utilized to analyze research data.

Prerequisite: BUS 269

BUS 465 Special Topics in Business 1-6 credits

Topics vary from semester to semester and are announced with preregistration information.

Prerequisite: Permission of instructor

BUS 472 Business Administration Internship 1-6 credits

On-the-job training in the business community. Students must have senior status, a GPA of 2.5 or above, and college dean approval to participate.

BUS 480 Independent Study 1-3 credits

Special investigation, with the assistance of a faculty member, of a selected topic of interest. A GPA of 3.0 or above, department chair/program director, and college dean approval is required.

BUS 491 Seminar in Business Policies 3 credits

The case-method technique is used to study managerial problems and the decision-making process. Areas covered include strategic planning, setting goals and objectives, marketing, managing, production, public relations, human resources, human relations, and financial management. Computer simulations are used to involve students in decision making in the various areas of the business firm. Graduating seniors and qualified juniors only.

Prerequisites: ACC 101, BUS 207 or BUS 205, BUS 208, BUS 269, BUS 352, BUS 371, BUS 306

Chemistry Courses (CHM)

CHM 101 Chemistry in Context I 4 credits

Offered for non-science major to satisfy the natural science core requirement. The course introduces the science of chemistry in the context of real world problems. Sufficient chemistry background is introduced to enable the student to develop an understanding of problems like global warming, air pollution, water quality, and acid rain and possible alternatives for dealing with them. Lecture: 3 hours. Laboratory: 2 hours

Prerequisite: High school chemistry is recommended. Fall only

CHM 102 Chemistry in Context II 4 credits

Offered for non-science majors to satisfy the natural science core requirement. The course continues to introduce the science of chemistry in the context of real world problems such as alternate energy sources, nuclear energy, plastics and polymers, pharmaceuticals, food and genetic engineering. Lecture: 3 hours Laboratory: 2 hours.

Prerequisite: CHM 101. Spring only

CHM 104 General Chemistry 4 credits

This course is intended for students majoring in physical therapy, nursing or another health science. Principles of atomic theory, stoichiometry, chemical reactivity, gas and solution behavior, and nuclear chemistry. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: High school chemistry or permission of instructor Fall and Summer only

CHM 105 Introduction to Organic and Biochemistry 4 credits

This course is intended for students majoring in physical therapy, nursing or another health science. Survey of carbon compounds and functional groups with an emphasis on those of biological significance. Introduction to the structures of biomolecules and the relationship between their structure and function within the body. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: CHM 104. Spring and Summer only

CHM 133 Chemical Principles I 4 credits

Comprehensive study of the fundamental laws and theories of chemistry. The study of atomic structure, ionic and molecular compounds and their reactions, including stoichiometry, and an introduction to thermodynamics. Principles and techniques of systematic qualitative analysis and an introduction to quantitative laboratory procedures. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: High school chemistry or permission of instructor. Fall only

CHM 134 Chemical Principles II 4 credits

Continuation of the comprehensive study of the fundamental laws and theories of chemistry. The study of the physical states of matter, solutions, kinetics, equilibria, acids and bases, thermo-dynamics and electrochemistry. Further hands-on laboratory experience illustrating chemical theory and qualitative and quantitative analysis. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: CHM 133. Spring only

CHM 210 Descriptive Chemistry 3 credits

Discussion and study of elements and their compounds, emphasizing the relationship between the periodic table, chemical and physical properties, and commercial and industrial applications. The study will also include organic compounds and polymers. Lecture: 3 hours.

Prerequisite: CHM 243. Spring only

** Chemistry majors are required to take a minimum of three credits of either CHM 490 or CHM 460 for graduation.*

CHM 224 Analytical Chemistry 4 credits

An application of the principles of chemical equilibrium into the theory and practice of gravimetric, volumetric, electrochemical and spectroscopic methods in quantitative chemical analysis with an emphasis on the statistical treatment of data. The laboratory focuses on gravimetric, volumetric, potentiometric, and spectroscopic methods of analysis with an emphasis on the technique required to produce accurate and precise results. Lecture: 3 hours. Laboratory: 4 hours

Prerequisite: CHM 134. Fall only

CHM 243 Organic Chemistry I 4 credits

Properties, reactions, and spectroscopic analysis of the major classes of carbon compounds. The concepts of chemical structure and functional group will serve as a basis for understanding organic reaction mechanisms and organic synthesis. Laboratory preparation and analysis of a variety of organic compounds. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: CHM 134. Fall only

CHM 244 Organic Chemistry II 4 credits

A continuation of the properties, reactions, and spectroscopic analysis of the major classes of carbon compounds. The concepts of chemical structure and functional group will serve as a basis for understanding organic reaction mechanisms and organic synthesis. Laboratory preparation and analysis of a variety of organic compounds. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: CHM 243. Spring only

CHM 264 Inorganic Quantitative Analysis 5 credits

Theory and laboratory procedures in typical volumetric, colorimetric, and gravimetric analysis. Lecture: 3 hours. Laboratory: 6 hours

Prerequisite: CHM 134. Fall only

CHM 324 Instrumental Methods of Chemical Analysis 4 credits

This course will study the fundamental principles of instrumental methods for chemical analysis. It is a practical introduction to the theory and implementation of chemical instrumentation and methods of analysis in the areas of chromatography, electrochemistry, and spectroscopy. Lecture: 2 hours. Laboratory: 4 hours

Prerequisite: CHM 224. Spring only

CHM 343 Introduction to Physical Chemistry 4 credits

States and structure of matter; thermodynamics; and thermochemistry. Lecture: 2 hours. Laboratory: 4 hours.

Prerequisites: CHM 244, PHY 222, MTH 152 or MTH 172 Alternate years

CHM 350 Chemical Literature 1 credit

Introduces the chemical literature and introduces library/online searching skills. Examines the structure of various types of scientific articles and develops the ability to critically analyze a peer-reviewed journal article. Lecture: 1 hour.

Prerequisite: CHM 134.

CHM 353 Biochemistry I 3 credits

The study of basic chemical and physical principles in living systems, bioenergetics, enzyme kinetics, and the metabolism of carbohydrates, lipids, amino acids/proteins and nucleic acids. Lecture: 3 hours.

Prerequisite: CHM 244; Concurrent registration for CHM 363 is required for Chemistry and Biochemistry Majors. Fall only

CHM 354 Biochemistry II 3 credits

An in-depth study of the principles and mechanisms underlying bioenergetics, and the integration and hormonal control of the major metabolic pathways. Other topics include the metabolism of fasting/eating, stress, diabetes and alcoholism, free radicals and antioxidants, DNA repair, biochemistry of apoptosis, receptors and transsignaling, lipoprotein/platelet metabolism and cardiovascular risk, and various aspects of clinical chemistry.

Prerequisite: CHM 353. Spring only

CHM 355 Physical Chemistry I 4 credits

Properties and structure of gases, thermodynamics, chemical equilibrium, phase equilibrium, solutions, electrochemistry. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisites: MTH 172, PHY 222. Fall only

CHM 356 Physical Chemistry II 4 credits

Structure of matter, quantum theory, bonding, atomic and molecular spectroscopy, kinetics. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: CHM 355. Spring only

CHM 360 Principles and Biochemical Mechanisms of Pharmacology 2 credits

This lecture course is designed to provide the student with the knowledge to understand the fundamental principles and biochemical mechanisms of pharmacological applications, such as drug dosage, clearance, and metabolic action. Each student will become familiar with the complex mechanisms of action and clinical applications of a variety of the major categories and classes of pharmaceuticals, using illustrative prototypical agents. This course will offer both "high yield" facts and a sufficient framework for critical thinking and analysis, rather than just memorization.

Prerequisite: CHM 353

CHM 363 Biochemistry Laboratory 1 credit

Investigation of the major laboratory techniques used in the study of the physical, chemical, and catalytic properties of biological molecules. Topics include protein chromatography, protein and nucleic acid electrophoreis, enzyme catalysis, PCR, and DNA sequencing. Laboratory: 3 hours.

Prerequisite/corequisite: CHM 353. Fall only

CHM 370 Junior Chemistry Seminar 1 credit

This course will prepare students for research requirements in the major by guiding them through the process of writing a research proposal, analyziang and presenting information in the literature, and discussing ethics in the application of scientific research. Lecture: 1 hour

Prerequisite: CHM 244

CHM 410 Advanced Inorganic Chemistry 3 credits

A comprehensive study of the current theories of bonding and structure within inorganic compounds. The study of transition metal chemistry, their complexes, and the organometalic chemistry of main group elements and transition metals. Lecture: 3 hours.

Prerequisite: CHM 244

CHM 411 Instrumental Methods of Analysis 3 credits

Theory and techniques in spectroscopy, electrochemistry, chromatography, and other selected methods of chemical analysis. Lecture: 3 hours.

Prerequisites/corequisite: CHM 244, PHY 222, CHM 412. Spring only

CHM 412 Instrumental Analysis Laboratory I 1 credit

A practical introduction to chemical instrumentation and methods of analysis. The practice of chromatography, electrochemistry, and other selected methods for chemical analysis will be investigated through laboratory exercises. Laboratory: 3 hours.

Prerequisites/corequisite: CHM 244, PHY 222; CHM 411. Spring only

CHM 420 Polymer Chemistry 3 credits

An introduction to the synthesis, properties, and characterization of polymers. The course will cover both addition and condensation polymers, catalysis, and modern methods and instrumentation for the characterization of macromolecules.

Prerequisite: CHM 244

CHM 450 Special Topics 1-3 credits

Topic may vary from semester to semester and will be announced with preregistration information and course hours. Students will acquire expertise in a specialized field of chemistry. The precise field of chemistry offered will depend on the requests from students and availability of a qualified faculty member to teach the course.

CHM 456 Qualitative Organic Analysis 3 credits

Characterization of organic compounds using classical wet chemical methods and spectroscopic analysis, especially NMR and IR. Lecture: 1 hour. Laboratory: 6 hours.

Prerequisite: CHM 244

CHM 460 Research in Chemistry 1-3 credits

Chemical research under the direction of a faculty member of the chemistry department. Students are expected to perform a minimum of three hours of laboratory studies per week per credit hour. The student may register for fewer than three credits with permission of the research director, as long as a total of three credits of research are completed prior to graduation. If the student desires, research in chemistry may be taken as an elective up to a maximum of six credits.

Prerequisite: CHM 134 or permission of instructor.

CHM 470 Senior Chemistry Seminar 2 credits

This course is a capstone course for Biochemistry and Chemistry majors. Students will prepare and deliver an oral presentation, prepare and present a poster, and write a research report or an intensive literature review paper. Lecture: 2 hours

Prerequisite: CHM 370

CHM 475 Seminar 1 credit each semester

Current topics. Each student will prepare and present a seminar on a topic from the recent chemical literature or on their own research project. Lecture: 1 hour

Prerequisite: CHM 244, CHM 356

CHM 490 Chemistry Internship 3-6 credits

Academic study combined with work experience in an industrial or academic lab.

Prerequisite: Junior standing or approval of Chemistry faculty. Summer only

Child Welfare Services Courses (CWS)

CWS 355 Sexuality in Childhood and Adolescence 3 credits

Overview of the emerging sexual self from early childhood through adolescence. Examination of one's own sexual values and their relationship to acceptance of diversified sexual behaviors and lifestyles.

(On demand)

CWS 356 Developing Cultural Competence with Children and Families 3 credits

Examination of issues involved in working with children and families from diverse cultural, ethnic, and language groups. Emphasis on awareness and understanding of one's own cultural background, values, and beliefs, and their implications for developing intercultural effectiveness while working with others.

Spring

CWS 363 Child Welfare Services 3 credits

Introduction to the policies and services that comprise the child welfare system in the community. Examination of supportive and substitute services, worker roles and activities, and service effectiveness.

Fall

CWS 392 Child Abuse and Neglect 3 credits

A practice-oriented course for students who intend to work in a protective service role and/or in settings that necessitate an understanding of child maltreatment. Abuse and neglect causes, legal sanctions for intervention, treatment approaches, case planning, and service.

Fall

CWS 393 Child Welfare Law 3 credits

Examination of the laws that child welfare workers rely on to promote the rights of families and children. State and local laws that provide services to families and children, legal resources for offenders, child welfare service provision in specific areas, e.g., adoption.

Prerequisite: CWS 363 or permission of instructor. Spring

CWS 395A Permanency Planning 3 credits

Assessment, case planning, and the provision of services in foster care, in residential facilities and for child adoption.

Prerequisite: Permission of instructor. Spring

Clinical Laboratory Science Courses (CLS)

CLS 400 Clinical Microbiology 8 credits

Identification and clinical pathology of bacteria, fungi, viruses, and parasites. Techniques to isolate, stain, and culture, and to determine antimicrobial susceptibility. Instrumentation; quality control.

Fall only

CLS 401 Clinical Chemistry 7 credits

Enzymology, endocrinology, biochemistry of lipids, carbohydrates and proteins, metabolism of nitrogenous end products, physiology and metabolism of fluids and electrolytes, and toxicology as related to the body and diseases. The technical procedures include colorimetry, spectrophometry electrophoresis, chromatography, automation, and quality control.

Fall only

CLS 402 Clinical Hematology/Coagulation 5 credits

The composition and function of blood; diseases related to blood disorders; the role of platelets and coagulation. Manual and automated techniques of diagnostic tests for abnormalities.

Spring only

CLS 403 Clinical Immunohematology 4 credits

Blood antigens, antibodies, crossmatching, hemolytic diseases, and related diagnostic tests. An in-depth study of blood donor service and its many facets such as transfusions, medico-legal aspects, etc.

Spring only

CLS 404 Clinical Immunology/Serology 4 credits

Immune response, immunoglobulins, autoimmunity, and complement and related tests and diseases. Survey and demonstration of serological diagnostic tests.

Spring only

CLS 405 Clinical Seminar 2 credits

Other courses which are not included in the above (such as orientation, laboratory management, education, clinical microscopy) and are unique to the individual hospital program.

Spring only

CLS 480 Independent Study 1-3 credits

Special investigation of a selected topic.

Communications Courses (COM)

COM 102 Introduction to Mass Communications 3 credits

Students will explore the history and diverse facets of the mass media in American society through the lens of the contemporary convergent media. Convergence is integration of media platforms—including video, audio, still photography, and text—into a single product on the Web. This course is an exploration of the history and evolution of newspapers, magazines, radio, television, film and other platforms in this contemporary context, enabling students to make connections and understand how each facet of the industry impacts all others. Issues of media ethics, law, and global communication, which are embedded in this context, will allow students to think critically about the rapidly changing industry and investigate the challenges that lie ahead.

COM 173/272/273 Practicum

1 credit

Directed experiences during freshman and sophomore years working with student radio, TV, and newspaper.

Prerequisite for COM 273: COM 232 (prerequisite approved 10/2/2014, effective Spring 2015 semester)

COM 204 Film and Filmmakers 3 credits

An introduction to the art, language, history and theory of film. Students will study films from the 1940's through the present.

COM 207 Media Writing 3 credits

Instruction and practice in writing public relations materials, commercials and advertising copy.

COM 215 Web Design & Production 3 credits

An introduction to web design principles and production techniques. This course features hands-on exploration of web design and communication theory. Subjects covered include HTML, interface, graphics, and multimedia.

COM 217 Introduction to Graphic Design 3 credits

This course is an introduction to design principles and production techniques. It includes key design principles, fundamentals of professional level typography and page layout software programs to create well designed media. It is a study of basic graphic elements, including the interaction of type and image as applied to visual communication in both print and Web design.

COM 220 Journalism I 3 credits

Introduction to basic news writing and reporting. Emphasis on developing a journalistic style, learning to cover events, and conducting interviews.

COM 221 Journalism II 3 credits

Introduction to copy editing and beat reporting; advanced study and practice in event coverage, research, and interviewing.

Prerequisite: COM 220

COM 222 Fundamentals of Digital Photography 3 credits

Students will explore the fundamentals of digital photography, including the use of the SLR camera as well as digital photo manipulation software. They will grow visual literacy as they critically examine images and study the application of composition, light, color, and technique. They will also explore the legal and ethical implications of photography in the digital era, including privacy, libel, and taste.

COM 225 Photojournalism 3 credits

This course focuses on the elements of photojournalism, including photographic theory and visual storytelling. This course will emphasize privacy, ethics, libel and copyright law as it affects professional journalists. Students will refine and practice skills in the use of composition, light, and color, and they will study and practice advanced photographic techniques as they create journalistic images suitable for publication. Photo manipulation software for editing and captioning is also discussed.

COM 232 Video Production I 3 credits

Instruction and practice in electronic field production and electronic news gathering. Emphasizes field camera operation, location shooting, and editing of short video segments.

COM 233 Video Production II 3 credits

Emphasis placed on pre-production, studio production, studio equipment operation, and non-linear post production.

Prerequisites: COM 232

COM 240 Audio Production 3 credits

Instruction and practice in the creation and duplication of audio tracks for radio, television and multi-media.

COM 251 Public Relations Principles and Practices 3 credits

Instruction and practice in the basics of public relations.

Prerequisite: COM 220 or instructor permission

COM 306 Media Criticism 3 credits

Analysis, evaluation and instruction in the critical process to evaluate media products and messages. The course will emphasize the difference between description, analysis, and opinion.

Prerequisites: COM 101 plus nine additional credits in Communications

COM 307 Communication Research 3 credits

This course will study and practice the various methodologies in communication research.

Prerequisites: COM 101, Junior status

COM 310 Print Design and Production 3 credits

An introduction to print design principles and production techniques. Areas covered include key design principles, fundamentals of professional-level typography, and page-layout software programs to create print publications.

COM 317 Advanced Graphic Design 3 credits

This course will build upon skills students have acquired in COM 217: Introduction to Graphic Design. Students will study design principles and information structure of multiple page designs. Emphasis will be placed on the hierarchy of text as well as visual and verbal balance.

Prerequisite: COM 217: Introduction to Graphic Design

COM 321 Multi-Media Journalism 3 credits

This course will explore state-of-the-art media technologies in journalism across media platforms. Students will grow, practice, and apply skills in reporting, still photography, audio, video, and written communications via mobile devices, social media, and other internet platforms.

Prerequisite: COM 220 and COM 232

COM 323 Broadcast Journalism 3 credits

News reporting, writing, editing and production of news for the electronic media.

Prerequisite: COM 220 and COM 232, or instructor permission

COM 325 Magazine and Feature Writing 3 credits

Instruction and practice in writing long form pieces for newspapers and magazines.

COM 332 Video III 3 credits

Advanced work in production emphasizing non-linear editing and long-form productions.

Prerequisites: COM 232 (prerequisite change approved 10/2/2014, effective for Spring 2015 semester)

COM 335 Multimedia Post Production 3 credits

This course is designed to expand upon and develop students' skills in multimedia postproduction. Students will study multimedia delivery (including the web), video and audio encoding, audio post-production and DVD authoring.

Prerequisite: COM 215 and COM 232

COM 339 Media Performance 3 credits

Instruction and practice in on-air performance techniques for television, video, and radio. Includes vocal enunciation and diction, interview preparation, and physical movement. Performance formats include: news, commercials, interviews, radio announcing, and vocal characterization.

Prerequisites: COM 232 or instructor permission

COM 340 Brand and Logo Development 3 credits

Students will create visual designs that construct and communicate corporate identities. Students will learn how to develop professional company logos and collateral pieces, based upon client needs and marketing research, and incorporate them into marketing and public relations products on multiple media platforms. The focus of this course is visual design through the use of computer related applications.

Prerequisite: COM 215

COM 352 Advanced Public Relations 3 credits

Case studies in public relations; experiences creating press kits and in event planning.

Prerequisite: COM 251

COM 360 Media Management 3 credits

Practices, problems and issues in managing a media outlet.

Prerequisite: COM 101, Junior Status

COM 361 Media Programming 3 credits

Instruction and practice in programming electronic media outlets using a framework of industry structures and public demand.

Prerequisite: COM 101

COM 370 Campus Media Internship 3 credits

Supervised, hands-on media experience on the Misericordia campus in radio, video, newspaper, or public relations.

Prerequisite: Junior status

COM 460 Integrated Communications Campaigns 3 credits

Student teams organize and create communication campaigns by integrating advertising, public relations, sales promotion, direct response and other integrated market communications tools.

Prerequisite: Junior status

COM 470 Professional Internship 1 credit per 45 hours of site work

Directed experiences at a professional media outlet.

Prerequisite: Junior standing and department permission

COM 480 Independent Study 3 credits

In-depth study of a specific topic, selected in consultation with a faculty member.

Prerequisite: Department permission

COM 485 Special Topics 3 credits

Topics will vary from semester to semester and will be announced with pre-registration information.

Prerequisite: Department permission

COM 490 Senior Seminar 3 credits

Capstone course for the communications degree. Reading and study of mass media issues, exploration of media job options, and development of a senior media project.

Prerequisites: Senior standing and COM 101, 220, 232, 306, 370, 470

Computer Science Courses (CPS)

CPS 101 Introduction to Programming 3 credits

Problem-solving methods; algorithm development; procedural and data abstraction; and program design, programming. Intended for students who plan to continue with other computer science courses.

Fall only

CPS 121 Computer Programming 3 credits

Control structures, top-down programming and stepwise refinement. Debugging, testing, and documentation.

Prerequisite: CPS 101 or knowledge of language used in CPS101 and permission of instructor. Spring only

CPS 130 Computing for Scientists 3 credits

Computers are becoming an increasingly important aspect of the biological, physical and social sciences, whether we use them as part of an existing instrument, whether we're building new equipment, or whether we need to build new software. This course will link the use of various software packages and a programming language that assist the student with the analysis of their scientific data. Not for computer science majors

Fall only

CPS 215 Introduction to Web Design 3 credits

This course is an introduction to the design, development and maintenance of web pages and web sites. The course covers the basic techniques of web page design and development.

CPS 221 Introduction to Computer Systems 3 credits

Basic concepts of computer systems and computer architecture. Machine and assembly language programming.

Prerequisite: CPS 121.

CPS 222 Introduction to Computer Organization 3 credits

Organization and structure of the major computer components; mechanics of information transfer and control within the digital computer system; fundamentals of logic design and computer arithmetic.

Prerequisite: CPS 121.

CPS 231 Introduction to File Processing 3 credits

File terminology, structure, and manipulation techniques. Sequential and random access bulk storage devices. Applications of data structures and file processing techniques. Introduction to COBOL.

Prerequisite: CPS 121.

CPS 232 Data Structures and Algorithm Analysis 3 credits

Design and analysis of non-numeric algorithms, particularly for sorting/merging/searching. Algorithm testing and complexity.

Prerequisite: CPS 231.

CPS 321 Operating Systems and Computer Architecture 3 credits

Organization and architecture of computer systems at the register-transfer and programming levels; operating systems principles; inter-relationship of the operating system and the architecture of computer systems.

Prerequisites: CPS 221, CPS 222 (CPS 231 also recommended).

CPS 331 Organization of Programming Languages 3 credits

Features, limitations, organization, and run-time behavior of programming languages. Formal study of programming language syntax, grammar, and data and control structures. Examples of language implementations. Continued development of problem-solving and programming skills.

Prerequisites: CPS 121 (CPS 221 and 231 strongly recommended).

CPS 341 Introduction to Game Programming 3 credits

This course provides hands-on experience developing computer games. The course covers the basic techniques of game programming, including graphics, events, controls, animations, and intelligent behaviors. Students design and implement computer games.

Prerequisites: CPS 121

CPS 351 Internet Programming 3 credits

This is a course which will develop the basic programming skills needed to develop advanced webpages for the Internet. It will use a programming language that interfaces with webpages using Web 2.0 technologies.

Prerequisites: It is expected that through prior courses the student is familiar with the concepts and theories of the internet and webpages.

CPS 412 Computers and Society 3 credits

Concepts of social value and valuations; the effects of computers on society; professional ethics in decisions concerning social impact; and tools and techniques used to solve problems related to social consequences of computers.

Prerequisites: CPS 121 and one of either CPS 221, CPS 222, or CPS 231

CPS 431 Software Design and Development 3 credits

Design techniques, organization and management of large scale software development. Students work in programming teams on a major development project. Course is equated with MIS 200.

Prerequisite: CPS 232 (CPS 331 strongly recommended).

CPS 432 Database Management Systems Design 3 credits

Introduction to database concepts, data models, data description languages, query facilities, file, and index organization. Data integrity, reliability, and security. Students work with real database management systems.

Prerequisite: CPS 232. Spring only

CPS 470 Computer Science Cooperative Education 1-3 credits

Academic study combined with work experience in the community.

Prerequisite: Approval of faculty

CPS 480 Independent Study 1-3 credits

Special investigation of a selected topic.

CPS 485 Special Topics in Computer Science 1-3 credits

Topics vary from semester to semester and will be announced with pre-registration information.

Prerequisite: CPS 101 or consent of instructor

Diagnostic Medical Sonography Courses (DMS)

DMS 101 Introduction to Sonography 2 credits

This course will focus on introducing the student to the field of diagnostic medical sonography. Topics include, but are not limited to; the history and foundations for the use of medical ultrasound as a diagnostic tool; medical terminology specific to sonography; ergonomic considerations; clinical assessment; and role of medical imaging modalities with emphasis on correlations to sonographic examinations. The attributes of professionalism will be appraised through discussion of communication skills, medical ethics, legal issues, scope of practice, certification, and accreditation.

DMS 102 Introduction to Sonography Lab 1 credit

This lab course introduces the student to the psychomotor skills for the performance of sonographic examinations. Emphasis is placed on normal anatomy recognition, image optimization, and ability to acquire high quality diagnostic sonographic images.

DMS 107/707 Ultrasound Physics and Instrumentation / Lab 3 credits

This course will familiarize the student with diagnostic ultrasound principles and instrumentation. Physical principles will include; sound energy and its characteristics, the piezoelectric effect, properties of ultrasound waves, the speed of sound and propagation, pulsed Doppler, and color flow Doppler. The construction and operation of various types of ultrasound equipment and transducers will be discussed. Course work will include the topics of artifacts and adjustable physics parameters, as well as, sonographic units of measurement, equations, and display modes. The coursework will be focused on information pertaining to the national registry examinations in ultrasound physics and vascular physics.

DMS 111 Sonographic Cross-Sectional Anatomy 3 credits

This course will include knowledge of cross sectional human anatomy as visualized using diagnostic ultrasound. The student will become familiar with the ultrasonic appearance of disease free organs, tissues and vessels of the human body. Normal and abnormal anatomical variants will also be addressed. Coursework will include recognition of abnormal pathological findings as

diagnosed by ultrasound. Emphasis will be placed on teaching the students to identify sonographically normal cross sectional anatomy based on echogenicity, location and size relative to adjacent structures.

DMS 112 Sonography Patient Care 1 credit

Sonography Patient Care is an extremely important course to the field of Medical Imaging and Sonography whose main purpose is to present the student with the various aspects involved in care of the patient. Topics to be included, but not limited to be: Communication techniques, history taking, aseptic/sterile techniques, body mechanics, vital signs, emergency situations, transfer techniques, isolation techniques, medical law, and standard precautions.

DMS 117/717 Abdominal Sonography/Lab

3 credits

This course will focus on applying ultrasound as a diagnostic tool for evaluating the abdomen and all related structures. Coursework will include techniques for proper identification and representation of the normal and abnormal anatomical structures. Emphasis will be placed on the liver, gallbladder and biliary system, pancreas, spleen, urinary system, adrenal glands, gastrointestinal system, peritoneum and retroperitoneum, male pelvis, and non-cardiac chest. Lecture and laboratory experience will coincide appropriately to facilitate a simultaneous understanding of didactic and laboratory application.

DMS 122/722 Pelvic Sonography/Lab

3 credits

This course introduces and relates the knowledge of gynecologic anatomy, pathology, and diagnostic sonography. This course will focus on applying ultrasound as a diagnostic tool for evaluating the pelvis and adjacent structures. The student will become accustomed to the sonographic procedures used to properly image the female pelvis. Coursework will include demonstrations and discussion on the proper scanning techniques, patient preparations, and positioning utilized to obtain optimum diagnostic images. Lecture and lab demonstrations will coincide appropriately to facilitate a simultaneous understanding of didactic and hands-on experience.

DMS 127 High Resolution Sonography 3 credits

This course focuses on the anatomy, physiology, pathology and pathophysiology of the neck, thyroid, breast, scrotum, superficial aspect of the extremities, musculoskeletal, pediatric hip and the pediatric abdomen. Coursework will familiarize the student with scanning techniques and protocols to evaluate normal sonographic appearance, abnormal sonographic appearances, and the ability to identify specific pathological conditions as demonstrated on sonographic images. Correlation of pertinent clinical history, symptoms, clinical laboratory tests and other diagnostic procedures will be emphasized.

DMS 130 Clinical Sonography I 2 credits

This course will provide students with an introduction into the hospital/clinical setting work experience. Students will utilize skills learned in prior classes of Introduction to Sonography as well as Ultrasound Physics and Instrumentation and Sonographic Cross Sectional Anatomy. The student will be required to apply concurrent information obtained during didactic coursework. Students will also become exposed to sonograms including abdomen, pelvic, and small parts applications. All execution and hands-on experience gained by the student will be conducted under direct and indirect supervision of the qualified clinical instructor.

DMS 150 Obstetrical Sonography 6 credits

Through didactic and interactive exercises, the student will explore fetal development from fertilization through the neonatal period. Students will learn calculation of gestational age,

sonographic assessment of normal and anomalous development of fetal and extrafetal structures, maternal complications relating to fetal consequences, invasive testing procedures, and fundamentals of fetal echocardiography. The simulated lab will be utilized to facilitate application of didactic knowledge to the clinical setting.

DMS 155 Fetal and Neonatal Anomalies 3 credits

This course will introduce the student to various fetal anomalies that can occur across the gestational period. Emphasis will be placed on identification of the pathological processes, sonographic appearances, correlation with the clinical history and diagnostic testing or procedures, and clinical management options. An introduction to normal and abnormal anatomy, scanning technique, and sonographic appearances of the neonatal brain will be provided.

DMS 181 Clinical Sonography II 4 credits

This course sequels DMS 130: Clinical Sonography I, providing continued hospital/clinic setting work experience in an assigned clinical affiliate. Students will apply knowledge gained in previous course work and concurrently during Obstetrical Sonography and Fetal and Neonatal Anomalies courses to perform quality diagnostic sonography examinations. Refinement of technical parameters will continue to be developed to produce optimal images. Execution of sonographic examinations will be performed under direct and indirect supervision.

DMS 265/765 Introduction to Vascular Sonography/Lab 3 credits

This course will introduce the student to vascular sonography. It will include the hemodynamics, pathology and pathophysiology of the vascular system. The student will be introduced to normal and abnormal vasculature and the differentiation between the venous and arterial systems. Discussion will include the clinical signs and symptoms and the appropriate diagnostic testing and treatment of various vascular diseases. Emphasis will be placed on the functional workings and settings associated with vascular procedures.

DMS 271 Clinical Sonography III 4 credits

This course will provide continued hospital/clinic setting work experience for further development and progression in preparation of becoming an entry-level sonographer. Students will apply knowledge learned prior and concurrently with the didactic courses. The student will become familiar with interventional and vascular procedures performed in an ultrasound/vascular laboratory. Execution of sonographic examinations will be performed under direct or indirect supervision, dependent upon competency status.

DMS 277 Interventional Sonography 1 credit

This course will focus on ultrasound-guided special procedures. Emphasis will be placed on how and why ultrasound is utilized as guidance during invasive procedures. The student will learn techniques in maintaining sterility during the procedure, as well as issues regarding the patient consent. Topics will include proper equipment and room set-up and clean-up techniques and laboratory requirements. Sonography in the operating room will also be addressed. Lecture and hands-on demonstrations will coincide appropriately to facilitate a simultaneous understanding of didactic and laboratory application.

DMS 281 Clinical Sonography IV 2 credits

This final clinical course will provide continued hospital/clinic setting work experience. Students will be expected to apply knowledge learned in prior and concurrent courses to acquisition and appraisal of sonographic examinations. Emphasis will be placed on assisting students to refine equipment options for optimal image acquisition and communicating sonographic findings to the interpreting physician Execution of sonographic examinations will be performed under direct and indirect supervision. After completion of the required clinical hours and program requirements,

the student will be eligible to apply to sit for the national certification examinations for physics, abdominal specialty and obstetric/gynecologic specialty.
Prerequisites: DMS 271

DMS 282 Issues in Sonography 1 credit

This course prepares the student to transition from student to employee. A variety of topics will be researched and discussed to provide current insight into the future of the profession, resume and interview skills, certification versus accreditation, career opportunities, healthcare issues, and mechanisms for life-long learning.

DMS 287 Journal and Case Study Review 1 credit

This course will include readings and reviews of widely known sonography publications and journals. The student will become familiar with the important use of literature review and research in the healthcare environment and the populations they serve. Sonographic case studies will be discussed and presented.

DMS 288 Focused Sonography 3 credits

As the role of ultrasound technology continues to expand in arenas beyond the diagnostic role, it is important for sonographers to be cognizant of the medical value of the expanded non-traditional roles for patient outcomes. This seminar course will explore the role of sonography in interventional procedures, limited applications and developing specializations nationally and globally by various healthcare providers. Through research and analysis, various entities for use of ultrasound technology will be explored, as well as roles and scope of practice for the practitioner, and controversial issues. This course incorporates an introduction to information literacy and research methodologies.

DMS 297 Sonographic Registry Review 3 credits

This course will serve as an intense comprehensive review of knowledge learned from previous sonographic courses to prepare the graduate to sit for national sonographic examinations. Emphasis will be placed on sonographic physics and instrumentation, vascular hemodynamics, and normal anatomy versus pathological findings related to the abdomen, superficial structures, gynecology and obstetrics. Test taking strategies for success will be discussed.

DMS 310 Breast Sonography 2 credits

Breast sonography requires extensive knowledge in anatomy of the breast, physics of ultrasound, proper scanning technique and characteristics of pathology. This course will focus upon breast anatomy, correlation to mammography and the intricacy of proper scanning techniques. Classifications and types of benign and malignant pathology will be discussed in relationship to the expected sonographic characteristics. The course is designed for participants who desire an introductory course or as a review for the ARDMS, ARRT or American Society of Breast Surgeons breast specialty examination.

DMS 320 Advanced Vascular Sonography 3 credits

This course will discuss the pathophysiology of various vascular diseases, associated sonographic findings, diagnostic interpretation criteria and current methods of treatment. Emphasis will be placed on techniques for performance and sonographic findings for advanced and less commonly performed vascular procedures.

DMS 330 Advanced Fetal and Pediatric Sonography 3 credits

This course will discuss congenital heart disease with emphasis on diagnosis during the fetal stage, neonatal neurosonography and application of sonography specific to the pediatric population. Topics will include, but not limited to, fetal heart and cranial embryology, anomalous development and sonographic appearances of normal and pathological conditions. Neonatal sonographic application for congenital hip dysplasia and pyloric stenosis will be examined.

DMS 340 Pathophysiology for Healthcare 3 credits

This course will discuss the pathophysiology and genetic basis of disease with emphasis on the causes, manifestations, treatment protocols, and prognoses of commonly occurring disease processes. Topics will include, but not be limited to, genetic, infectious, immunologic, cardiovascular, neoplastic, endocrine, cardiovascular, and renal diseases. Emphasis is placed on selected diseases encountered by the sonographer.

DMS 413 Cooperative Education 1-4 credits

This is a variable credit course which allows the working credentialed sonographer the opportunity to combine academic study with work experience to further explore leadership concepts. Credits are dependent on number of hours to be completed, and assignments are adjusted accordingly.

DMS 420 Current Trends and Practices in Sonography 3 credits

This course will take an in-depth approach to evaluate external and internal factors that impact the realm of sonography as part of the dynamic healthcare environment. Topics to be included, but not limited to, are technological advances, economic, legal, federal regulations, moral, and ethical issues.

DMS 430 Independent Study-Sonography 2 credits

This course focuses on utilizing sonographic knowledge gained from within the major and clinical experience to plan and implement a specialized project which would enhance the field of sonography in the employment setting, profession, or the community.

DMS 472 Sonography Clinical Externship 2-5 credits

Clinical externships provide an opportunity for the sonographer to expand his/her knowledge in specialty fields or a different area of sonography. Areas may include, but not limited to, perinatology, vascular, cardiac, or pediatrics. The sonographer (student) is responsible to secure a clinical facility willing to provide quality clinical education in the specialty area desired. In conjunction with the Chair of Sonography, a clinical education affiliate contract with the facility will be required prior to commencement of the externship. The student can determine the value for the number of credits at a ratio of 120 clinical hours = 1 credit up to a maximum of 5 credits.

Doctor of Nursing Practice Course Descriptions (DNP)

DNP 800 Evidence Based Practice Theory and Role 3 credits

This course focuses on key concepts related to the role of the DNP in the clinical and healthcare environments. It further examines development and evaluation of ethical and evidence-based approaches to practice and healthcare delivery models based on interdisciplinary theories, and equity of care delivery for vulnerable, underserved, and diverse populations.

Prerequisite: Graduate DNP status or permission of the Director of Graduate Programs.

DNP 801 Analytical Methods and the Scholarship of Inquiry 3 credits

This course examines the development of skills and knowledge to manage biomedical and epidemiological data. Application of evidence based practice and experimental design models for solving practical problems and improving efficiency and effectiveness of care are discussed and provide the foundation, implementation, and evaluation of outcomes research that impact improved processes and quality of care. Students will select the primary focus of the capstone project in the form of a PICO-T question during this course. Students will also conduct a review

and critical appraisal of the literature related to the capstone project. Note: 150 practice hours are associated with this course.

Prerequisite: Graduate DNP status or permission of the Director of Graduate Programs.

DNP 802 Advanced Biomedical Ethics and Healthcare Policy Development 3 credits

This course examines the merging challenges in the current healthcare system. Frameworks of ethical decision making are explored and applied to the analysis of complex biomedical ethical dilemmas. Concepts and issues related to policy making and political processes are explored in relation to the DNP and contemporary systems and their impact on outcomes. Policy decisions and strategies that advocate for quality healthcare outcomes are discussed and evaluated at the local, national and international level.

Prerequisite: Graduate DNP status or permission of the Director of Graduate Programs.

DNP 803 Epidemiology, Health Promotion and Illness Prevention for Diverse Populations 3 credits

This course examines the epidemiological approach to the study of public health problems locally, nationally, and globally. Descriptive and analytic epidemiological strategies measure the impact of health promotion, illness prevention and quality interventions on the outcomes of population health.

Prerequisite: Graduate DNP status or permission of the Director of Graduate Programs.

DNP 804 Financial Management and Grant Writing 3 credits

This course provides students with the strategies necessary to make a business case for practice change. Principles of business and health economics serve as the foundation for business plan development and innovative changes in health care program planning. Grant writing strategies and tools are utilized to examine the funding opportunities to support practice initiatives that facilitate quality health care and support health promotion and illness prevention.

DNP 805 Doctor of Nursing Practice Capstone I 3 credits

This synthesis course provides the student with the opportunity to systematically investigate a clinical question in a selected area of advanced nursing practice. A comprehensive, site specific project plan is implemented in collaboration with the site selected facility. The final project will demonstrate the synthesis of skills in leadership, communication, collaboration, ethical practice and influence for change across a broad spectrum of the population's healthcare needs.
150 practice hours are associated with this course.

Prerequisites: DNP 800, 801. 802. Co-requisites: DNP 803, 804

DNP 806 Leadership, Systems Management, and Inter-professional Collaborative Practice 3 credits

This course provides students with the strategies and tools necessary for leadership roles in systems management and inter-professional practice. Ethical leadership concepts, analysis of diverse organizational systems across the healthcare continuum, change agency and communication skills are emphasized in the processes of coalition building, negotiating conflict, workforce planning and inter-professional team relationship building to produce quality patient outcomes.

Prerequisite: Graduate DNP status or permission of the Director of Graduate Programs.

DNP 807 Transformation of Health Care through Informatics and Patient Care Technology 3 credits

The focus of this course is to utilize the principles of healthcare informatics, communication networks, and healthcare technology in the assessment, delivery, and evaluation of healthcare in a variety of settings. Ethical and legal considerations are integrated into the application of technological best practice to care.

Prerequisite: Graduate DNP status or permission of the Director of Graduate Programs.

DNP 808 Doctor of Nursing Practice Capstone II 3 credits

This synthesis course provides the student with the opportunity to implement an EBP change project in collaboration with site selected facility. Project outcomes will be evaluated and findings are disseminated for integration of new knowledge. The final project will demonstrate the synthesis of skills in leadership, communication, collaboration, ethical practice and influence for change across a broad spectrum of the population's healthcare needs.

Prerequisites: DNP 805. Co-requisites: DNP 806, 807

DNP 810 Teaching-Learning Strategies 3 credits

This course places emphasis on teaching and learning theories. Students are exposed to a variety of modalities utilized in teaching both theory and clinical courses. Test construction and clinical evaluation methods are included.

Prerequisite: Graduate DNP status or permission of the Director of Graduate Programs.

DNP 815 Curriculum Design 3 credits

An examination of the foundations, models and procedures of curriculum design. Curriculum theories and practices are explored.

Prerequisite: DNP 810; Graduate DNP status or permission of the Director of Graduate Programs.

DNP 820 Nursing Education Practicum 3 credits

This course provides opportunities for students to develop the skills of classroom and clinical teaching and evaluation using various modalities. Students will explore the need to interface with faculty from nursing and other departments of the institution, administration, support service and clinical agency personnel. The logistics of student placement, contractual agreements, state approval, and accreditation are additional areas, which are explored. Bi-weekly seminars provide opportunities for exchange of ideas, clarification of concerns and analysis of educational development and evaluative strategies.

Prerequisite: DNP 810; Graduate DNP status or permission of the Director of Graduate Programs.

Co-requisite: DNP 815

Doctor of Physical Therapy Courses (DPT)

DPT 800 Academic Success Skills 1 credit

This course will assist the student in assessing academic strengths and weaknesses, and to develop and implement a plan to address weaknesses.

Prerequisites: Graduate DPT status

DPT 801 Applied Physiology 4 credits

The study of physiological mechanisms affecting physical therapy examination, evaluation and intervention. Includes physical agents, exercise, and modifying variables as related to maintaining and restoring homeostasis. Also includes applied cardiovascular, respiratory, and exercise physiology. Lecture: 3 hours, Lab: 2 hours.

Prerequisites: Graduate DPT status

Spring

DPT 802 Orthotics and Prosthetics in Physical Therapy 1 credit

This course is designed to instruct physical therapy students in the physical therapy management of individuals with upper and lower extremity amputation, and incorporation of orthotic devices in patient/client management. (Lecture: 2.5 hours per week for 6 weeks)

Prerequisites: DPT 809, DPT 823, DPT 839, DPT 853, DPT 855, DPT 857.

Co-requisites: DPT 825, DPT 833, DPT 847, DPT 849, DPT 880. Fall

DPT 803 Human Anatomy I 4 credits

The first of two courses that study human anatomy, emphasizing structure and function in relationship to human movement, inter-relationships of neuromuscular, musculoskeletal, cardiovascular, pulmonary systems, and intraabdominal structures. This course emphasizes building a foundation in human anatomy that will be built upon in the second course and integrated in clinical courses. (Lecture: 3 hours, Lab: 2 hours.)

Prerequisites: Graduate DPT status..

Spring

DPT 805 Medical Conditions I 3 credits

The first of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis. (Lecture: 3 hours.)

Prerequisites: Graduate DPT status.

Spring

DPT 807 Movement Science I 4 credits

The analysis of human movement is taught from the developmental, kinesiological, and biomechanical perspective. The student will learn functional anatomy, kinesiology and pathokinesiology of the joints, posture, functional movement patterns of the neck, trunk and limbs as a foundation for evaluation and intervention strategies of the musculoskeletal system. (Lecture: 3 hours, Lab: 2 hours.)

Prerequisites: Graduate DPT status.

Spring

DPT 809 Human Anatomy II 2 credits

The second of two courses that study human anatomy, emphasizing structure and function in relationship to human movement, inter-relationships of neuromuscular, musculoskeletal, vascular, and integumentary structure. This course builds upon the foundation built in Human Anatomy I and includes further exploration of structures and relationships using cadaver dissection. Evidence for the anatomical basis of examination and intervention is explored. (Lecture: 1 hour, Lab: 3 hours.)

Prerequisites: DPT 813, DPT 815, DPT 817, DPT 821, DPT 829, DPT 851.

Co-requisites: DPT 853, DPT 855, DPT 857, Spring

DPT 811 Physical Therapy Clinical Skills I 2 credits

The first of two courses introducing patient handling and physical therapy tests and measurements and intervention strategies. This may include assessment and monitoring of vital signs, goniometry, manual muscle testing, modalities of heat, cold, sound, and water and therapeutic exercise. Introduces problem solving, communication, and patient management skills. (Lab: 4 hours.)

Prerequisites: Graduate DPT students.

Spring

DPT 813 Evidence-based Practice I 3 credits

The first of a four-course sequence provides an overview of quantitative and qualitative research processes. The course emphasizes the knowledge and skills necessary to read and critically evaluate professional literature. (Lecture: 3 hours.)

Prerequisites: Graduate DPT status

Co-requisites: DPT 815, DPT 829, Fall

DPT 815 Medical Conditions II 3 credits

The second of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis. (Lecture: 3 hours.)

Prerequisites: DPT 805

Co-requisites: DPT 813, DPT 829. Fall

DPT 817 Movement Science II 3 credits

The study of motor control, motor learning, typical motor development, clinical application of kinesiology and biomechanics of the joints, posture, functional movement patterns of the neck, trunk, and limbs and gait will be taught as a foundation for examination and intervention strategies in the presence of movement dysfunction associated with the musculoskeletal and neuromuscular systems. (Lecture: 2 hours, Lab: 2 hours.)

Prerequisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 819, DPT 811.

Co-requisites: DPT 851, DPT 821. Fall

DPT 819 Professional Issues I 1 credit

The first of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 1 hour.)

Prerequisites: Graduate DPT students.

Spring

DPT 821 Physical Therapy Clinical Skills II 2 credits

The second of two courses introducing patient handling and physical therapy tests and measurements and intervention strategies. This may include goniometry, manual muscle testing, posture and gait assessment, massage, therapeutic exercise, gait training and objective tests for different neurological conditions. Encourages problem solving, communication, documentation and patient management skills. (Lab: 4 hours.)

Prerequisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 819, DPT 811.

Co-requisites: DPT 817, DPT 851, Fall

DPT 823 Evidence-based Practice II 2 credits

The second of a four-course sequence provides the knowledge and skills necessary to access and utilize best evidence in making clinical decisions. Content from Evidence-based Practice I is integrated into this course in the continued development and application of skills needed for critically evaluating literature and physical therapy practice. (Lecture: 2 hours.)

Prerequisites: DPT 813

Co-requisites: DPT 839. Spring

DPT 825 Medical Conditions III 3 credits

The third of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis. (Lecture: 5 hours/week for 6 weeks; Lab: 4 hours/week for 6 weeks)

Prerequisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 857, DPT 839.

Co-requisites: DPT 833, DPT 861, DPT 849. Fall

DPT 829 Professional Issues II 2 credits

The second of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 1.5 hours, Lab: 1 hour.)

Prerequisites: DPT 819

Co-requisites: DPT 813, DPT 815 Fall

DPT 833 Evidence-based Practice III 2 credits

The third of a four-course sequence emphasizes the planning and conducting of an evidence based practice project that involves developing a focused question and conducting a literature search and review, including critical evaluation and evidence based practice grading. Building upon skills presented in Evidence Based Practice I and II, the course provides opportunities for enhancing the knowledge and skills needed for critical evaluation of the literature and other forms of information. (Lecture: 5 hours/week for 6 weeks)

Prerequisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 857, DPT 839.

Co-requisites: DPT 861, DPT 825, DPT 849. Fall

DPT 837 Clinical Education I 10 credits

This is an eight-week, full-time clinical education experience, occurring during the fourth semester in the program (Summer II). This experience will provide the opportunity for integration of current professional competencies into direct patient care using problem solving strategies. Facilitation from physical therapy clinical faculty will assist in the utilization of these skills in critically analyzing a variety of patient and role problems. This experience will begin the process of professional socialization and cultivation of interpersonal communication skills; clinical decision making; self-assessment; proactive learning; and development of personal values, attitudes, and motivations in relationship to ethical, legal, and moral practice. (40 hours per week for 10 weeks.)

Prerequisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 857, DPT 839. Summer.

DPT 839 Professional Issues III 1 credit

The third of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 1 hour.)

Prerequisites: DPT 813, DPT 815, DPT 829,

Co-requisites: DPT 823 Spring

DPT 843 Evidence Based Practice IV 4 credits

The fourth of a four-course sequence continues with the evidence based practice process of critical evaluation of information related to a focused question and obtaining the best evidence. The course provides opportunities for discussion and exercises in the integration of best evidence with clinical judgment and client values to determine the best care for a client. Content from Evidence Based Practice I, II, and III is integrated into this course in the continued critical evaluation of literature and physical therapy practice. (Lecture: 2 hours, Seminar: 4 hours.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.

Co-requisites: DPT 863, DPT 865, DPT 859, DPT 880. Spring

DPT 847 Clinical Education II 10 credits

This is an eight-week, full-time clinical education experience occurring during the fifth semester of the program (Fall II). This experience will build upon Clinical Education I and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem-solving strategies in direct patient care, under the guidance of physical therapy clinical faculty. A variety of patient populations and problems will be provided to allow for full integration of professional knowledge and skills in total patient care. The students will be encouraged to reflect upon their knowledge and skills to identify problem areas to be addressed in Clinical Education II. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected. (10 weeks.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849. Fall

DPT 849 Professional Issues IV 2 credits

The fourth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural

competence, clinical reasoning, evidence-based practice and education. (Lecture: 2 hours/week for 8 weeks, Lab: 4 hours/week for 8 weeks)

Prerequisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 857, DPT 839.

Co-requisites: DPT 833, DPT 861, DPT 825. Fall

DPT 851 Musculoskeletal Physical Therapy I 5 credits

This course will introduce the student to skills necessary for physical therapy examination of and intervention for problems of the musculoskeletal system primarily involving the upper and lower extremities. A number of examination and intervention principles utilized throughout the musculoskeletal system will be examined, as well as joint-specific principles. These principles will then be applied to the anatomy and biomechanics of the specific regions of the upper and lower extremities. Pathologies will be explored in light of their regional effects on the anatomy and biomechanics, as well as the effect of these changes in mechanics on the function of the body as a whole. (Lecture: 3 hours, Lab: 4 hours.)

Prerequisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 819, DPT 811.

Co-requisites: DPT 817, DPT 821. Fall

DPT 853 Cardiovascular and Pulmonary Physical Therapy 4 credits

This course explores cardiopulmonary anatomy, physiology, and pathophysiology, and the effects of aging on these systems. Cardiopulmonary dysfunction as a complication of other medical conditions is stressed. Screening, examination, evaluation, differential diagnosis, intervention and modification within the scope of physical therapy practice are emphasized. Integration of medical laboratory studies, medical diagnoses, graded exercise testing with EKG analysis, and pharmacological factors with PT examination and intervention planning are analyzed. Intervention stresses environmental and lifestyle factors, health and wellness attitudes, and physical therapy as integral to patient and public education. Classroom, laboratory, group, and clinical sessions are used to facilitate integration of competencies and skills. (Lecture: 3 hours, Lab: 2 hours.)

Prerequisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 829, DPT 821.

Co-requisites: DPT 809, DPT 855, DPT 857, Spring

DPT 855 Musculoskeletal Physical Therapy II 4 credits

This course is a continuation of Musculoskeletal PT I. The principles studied in this course are related to the examination of and intervention for dysfunction of the cervical, thoracic and lumbar spines and the TMJ. In addition principles specific to spinal pathology and mechanics will be introduced. Pathologies investigated in Musculoskeletal PT I that affect the extremities will be re-examined in regard to their effect on the spine. (Lecture: 2 hours, Lab: 4 hours.)

Prerequisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 829, DPT 821.

Co-requisites: DPT 853, DPT 809, DPT 857, Spring

DPT 857 Neuromuscular Physical Therapy I 5 credits

This course will review neuroanatomy, neurophysiology, and neuropathology with expansion to neurological examination, intervention and rehabilitation. Analysis of posture and movement during the normal process of development and aging as well as in clients with neurological impairments will be emphasized. Current movement theory, postural control, and motor learning research will be applied and integrated with knowledge gained in previous coursework for clinical decision making in evaluation and selection of appropriate intervention strategies. The theoretical basis and treatment techniques for selected neuromotor techniques such as PNF, NDT and sensory integration will also be included. Laboratory sessions will emphasize the

development of specific psychomotor examination and intervention skills necessary for the successful examination, evaluation and intervention of clients across the lifespan. (Lecture: 3 hours, Lab: 4 hours.)

Prerequisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 829, DPT 821.

Co-requisites: DPT 853, DPT 809, DPT 855. Spring

DPT 859 Professional Issues V 3 credits

The fifth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 2 hours, Lab: 2 hours.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.

Co-requisites: DPT 843, DPT 863, DPT 865, DPT 880. Spring

DPT 861 Integumentary Physical Therapy 3 credits

This course provides the student with an opportunity to synthesize materials learned to date within the physical therapy program in the context of integumentary physical therapy. Cooperative learning, independent research, and evidence-based practice on specific topics related to Integumentary physical therapy are integral components of the class. Topics include wound healing, special tests, nutrition and oxygen for healing, modalities for wound healing, dressings, and adjunctive therapies. (Lecture: 4 hours/week for 8 weeks, Lab: 4 hours/week for 8 weeks)

Prerequisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 857, DPT 839.

Co-requisites: DPT 833, DPT 825, DPT 849. Fall

DPT 863 Neuromuscular Physical Therapy II 4 credits

A continuation of Neuromuscular Physical Therapy I. This course will focus on the selection, performance and analysis of selected intervention strategies for patients with disorders involving the neuromuscular system. The theoretical basis and treatment techniques for selected neuromotor techniques such as PNF, NDT and sensory integration will also be included. Laboratory sessions will emphasize the development of specific psychomotor examination and intervention skills necessary for the successful examination, evaluation and intervention of clients across the lifespan. (Lecture: 2 hours, Lab: 4 hours.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.

Co-requisites: DPT 843, DPT 865, DPT 859, DPT 880. Spring

DPT 865 Patient Client Management 4 credits

Exploration of the physical therapy management of clients and patients with multiple diagnoses. Includes consultation, screening, examination, intervention and prevention, closely linked to evidence-based practice. (Lecture: 3 hours, Lab: 2 hours for Spring 2015. Lecture: 3 hours, Seminar: 1 hour for Spring 2016 and later. Approved 10/30/2014.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.

Co-requisites: DPT 843, DPT 863, DPT 859, DPT 880. Spring

DPT 867 Clinical Education III 10 credits

This is an eight-week, full-time clinical education experience occurring in the seventh semester of the program (Summer III). This experience builds upon Clinical Education II and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem-solving strategies in direct patient care, under the guidance of physical therapy clinical faculty. A variety of patient populations and problems will be provided to allow for integration of professional knowledge and skills in total patient care. Students will be encouraged to reflect upon their knowledge and skills to identify problem areas to be addressed in Clinical Education IV. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected. (10 weeks)

Prerequisites: DPT 843, DPT 863, DPT 865, DPT 859, DPT 880. Summer

DPT 869 Professional Issues VI 2 credits

The sixth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 2 hours/week for 6 weeks, Lab: 2.5 hours/week for 6 weeks)

Prerequisites: DPT 843, DPT 863, DPT 865, DPT 859, DPT 880.

Co-requisite: DPT 879. Fall

DPT 877 Clinical Education IV 10 credits

This is a ten-week full-time clinical education experience occurring in the eighth semester of the program (Fall III). This experience may occur at the same facility on a different rotation or in a different clinical setting. In this experience the student should seek patient populations or problems with which they have limited exposure and/or lack mastery of entry-level skills. Students also should actively seek, where possible, opportunities in teaching, critical inquiry/research, administration/management, and quality assurance. Patient evaluation and intervention skills should be fine-tuned. Additional emphases should be placed upon addressing clinical decision making, goal setting/functional outcome measures, modification of intervention plans, and the role of physical therapy in a dynamic health care system. (40 hours per week for 10 weeks.)

Prerequisites: DPT 843, DPT 863, DPT 865, DPT 859, DPT 880. Fall.

DPT 879 Doctoral Seminar 2 credits

In this course, students will present a personal project of professional significance and will provide feedback to and receive feedback from their peers. (Seminar: 4.5 hours/week for 6 weeks)

Prerequisites: DPT 843, DPT 863, DPT 865, DPT 859, DPT 880.

Co-requisite: DPT 869. Fall

DPT 880 Physical Therapy Electives 3 credits

This offering allows physical therapy students in their sixth semester the opportunity for study in up to three professional specialty areas. Topics vary from year to year, depending on student interest and the availability of faculty with professional expertise. Topics may include clinical specialties such as sports physical therapy, geriatrics, or pediatrics, or role specialties such as administration, teaching, or community health. Independent study or a graduate course outside the physical therapy department may be arranged with permission of program faculty. (Lecture: variable, Lab: variable.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.

Co-requisites: DPT 843, DPT 863, DPT 865, DPT 859. Spring

Early Childhood Education Courses (ECE)

ECE 110 Introduction to Early Childhood Education 3 credits

This course is designed to introduce candidates to the historical perspectives, foundations of Early Childhood Education (ECE), including the necessity for and scope of ECE. It will focus on Regulations in ECE as well as developmentally appropriate practices (DAP), and Early Intervention (EI), The National Association for the Education of Young Children (NAEYC) and their code of ethics.

ECE 250 Curriculum and Instruction in ECE 3 credits

This course prepares candidates to identify the curriculum and environment demands of early childhood educators. Students will identify strategies, including technology and differentiated instruction to accommodate all children, focusing on children from diverse cultures and children with special needs. Curriculum models will be discussed as well as lesson planning. The importance of family involvement will also be discussed.

Prerequisites: ECE 110

Note: Students enrolled in this course must co-register for the designated field component TED 292

ECE 380 Reading Methods I 3 credits

This course is designed to prepare students (ECED, ELED, and SPED) to understand the expectations of a developmental reading curriculum and to use methods and materials to teach groups of students to develop reading skills. This course examines the goals, purposes and principles of reading instruction; the expectations of an emergent literacy curriculum; and phonological awareness instruction.

Prerequisites: ECE 250

ECE 381 Reading Methods II 3 credits

This course prepares student to adapt and enhance methods and materials to teach reading skills to allow groups and/or individuals multiple pathways to learning. This course examines Word Recognition using structural, contextual, phonetic and dictionary analysis; prior knowledge; and assessment techniques using the oral reading miscue analysis associated with literacy instruction.

Prerequisites: ECE 380

ECE 382 Math Methods I 3 credits

This course is designed to introduce candidates to the Pre-K to grade 2 math curriculum and to use the methods and materials commonly used to teach children including diverse learners to develop math competencies. Students will be introduced to state and professional organization standards.

Prerequisites: Completion of freshman and sophomore courses

Note: Students enrolled in this course must co-register for the designated field component TED 396

ECE 383 Math Methods II 3 credits

This course is designed to introduce candidates to the third and fourth grade math curriculum and to use the methods and materials commonly used to teach children including diverse learners to develop math competencies.

Prerequisites: ECE 382

ECE 384 Social Studies Methods 2 credits

This course prepares students to provide instruction for elementary students in social studies. The primary focus is to familiarize students with state and professional standards, best practices, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. During this course, students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities.

Prerequisites: Completion of freshman and sophomore courses

ECE 385 Science Methods 2 credits

This course prepares students to provide instruction for elementary students in science. The primary focus is to familiarize students with state and professional standards, research-based practices, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. During this course students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities, and students who are not proficient in the English language.

Prerequisites: Completion of freshman and sophomore courses

ECE 386 Language Arts Methods 3 credits

This course prepares students to provide instruction for Pre-K through grade four students in the language arts. The primary focus is to familiarize students with state and professional standards, research-based practices, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. During this course students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities, and students who are not proficient in the English language.

Prerequisites: TED 242, ECE 250

ECE 387 Integrating the Arts 3 credits

This course will develop a student's critical and aesthetic understanding of the creative arts and their benefits in the early childhood classroom. Students will explore how to integrate the music, art, movement, and puppetry into all aspects of the curriculum to enhance and increase learning.

Prerequisites: TED 242, ECE 250

ECE 460 Collaborating with Families 3 credits

This course will provide candidates with a comprehensive view of the diverse family structures, beliefs, traditions, customs and values that impact the development of children with and without disabilities. Attention will be given to the impact of factors such as language, socio-economic issues and child rearing practices on the relationship between the home and school. In addition, candidates will focus on strategies that foster mutually respectful partnerships with family members, as well as strategies to keep families informed as well as involved in decisions. Community resources will also be highlighted.

Prerequisites: Completion of all Freshman courses

Education (Graduate Program) Courses (EDU)

EDU 500 Issues and Trends in Education 3 credits

Examines curriculum decision-making in light of federal and state legislation, court decisions, public policy, recent research, and exemplary educational program. Students complete a series of readings, participate in discussions, and complete a major paper.

EDU 504 Curriculum 3 credits

Examines the theories and models and procedures of curriculum design and assessment. Students design and assess actual curriculum.

EDU 509 Assessment 3 credits

This course prepares students to understand, administer and/or interpret assessment information in educational settings.

Prerequisite: EDU 517

EDU 510 Learning 3 credits

Relates major contemporary theories of education to current methods of teaching. Discusses how the theories and methods affect curriculum and curriculum decisions. Students create a project that relates theories and methods to curriculum decisions.

EDU 515 Research Methods 3 credits

Provides students with an understanding of the concepts, principles, and techniques associated with the investigation of specific research problems in organizational behavior and management.

Prerequisite: MTH 115

EDU 517 Special Education 3 credits

Students will identify the historical, philosophical, and the legal foundations of special education.

EDU 518 The Internet 3 credits

Provides students with an opportunity to explore electronic communications and information storage, access, and use as they relate to the Internet. Students will develop skills needed for personal communications, web information, Internet research, and telecomputing.

EDU 519 Inclusion 3 credits

This course introduces students to the nature and purposes of inclusion of students with disabilities in regular education. It highlights research-based planning, instructional, management, assessment, and communication practices. These practices facilitate successful inclusion of students with various disabilities.

Prerequisite: EDU 517

EDU 520 Curriculum and Methods in Reading 3 credits

Focuses on effective and efficient teaching methods and materials, used to teach reading in elementary classrooms. This course is designed for currently certified teachers.

Prerequisite: EDU 590

EDU 521 Teaching Methods 3 credits

Prepares supervisors to identify and support ‘best practices’ in planning, implementing, and assessing instruction.

EDU 523 Curriculum Adaptations for Mainstreamed Adolescents 3 credits

Prepares special and regular educators to effectively integrate mildly handicapped students in regular education.

EDU 524 Curriculum and Methods in Language Arts 3 credits

Focuses on effective and efficient teaching methods and materials, used to teach language arts in elementary classrooms. This course is designed for currently certified teachers.

Prerequisite: EDU 590

EDU 525 Curriculum and Methods in Mathematics 3 credits

Focuses on effective and efficient teaching methods and materials, used to teach mathematics in elementary classrooms. It is designed for currently certified teachers.

Prerequisite: EDU 590

EDU 526 Characteristics I 3 credits

This course helps students to develop an in depth knowledge of individuals (across the life span) with disabilities. These individuals are served by special education because of mental retardation, physical disabilities, health impairments and autistic spectrum disorders. It focuses on etiology, characteristics that affect learning and teaching, as well as identification and assessment of individuals with disabilities.

Prerequisite: EDU 517

EDU 527 Characteristics II 3 credits

This course helps students to develop an in depth knowledge of individuals (across the life span) with disabilities. These individuals are served by special education because of learning disabilities, emotional disturbances, and other health impairments as manifest in conditions such as ADHD. It focuses on etiology and characteristics that affect learning and teaching, as well as identification and assessment of individuals with disabilities.

Prerequisite: EDU 526

EDU 528 Methods I 3 credits

This course allows students to develop advanced skills needed to plan, implement, and assess teaching and learning in programs for students with moderate to profound disabilities.

Prerequisite: EDU 526

EDU 529 Methods II 3 credits

This course allows students to develop advanced skills needed to plan, implement, and assess teaching and learning in learning support and emotional support programs.

Prerequisite: EDU 528

EDU 530 School Law and Finance 3 credits

Introduces students to how state and local school district laws and policies govern curriculum and how school programs are financed.

EDU 531 College Teaching 3 credits

Introduces prospective and novice college faculty to instructional practices and procedures related to teaching college courses. Topics include developing syllabi and instructional plans, teaching methods, test construction, and evaluation procedures.

EDU 532 Classroom and Instructional Management 3 credits

Identifies how special educators and elementary teachers can improve how they manage classrooms. Motivation and discipline issues are discussed.

EDU 533 Computer-based Education 3 credits

This laboratory course allows students to experience first-hand the effects of computer-based educational programs and create an awareness of how CBA can be used in schools.

EDU 534 Teaching Sensitive Issues 3 credits

This course identifies educationally sensitive issues related to sex education and related topics and prepares students to deal with the issues in classroom situations.

EDU 535 Cooperative Learning 3 credits

Introduces students to cooperative learning and develops skills related to the implementation of cooperative learning strategies in elementary and secondary schools.

EDU 537 Outcomes-based Education 3 credits

This course introduces students to OBE and to policies and procedures that facilitate the effective implementation of outcomes-based programs.

EDU 538 Performance-based Assessment 3 credits

This course introduces students to performance-based assessment and to policies and procedures which facilitate the effective implementation of PBA in classroom situations.

EDU 539 Learning Strategies 3 credits

This course introduces students to the Strategies Intervention Model (SIM), an approach to helping at-risk secondary students by empowering them with learning strategies (Kansas University).

EDU 545 Instructional Support Teams/Elementary 1 credit

This advanced course helps elementary teachers apply concepts of instructional support in their school settings.

EDU 546 Instructional Support Teams/Secondary 1 credit

This advanced course helps middle level and secondary teachers apply concepts of instructional support in their school settings.

EDU 547 Collaboration and Consultation 3 credits

This course introduces a process regular and special education teachers can follow to jointly implement programs to assist at-risk students.

EDU 548 Clinical Supervision 3 credits

This course explores and implements models and practices of clinical supervision. Supervision projects are completed in the field.

EDU 552 Multimedia for Instruction 3 credits

This course introduces students to the development and use of multimedia in education and training. Students examine current uses of multimedia and consider its future. Students create graphic, video, and audio media, as well as new formats as they emerge.

EDU 553 Instructional Design 3 credits

This course reviews models of teaching and training which might be used in professional development activities (e.g., in-service programs, college teaching, training activities) to determine whether and how they can be improved by applications of educational technology.

EDU 554 Videography 3 credits

This course prepares students to create a production for use in a digital environment.

EDU 556 Programming for Instruction 3 credits

This course introduces students to computer programming for educational and training applications. It emphasizes interface design and interactivity. The language(s) will vary with needs and trends.

EDU 558 Introduction to Networking 3 credits

This course introduces students to the types of computer networking needed for distribution of educational and training applications. Languages and platforms used are determined in response to the needs of students enrolled and trends in education and training.

EDU 559 Supervision Internship 3 credits

This post-degree internship allows candidates for certification in supervision to engage in activities typical of educators who work as supervisors of curriculum and instruction. The internship is project-based and requires two semesters to complete.

EDU 563 Hypermedia Theory and Application 3 credits

Using both laboratory classroom situations and equipment, this course introduces students to computer-based techniques that teachers and trainers might use to develop and deliver instruction and training.

EDU 565 Staff Development 3 credits

This course helps students identify and develop skills needed to plan, implement, and assess professional development programs for school faculties and business personnel. Procedures and practices related to conducting needs assessments and to delivering and evaluating the effects of in-service programs are highlighted. Students actually prepare a development activity that they may use to complete their professional contributions.

EDU 566 Principles of Interface Design 3 credits

This course introduces students to procedures used to create computer-based interface and screen designs. Commercially available and web-based programs and units are evaluated in terms of how well they relate to design principles and as to their efficiency.

EDU 567 Issues and Trends in Educational Technology 3 credits

This course provides students with an opportunity to investigate current issues related to computer-moderated teaching and learning.

EDU 568 Distance Education and Hybrid Technologies 3 credits

This course introduces students to the operation of distributed educational technologies, including the development and delivery of asynchronous and synchronous mediated and stand-alone communication technologies, including distance learning.

EDU 575 Human Development 3 credits

An in-depth study of growth and development as it relates to elementary-aged students, this course explores current research and recent developments in educational psychology.

EDU 576 Masters Project 6 credits

This course is designed to be a practical hands-on culminating experience to the special education specialization of the masters program. It is designed to be a flexible yet rigorous course.

EDU 577 Field 0 credit

All graduate education majors seeking certification must independently propose and then deliver a set of projects related to the needs of a community classroom or another setting that serves students they will eventually teach (e.g., a group home, a preschool, etc.). Students must complete a minimum of twenty five (25) hours observing veteran classroom teachers and participating in their classrooms.

EDU 578 Student Teaching 12 credits

The culminating activity of the university's graduate education program for candidates seeking certification is the student teaching experience. This experience places students (all majors) in classroom situations where they complete their development as teachers by demonstrating their abilities to fully function as classroom teachers. Student teachers spend the first half of the student teaching semester in one setting and the second half in another. In each placement, student teachers work under the guidance and supervision of master teachers and university supervisors.

EDU 581 Seminar in Elementary Education 3 credits

Current issues and trends in elementary education are addressed.

EDU 582 Observation and Practice 0-3 credits

Elementary specialization participants are expected to log 100 hours observing and participating in elementary classrooms. Specific objectives must be met and students must maintain journals.

EDU 585 Special Topics Variable credit

The graduate education program features a series of 1-, 2-, and 3-credit courses, which deal with special topics of interest to teachers. They are taught by respected and expert adjunct faculty who are leaders in their communities and/or schools. A few special topics are scheduled each semester and several are available during the summer term. Most special topics may be used as electives within the graduate education program.

Special topics courses have included:
Integrating Learning Systems
College Programs for Disabled Students
Integrating Technology in the Classroom
Religion in Public Schools
The Federal Education Agenda
Characteristics of Excellence
Sensitive Issues in Sexuality
Multicultural Education: Heritage Curriculum
Integration Curriculum
Censorship in the Arts
Multicultural Education: Literature in High School
Curriculum of the Future
Curriculum Update: State Requirements
Education in Japan
The Self-Study Process
Ethics in Education
Adaptations for Exceptional Students/Secondary

Parents'/Students' Rights in Special Education
Preparing Students for Post- Secondary Education

EDU 590 Basic Methods in Elementary Education 3 credits

This course focuses on the structure and process of elementary education and highlights effective and efficient teaching methods and materials, which may be used in elementary education. This course is designed for currently certified, albeit not elementary, teachers.

EDU 595 Professional Contribution 3 credits

This course allows students the opportunity to implement major curriculum projects by conducting and formally and publicly presenting their professional contributions.

Prerequisite: EDU 565

EDU 599 Independent Study Variable credit

This course allows students to conduct independent investigations of specific topics of interest and/or to complete a school-based project. They are planned, implemented, and evaluated with the assistance of a mentor appointed by Misericordia University. A contract learning format is used.

EDU 620 Restructuring Schools and Classrooms 3 credits

This course assists teachers and administrators to develop a knowledge of research, motivation, theories, and successful initiatives involved in the school reform effort.

EDU 621 Strategies for Improving Instruction 3 credits

This course examines strategies teachers need to implement more flexible, creative approaches to instruction found in schools and classrooms implementing restructuring to create 21st century classrooms.

EDU 622 Linking Assessment to Improved Instruction 3 credits

This course describes what changes in assessment mean for schools trying to restructure and meet new state and national performance standards.

EDU 623 Teaching to New State and National Standards 3 credits

This course reviews current state and national performance and curriculum standards, shares findings from policy makers on making instructional decisions in local schools, and allows participants to develop implementation strategies in their curricular areas.

EDU 624 Enhancing School Climate 3 credits

This course presents research-based strategies that create a positive school climate, improve leadership and collaboration, and enhance individual effectiveness and resiliency to organizational change.

EDU 625 Technical Applications in Schools 3 credits

This course explores the promise an assortment of technologies hold for teaching to diverse learners, reaching equity, and teaching to high standards in heterogeneous classrooms.

EDU 626 Advanced Technological Applications 3 credits

This course enables participants to perform advanced functions including creating directories, performing back up procedures, restoring files, creating batch files, and performing multitasking through windows applications. Spreadsheet and data based tools as well as PowerPoint are integrated.

EDU 627 Integrating CAI into the Curriculum 3 credits

This course enables students to use the more popular computer assisted instructional programs and integrated learning systems (Jostens, CCC, IBM's TLC, etc.) in both classroom and laboratory settings.

EDU 628 Integrating Desktop Publishing 3 credits

This course prepares students to develop the understandings and skills necessary to use desktop publishing programs such as Works, Word, WordPerfect, Publisher, and related applications.

EDU 629 Web Page Development and HTML 3 credits

This course prepares students to become competent in the design and construction of Web Pages using HTML authoring language.

EDU 630 Design and Delivery of Distance Learning Programs 3 credits

This course familiarizes students with the uses of satellite technology, interactive video conferencing, and other distance learning strategies for use in the 21st century classroom.

EDU 641 Foundations of Language and Literacy 3 credits

Provides students with the fundamental concepts of literacy. It examines the research and historical perspectives, methodologies, and theories of language literacy acquisition and development. Students will demonstrate an understanding of best practices in the teaching of language and literacy, including the needs of diverse learners from K-12.

EDU 642 Word Study 3 credits

Participants will learn instructional approaches, including those that develop word level knowledge, fluency, and vocabulary strategies for K-12 students.

EDU 645 Diagnosis, Assessment, and Remediation of Literacy Difficulties 3 credits

Examines how to assess students, monitor students' progress, and provide effective classroom instruction. Students will identify and administer various reading inventories, tests, and procedures used in K-12 schools. Various models of effective classroom reading instruction will be reviewed and students will use assessment results to prepare a case study.

Prerequisites: EDU 641, EDU 642, EDU 647, EDU 648, EDU 649, EDU 650

Corequisite: EDU 645A Reading Specialist Internship

EDU 645A Reading Specialist Internship 0 credits

Students complete 100 hours of supervised field experience at the elementary, middle, and high school level by participating in summer programs.

Prerequisites: EDU 641, EDU 642, EDU 647, EDU 648, EDU 649, EDU 650

EDU 646 Data-driven Instruction 3 credits

Prepares students to understand, administer, and interpret assessment information. Students will learn how to use this knowledge to improve the achievement of diverse learners, including ELLs and students with IEPs, through the analysis of specific student data profiles obtained from assessment sources.

Prerequisites: EDU 641, EDU 642, EDU 647, EDU 648, EDU 649, EDU 650

EDU 647 Reading and Writing for English Language Learners 3 credits

Provides an introduction to research and theories that describe the reading/writing process in first and second languages. Students will focus on developing effective teaching and assessment approaches to support literacy development of ELLs in grades K-12.

Prerequisites: EDU 641

EDU 648 Special Education and the Reading Specialist 3 credits

Prepares the reading specialist to provide support to the special educator in the preparation and delivery of research-based instructional strategies, interventions, and assessments in order to ensure the development of proficient reading skills in exceptional students in K-12.

Prerequisites: EDU 641

EDU 649 The Reading and Writing Connection 3 credits

Candidates use intermediate children's literature and appropriate models of fiction and non-fiction to develop a plan for improving a pupil's case study writing sample. Children's literature, non-fiction and fiction text, when used for this purpose, provides models of text organization, descriptive words, and imagery the domains of writing that children often need to use to improve their own writing.

Prerequisites: EDU 641

EDU 650 Reading in the Content Area 3 credits

Prepares students to utilize instructional strategies and techniques that best facilitate academic learning for all learners across the content areas. Students will engage in an in-depth examination of effective instructional practices for teaching content area vocabulary and concepts through a variety of research-based study strategies.

Prerequisites: EDU 641

EDU 651 Reading Leadership 3 credits

In collaboration with other professionals, students will develop and implement a reading program for the remediation of reading in the school age population. Students will assess, diagnose, and remediate children with reading difficulties using word study, fluency, vocabulary, and comprehension/metacognition strategies.

Prerequisites: EDU 641

English Courses (ENG)

ENG 120 Theatre Production 1 credit

The preparation and presentation of productions including rehearsal, performance, stage management, scenery production, constructing properties, lighting, sound, costumes, programs, box office, publicity, etc. May be repeated for credit.

Cross registration with FA 120

ENG 150 Introduction to Literature 3 credits

This course introduces students to literature through the study of poetry, drama, and fiction. Emphasis will be on critical reading/interpretation of and writing about literary texts with special attention paid to conventions of genre, symbolism, and devices such as metaphor, irony, and allusion. (Fall 2015 and later)

ENG 151 University Writing Seminar 3 credits

This course introduces and develops skills and abilities fundamental to proficient academic writing. This course emphasizes the critical reading and the summary, synthesis, and analysis of primary materials in specific social and historical contexts.

ENG 205 Beginning Acting 3 credits

Analysis and experience of dramatic literature through performance. Emphasis is placed on building a basic performance vocabulary and technique, and developing confidence and critical thinking skills.

Cross registration with FA 200

ENG 207 British Literature 3 credits

This course introduces students to readings in British literature from Shakespeare to the present day. Emphasis is placed on the ways in which specific works reflect changing values and intellectual movements. Lecture: 3 hours.

ENG 208 African American Literature 3 credits

This course examines the major African American authors in America, how their texts reflect their sense of identity, and how these texts fit into larger frameworks of American literature. The course also investigates the cultural history behind these works and issues such as stereotyping. Students who previously completed ENG 108: African American Literature may only take ENG 208 for the purposes of grade replacement, and may not receive credit for both ENG 108 and ENG 208.

ENG 216 Italy in Literature and Film 3 credits

This course seeks to construct the Italian imaginary or "social imaginary," that is, a set of values, traditions, institutions, and symbols that are generally shared by the groups that have inhabited the Italian peninsula in medieval, early modern, and modern times. It is taught only as a Study Abroad course in Italy and examines both literature and films that reflect the culture of early modern and modern Italian civilization.

Prerequisite: One prior English Core course for students entering the University prior to Summer 2012; ENG 151 for students entering in Summer 2012 or later. Summer

ENG 219 Modern World Literature 3 credits

This course focuses on the literatures of modern cultures other than those of Western Europe or North America. Works and authors are discussed in relation to their native cultures and in relation to the ways in which the literature reveals cultural and historical assumptions different from our own. May not be taken for credit if credit was previously received for ENG 109: Modern World Literature. (Fall 2015 and late)

ENG 223 Ethnic American Literatures 3 credits

This course surveys literature by ethnic American writers—including but not limited to African American, Asian American, Chicano/a and Native American authors—from the early/colonial period to the present. In this course, students will examine these literatures for how they negotiate the position(s) of ethnic individuals and/or communities within the United States. Students will also identify major discourses of U.S. multi-ethnic literature (for example, the melting pot, conflict/resistance, assimilation, etc.) and analyze how individual works and authors reflect, challenge, and transcend these discourses. (Fall 2015 and later)

ENG 224 Women Writers 3 credits

Women Writers is an in-depth study of women writers from the nineteenth- and twentieth centuries, focusing on contextualizing their works within a cultural, historical, and political framework. (Fall 2015 and later)

ENG 225 Disability in Literature 3 credits

This course is designed to explore literary texts and films from across the globe that address disabilities of various kinds (physical, mental, social). Some of the questions we shall consider include: how has the definition of "disability" shifted in recent years? What, then, is "normal"? Is the very term "disability" problematic? How does disability further impact other social constructs such as race, gender and socio-economic status? In order to investigate these issues, we shall begin the course with the lexicon of disability and subsequently approach texts from the following perspectives: patient perspective; family perspective; disability due to trauma (including war/political strife); and resiliency and self-efficacy. (Spring 2016 and later)

ENG 245 British Literature I 3 credits

This course is a survey of British literature from its origins to the Romantic period. This course will examine major literary periods, the historical and cultural contexts of those periods, and the intersections and cross-currents of literary movements, styles, and forms. (Fall 2015 and later)

ENG 246 British Literature II 3 credits

This course is a survey of British literature from the Romantic period to the present day. This course will examine major literary periods, the historical and cultural contexts of those periods, and the intersections and cross-currents of literary movements, styles, and forms. (Spring 2016 and later)

ENG 247 American Literature I 3 credits

This course is an introduction to American literature through 1865 from its early roots in the colonial era to the forming of our nation deep into American Romanticism and the beginning of Realism/Naturalism. This course will examine major literary periods, the historical and cultural contexts of those periods, and the intersections and cross-currents of literary movements, styles, and forms. (Fall 2015 and later)

ENG 248 American Literature II 3 credits

This course is an introduction to American literature from 1865 to the present. This course will examine major literary periods (naturalism, modernism, and postmodernism), the historical and cultural contexts of those periods, and the intersections and cross-currents of literary movements, styles, and forms. (Spring 2016 and later)

ENG 249 European Fiction 3 credits

This course introduces students to important figures in the tradition of modern European fiction. Authors may include Stendhal, Goethe, Balzac, Flaubert, Dostoevsky, Tolstoy, Lampedusa, Beckett, Camus, and Calvino. Students will be introduced to conventions of realism and the romance tradition, as well as the intellectual, social, and historical backgrounds of the modern centuries. (Fall 2015 and later)

ENG 300 Classics of Western Literature 3 credits

A study of the major works that have influenced Western writers, with emphasis on the characteristics of different types of literature and cultural backgrounds. Readings include works by Homer, Dante, and Goethe.

Prerequisite: Literature core

ENG 301 Teaching Writing 3 credits

This course offers practice in writing short essays and in responding to the writing of others. Review of grammar and sentence construction is included as needed.

ENG 302 Myth and Symbol 3 credits

This course surveys texts that focus on a major literary symbol or myth across time and genre, and examines how these devices have provided continuity for authors from different centuries, and how they have changed in response to cultural changes. Examples include the underworld, the journey, the knight, and the machine.

Prerequisites: Literature core

ENG 303 Advanced Expository Writing 3 credits

Advanced practice in writing clear prose using various modes of exposition, with an emphasis upon developing and improving style. Students who previously completed ENG 203: Advanced Expository Writing may only take ENG 303 for the purposes of grade replacement, and may not receive credit for both ENG 203 and ENG 303.

Prerequisite: ENG 103 or two writing-intensive courses

ENG 310 Introduction to Literary Studies 3 credits

This course serves as an introduction to the English major and the study of literature, with an emphasis on the skills and background needed to engage with texts as critics. The course will develop students' close-reading skills in tandem with introducing them to literary theory and its application to texts. The course will advance students understanding of genre, including genre-specific terms and tools. At the end of this course, students will have the background and skills necessary to embark on a more advanced study of literature.

Prerequisite: English major status

ENG 316 Shakespeare 3 credits

Introduces the student to Shakespeare through a careful reading and analysis of two or more genres of Shakespearean drama in seven or eight of the major plays. A number of approaches may be taken to the plays, such as their dramaturgy and structural composition, as well as the intellectual and social background of Shakespeare's age. Students who previously completed ENG 215: Shakespeare may only take ENG 316 for the purposes of grade replacement, and may not receive credit for both ENG 215 and ENG 316.

Prerequisite: Literature core

ENG 317 Theatre in Performance 3 credits

Examination of dramatic texts in performance and the history of dramatic production in a variety of cultures. Main focus is on Western traditions, but some Eastern traditions are included. Students who previously completed ENG 220: Theatre in Performance may only take ENG 317 for the purposes of grade replacement, and may not receive credit for both ENG 220 and ENG 317.

Prerequisite: Literature core

ENG 318 The Study of Language 3 credits

An introduction to the phonology, morphology, lexicon, and syntax of English. Approaches include both an overview of the development of English from the perspective of historical linguistics and an analysis of English from the perspective of structural linguistics. Topics

covered include the IPA phonetic system, Indo-European roots of English, borrowings into English, traditional and transformational grammar, and dialect.

ENG 319 Early American Literature 3 credits

This course will explore the development of literature in Colonial America and the Early Republic, covering a period of time from the early 17th century to the early 19th century. Readings will encompass primary texts in poetry, nonfiction, autobiography, and novels, as well as secondary critical readings or historical contexts that will help us situate the literature of the seventeenth and eighteenth centuries.

Prerequisite: Completion of English core requirements

ENG 320 19th Century American Literature 3 credits

A survey of major 19th century American authors in the Romantic and Realist traditions, with special attention to cultural backgrounds.

Prerequisites: Literature core

ENG 321 20th Century American Literature 3 credits

A study of American novelists, poets, and dramatists of the 20th century. This course will cover works and authors from the early decades and naturalism, to modernism and postmodernism, and beyond, with attention paid to cultural background that influenced American writers and literature.

Prerequisites: Completion of English core requirements

ENG 325 Feature and Magazine Writing 3 credits

Practice in writing longer articles suitable for both newspaper and magazine publishing.

Prerequisite: ENG 103 or two writing-intensive courses; cross-listed with COM 325

ENG 339 Technical Writing 3 credits

Technique and practice in writing basic technical reports. Guidelines for scientific reporting, memoranda, progress reports, and formal documents.

Prerequisites: Two writing-intensive courses or ENG 103

ENG 341 Imaginative Writing 3-6 credits

Practice and development of writing skills in poetry, fiction, and drama. The course will be conducted as a workshop.

Prerequisite: ENG 103 or two writing-intensive courses

ENG 343 Writing for Media 3 credits

Basic communication technique with an emphasis on news values, reporting, and writing.

Prerequisite: ENG 103 or two writing-intensive courses

ENG 345 Fiction Writing 3 credits

A workshop in the writing of short fiction. Students will analyze the techniques of story writers, write their own original stories, and take part in class critiques of drafts.

Prerequisite: ENG 341 or permission of instructor

ENG 347 17th Century Literature 3-6 credits

Intensive study of one or more selected authors, genres or movements, including such topics as Cavalier and Metaphysical poetry, the Age of Milton, religious poetry and prose, and the epic. May be repeated once on a different topic.

Prerequisite: Literature core

ENG 350 Medieval and Renaissance Literature 3-6 credits

Intensive study of a number of authors from the late medieval and Renaissance periods in European literature. Topics for each offering will be specified in advance, but may include Renaissance humanism and the imitation of classical literary models, the development of the lyric, medieval and Renaissance traditions of allegory, or the literary expression of dissent in medieval and Renaissance literature. May be repeated once on a different topic.

Prerequisite: Literature core

ENG 351 Restoration and 18th Century Literature 3 credits

Intensive study of authors, genres, and movements between 1660 and 1800, including restoration drama, the mock-epic, satire, and the beginning of the novel. Literary works are discussed in the context of political events such as the Puritan Revolution and its aftermath, and social changes, especially the increasing importance of the middle class.

Prerequisite: Literature core

ENG 352 19th Century British Literature 3 credits

Intensive study of the literature of the Romantic and Victorian periods. Emphasis is placed on the historical and cultural contexts of the French and Industrial Revolutions, and their influence on major Romantic poets and Victorian poets and novelists.

Prerequisite: Literature core

ENG 353 20th Century British Literature 3 credits

Intensive study of selected 20th century authors and movements. Covers major modernist figures such as Eliot and Joyce, and relates them to changes in 20th-century society. Also covers postmodernism in poetry and fiction.

Prerequisite: Literature core

ENG 354 Russian Literature 3 credits

A survey of the most important Russian writers of narrative poetry and fiction in the 19th century, from about 1825 to 1905. Emphasis will be placed on ways in which the literature reflects both European literary influence and specifically Russian history, culture and ideas.

Prerequisite: Literature core

ENG 355 British Romanticism 3 credits

This course is an in-depth study of British literature from 1785-1832; emphasis is placed on aesthetic developments and the historical and cultural contexts of the French and Industrial Revolutions.

Prerequisite: Completion of the English core

ENG 355 British Romanticism 3 credits

This course is an in-depth study of British literature from 1832-1901; emphasis is placed on aesthetic developments, thematic concerns of race, class, and gender, and the historical and cultural contexts of the Industrial Revolution, the expanding Empire, and evolution.

Prerequisite: Completion of the English core

ENG 361 Race and Graphic Narrative in the Post-War United States 3 credits

This course examines the representation of race and ethnicity in the United States from the end of World War II though today. Through the examination of a variety of graphic formats (narratives, films, television, etc.), students will deepen their knowledge of how race and ethnicity have been represented and analyze the strengths and weaknesses of those representations, through the use of primary and secondary evidence. Students will also draw connections between these texts and contemporary U.S. culture and society. May not be taken if the student has already completed HIS 361.

Prerequisite: Completion of the English Core.

ENG 362 Fairy and Folk Tales 3 credits

An examination of the development of fairy and folk tales from the Italian Renaissance through the literary fairy tale of late 17th century France to 19th and 20th century examples of the genre. Emphasis will be placed on the cultural circumstances that produced the tales and the consequent views of their function in society.

Prerequisite: Literature core

ENG 370 The Craft of Poetry 3 credits

The Craft of Poetry will explore the fundamentals to poetic forms. Focus will be on the close reading of form and content and the writing of poetry.

Prerequisite: Completion of the English core

ENG 371 The Craft of Fiction 3 credits

This course will explore the fundamentals to fictional forms. Focus will be on the close reading of form and content and the writing of fiction.

Prerequisite: Completion of the English core

ENG 372 The Craft of Drama 3 credits

This course will explore the fundamentals to dramatic forms. Focus will be on the close reading of form and content and the writing of drama.

Prerequisite: Completion of the English core

ENG 401 Major Author(s) 3 credits

Intensive study of one author, or of two authors who are profitably studied in relation to one another. Focus will be on primary texts and on secondary works that explore the social, political, and intellectual backgrounds of the author(s), as well as on the biographical background.

Prerequisite: Completion of the English core

ENG 415 Selected Studies in Literature 3 credits

Intensive study of a specific author, period, genre, literary circle, or topic. Topics vary quite broadly and frequently contain interdisciplinary components; students may also request areas for study.

Prerequisite: Literature core

ENG 418 The Study of Language 3 credits

An introduction to the phonology, morphology, lexicon, and syntax of English. Approaches include both an overview of the development of English from the perspective of historical linguistics and an analysis of English from the perspective of structural linguistics. Topics covered include the IPA phonetic system, Indo-European roots of English, borrowings into English, traditional and transformational grammar, and dialect. May not be taken if the student already received credit for ENG 318.

ENG 420 Senior Seminar 3 credits

Students engage in a semester-long research project while also acquiring some knowledge of advanced literary criticism and critical theory. Texts will vary depending on instructor. Must be taken if ENG 450 (Senior Thesis) is not chosen.

Prerequisite: Senior English major status

ENG 440 Advanced Literary Theory 3 credits

Students engage in a semester-long research project while also acquiring some knowledge of advanced literary criticism and critical theory. Texts will vary depending on instructor. Must be taken if ENG 450 (Senior Thesis) is not chosen. May not be taken if the student already received credit for ENG 420.

Prerequisite: Senior English major status

ENG 450 Senior Thesis 3 credits

Students will write an independently chosen critical or creative thesis under the careful supervision of a faculty mentor. For critical theses, students will master all the phases of the research process, including the gathering of research from traditional and electronic bibliographical sources, standard systems of bibliographical citation, and organization of a developed and original argument. For creative theses, students will master all phases of the creative process, including drafting, work-shopping, and revising based on their faculty mentor's feedback.

Prerequisites: ENG Core. Students may only complete a creative thesis if they are on the major's writing track or completing either track in the Writing Minor

ENG 470 Internship 3-12 credits

Academic study combined with work experience in the community at newspapers, radio and TV stations, public relations offices, and other media outlets requiring good communication skills.

Prerequisites: ENG 103, 203, or three writing-intensive courses

ENG 480 Independent Study 1-6 credits

Special investigation of a selected literary topic. English majors only.

Prerequisite: Literature core

Fine Arts Courses (FA)

FA 102 Cultural Synthesis in the Ancient World 3 credits

This course explores ways in which contemporary culture is influenced by the images, architecture, music, and theater of the ancient world. Cultural artifacts are examined to discover

not only their individually distinct style norms and meanings, but also how their styles and meaning change as cultures collide, interact, accommodate, and assimilate in the ancient world.

Fall 2014 and Spring 2015

FA 103 Fundamentals of Drawing and Composition 3 credits

Fundamentals of Drawing & Composition is an introductory studio drawing course with emphasis on learning to see and developing basic drawing skills using various media by employing fundamental design and composition concepts. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. During the semester, students will explore different drawing techniques and media. Students will be encouraged to develop an expression of individual style.

FA 104 Art, Self, and Community in the Modern World 3 credits

This course explores the development of modern society from its roots in the 16th-century Renaissance through the lens of artistic expression. Important works from the visual and performing arts will be studied and placed into historical context in order to understand both their meaning as individual works of art and their expression of societal values and philosophies.

Fall 2014 and Spring 2015

FA 124 Fundamentals of Painting 3 credits

This introductory studio course focuses on the basic techniques and materials of painting, employing a wide range of painting media and subject matter. Topics include basic color theory, materials, development of both representational and abstract approaches, and strategies for intuitive, individual response to subject matter and materials in directed assignments.

FA 133 Fine Art Photography 3 credits

This course provides an introduction to the theory and application of photography as a fine art. Basic digital photographic skills and techniques are emphasized. Primary emphasis on the place of photography in art history, current art theory, and issues in photographic representation. This course requires the use of a laptop computer and appropriate software.

Pre- or Co-requisite: FA 103 or FA 124

FA 152 Ceramics I 3 credits

The intent of this course is to gain understanding and to recognize and appreciate the nature of clay and the processes used in working with the medium. The course will concentrate on the basic techniques of creating forms in clay through hand-building and the use of the wheel. Techniques of pinching, molding and slab will be employed to create a variety of projects. Students are expected to bring a sense of creativity and a level of enthusiasm that will compliment the technical skills that will be learned, and are required to use patience and an innate sense of design to produce objects that are sophisticated, neat, well thought and creative.

Pre- or Co-requisite: FA 103 or FA 124

FA 158 Sculpture I 3 credits

This course is an introduction to sculptural approaches in a variety of media including the traditional and experimental. The aim of this course is to enable students to explore sculptural processes through the body and space, considering visual aesthetics. Students will be required to produce a new body of work and to talk and write about it. Emphasis will be on the integration of studio practice and critical thought.

FA 190 Printmaking 3 credits

Students will learn techniques of fine art printmaking, e.g. relief printing, monotype, intaglio, collagraph and collage. This course covers the distinctive nature of printmaking including: tools, inks, paper, plate preparation, registration, printing processes and qualities of prints e.g overlays, transparency, offset, and multiple images. The goal is for students to gain the skills and confidence to produce multiple images by hand printing and on a press while exploring personal visual expression. Hand printmaking techniques will engage the student with problem solving in drawing, design and color. Topics may include editions, suites and designation systems. Class sessions will comprise independent and collaborative printing and, lecture, demonstrations, discussion, and critique. Students will be introduced to the work of artists and the history/tradition of fine art prints.

FA 203 Subjects and Symbols 3 credits

The arts are filled with obscure ideas, symbols and metaphors that can often be very difficult for the non-initiated to access or understand. This course will explore what is essentially the psychology of art itself, through the use of symbolism, metaphor and archetypes. Through the basic study of signs, or semiotics, students will develop an understanding of the meaning artists, and society, impart to the works themselves.

FA 204 Beauty and Ugliness 3 credits

What is art? Why is some art considered beautiful? Or ugly? What are the criteria for judging art? This course will explore, and attempt to answer, these questions through the theories that define the arts, with close examination of specific works from both Western and non-Western cultures, from the ancient to contemporary eras.

FA 207 World Music 3 credits

This course focuses on the critical role of music in indigenous societies and its permeation into the mainstream. It will also study the varying functions of music within those societies and the intersection of tradition with innovation. Other areas of inquiry for the class include: how does music participate in identity politics? How does music serve as a social force across the globe? How does music connect our lives, our communities and the world in which we live? Special emphasis will be placed on the role of emerging technologies in globalization.

FA 208 Pop Music: Diversity and Identity 3 credits

This course is designed to encourage students to think critically about popular music, as well as its social and historical meanings and contexts in relation to issues of identity. While the focus of the class is primarily on American popular music of the last century, European and non-Western forms will also be explored, with particular attention to: the role of pop music as a symbol of identity (i.e., race, class, gender, generational issues, ethnicity); the interaction of Colonial and Postcolonial traditions (European, African, Asian, and Native American traditions); and the influence of multimedia and technology (radio, video, internet).

FA 209 Themes in Art 3 credits

This course is focused on diverse art historical traditions, not limited by interdisciplinary scope. Topics will include, but are not limited to: death; literature; medicine; magic and alchemy; opera; design; fashion; religion; technology. It is designed to complement an instructor's specialized area of research and/or academic publication.

FA 211 Global Contemporary Art 3 credits

This course will introduce the difficulty globalization poses to canonical contemporary art from the 1970s to the present day, drawing attention to problems involved in defining what the term "contemporary art" actually means, and the makers of such art. The question of individual and

collective identity as exemplified in the visual arts will be explored through thematic lectures on diaspora, race, sexuality, medical infirmities, and psychological states using Postcolonial discourse by Homi K. Bhabha, Edward Said, Frantz Fanon, and Gayatari Spivak, among others.

FA 320 Art History Survey I 3 credits

A survey of the origins and movements that comprise the entirety of Western and non-Western art from the Paleolithic Era to the late 15th century Italian Renaissance. Emphasis will be on: cultural/technical influences of art production; analysis of movements, styles and works; comprehension of relevant theories; as well as basic identification of civilizations, eras, and movements.

Prerequisite: FA 203 or FA 204

FA 321 Art History Survey II 3 credits

A survey of the origins and movements that comprise the entirety of Western and non-Western art from 16th century High Renaissance to dawn of 20th century Modern Art. Emphasis will be on: cultural/technical influences of art production; analysis of movements, styles and works; comprehension of relevant theories; connoisseurship (identification) of stylistic characteristics of the individual artists and their associated movements.

Prerequisite: FA 203 or FA 204

FA 322 Art of Ancient Egypt 3 credits

This class will introduce students to the artistic, architectural and cultural production of Ancient Egypt, from the Neolithic through the Roman periods. Through the study Egyptian Art and Architecture, students will become acquainted with the issues and methods of the study of art history, with a particular emphasis on the importance of historical and archeological context. Objects in, and visits to, New York City museums will be an integral part of this course.

Prerequisite: FA 203 or FA 204

FA 323 Art of Classical Antiquity 3 credits

The different units of this course reflect the main chronological stages in art development in Ancient Greece and Rome, from the coming together of the Greek city-state and the emergence of Geometric Art (around 900 B.C.) to the fourth century A.D. shift that took place within Roman culture and art due to the growing influence of Christianity. We will explore the development of Greek architecture, sculpture, and painting up to the Hellenistic period, when Greek art began to influence new parts of the globe through the conquests of Alexander the Great. We will then turn our attention to Roman art, studying its development from the time of the Roman Republic, a period that overlaps with Greece's Classical and Hellenistic periods, to the waning of the Western Roman Empire. You will learn that while Roman art was, to a large extent, inspired by Greek art, it also developed its own distinctive characteristics. The artistic traditions of Ancient Greece and Rome ultimately served as the foundation for the art of the Western world; these traditions continue to reverberate to the present day.

Prerequisite: FA 203 or FA 204

FA 324 Early Christian & Medieval Art 3 credits

This course will examine human cultural production between the years 250 and 1300. Beginning in the last centuries of the Roman Empire, and continuing through the luminous art of the "dark ages," the topics of study will conclude with the towering monuments of the French Gothic style. Particular attention will be given to works of architecture and engineering, and class discussion will explore themes of social as well as political history.

Prerequisite: FA 203 or FA 204

FA 325 Northern Renaissance Art 3 credits

The course surveys painting and the graphic arts in the Netherlands, Germany, and France c. 1350-1550. This comprises a broad range of material, including art produced for various courts, churches, civic bodies, and private patrons among the growing middle classes in the cities of Western Europe. Rather than presuming a "Northern" style defined in contrast to the art of the Italian Renaissance, we will aim to understand regional and individual tendencies on their own terms. Works will be examined in light of the many circumstances of artistic production in the period, with attention to changing issues of function, iconography, patronage, the market, and the rapidly expanding traffic of artistic ideas.

Prerequisite: FA 203 or FA 204

FA 326 Italian Renaissance Art 3 credits

In art, the Italian Renaissance broke away from the abstract formalism characteristic of the Medieval styles of European art, and sought to imitate nature, spurred on by the example of Classical art. Renaissance Italy produced some of the greatest artists in world history: Leonardo, Michelangelo, Raphael and Donatello are only a few of the names that still hold magic today. This course will examine the development of Italian art and architecture from ca. 1250 to ca. 1550, focusing on the major developments in this period as well as art as an expression of Renaissance values.

Prerequisite: FA 203 or FA 204

FA 327 Baroque & Rococo Art 3 credits

This course comprises three components: Southern Baroque, Northern Baroque, and Rococo, and investigates painting, sculpture, and architecture in Italy and Spain during the 17th century, stressing the theatrical, ecstatic, and virtuoso character of works produced for royalty, the Church, and the rising middle class by such masters as Caravaggio, Bernini, and Velazquez. An examination of the Golden Age of painting, sculpture, and architecture in France, England, and the Netherlands, showing how such figures as Rembrandt and Vermeer encoded meaning in works of detailed realism and contributed to the rise of new subjects in art, including still life, landscape, and portraiture. A study of painting, sculpture, and architecture produced in Western Europe prior to and during the Enlightenment, with emphasis on the luxurious, sensual art of the Rococo, the rational classicism of Palladianism.

Prerequisite: FA 203 or FA 204

FA 328 19th Century Art 3 credits

A comprehensive and critical look at pervasive themes of 19th century art in both Europe and America. This course aims not to be a traditional survey of the 19th century, breaking artists and paintings down by movement, but rather a holistic approach that considers common trends, or motifs, that artists of different gender, nationality, race, and sexuality, incorporate into their art, regardless of historical period.

Prerequisite: FA 203 or FA 204

FA 329 Latin American Art 3 credits

A survey of the civilizations that flourished in Latin American from the Pre-Colombian era, through the Spanish Conquest, to contemporary art. Emphasis will be on the development of early civilizations, their transformation and mutation, into hybrid postcolonial nations.

Prerequisite: FA 203 or FA 204

FA 330 American Art 3 credits

This course surveys art of America from the Colonial era through the Beaux-Arts Style of the late 19th Century. We will consider broad stylistic tendencies in various regions and periods and examine specific artists and works of art in historical and social contexts, with emphasis on the congruent evolution of contemporary American multi-cultural identity. We will move chronologically, more or less, with many overlaps and cross-chronological, thematic diversions that will help shape this overview and offer different perspectives on the notion of an "American art," per se. Overarching issues that have interested major scholars of American art and its purview include the landscape (wilderness, Manifest Destiny, rural settlement, and urban development); the family and gender roles; the founding rhetoric of freedom and antebellum slavery; and notions of artistic modernism through the dawn of the 20th century.

Prerequisite: FA 203 or FA 204

FA 331 Modern Art 3 credits

What is "modern art" exactly? When did it begin? Who is the first "modern artist"? Is there such a thing? Modern art's origins are as dubious as its reputation amongst the general population. Many works regarded as masterpieces by those in the marketplace (i.e., Christie's, Sotheby's, etc.), are considered to be a hoax or joke at best, or not art at all at worst. This course will address these difficulties and try to determine when the modern era in art history began, and when exactly it ended. Class discussion and personal opinion are extremely relevant to this course, in order to evaluate the artists, their works, navigate the art market, and define what truly constitutes a work of art in the modern era.

Prerequisite: FA 203 or FA 204

FA 332 History of Graphic Design 3 credits

A survey of the origins that comprise the entirety of Western and non-Western graphic design from the prehistoric era to the Digital Age of the 21st century. Emphasis will be on the development of writing, printing methods and materials, analysis of styles, comprehension of relevant terms and techniques.

Prerequisite: FA 203 or FA 204

FA 333 History of 20th Century Fashion 3 credits

A survey of the 20th century's fashion highlights, each week focusing on a particular designer beginning with Paul Poiret in 1903 to the late Alexander McQueen. The interlacings of fashion with the fine, decorative and media arts will be another area of exploration, including the impact of the popular 'Project Runway'. This course is not limited to Western fashion, but will also examine the global influence of major Asian designers. Additionally, there will be a trip to the New York City Garment District, and designer boutiques, to discuss fashion marketing in situ.

Prerequisite: FA 203 or FA 204

FA 335 Special Topics in Art History 3 credits

Topics vary from semester to semester and will be announced with pre-registration information.

Prerequisite: FA 203 or FA 204

FA 342 Intermediate Painting 3 credits

This course explores both traditional and nontraditional concepts and techniques of painting and the development of style. Topics may include color theory, two-dimensional design, and the nature of representation.

Prerequisite: FA 124

FA 352 Ceramics II 3 credits

The principles of ceramic materials, techniques, and design within a problem solving environment. Specific aesthetic and technical criteria will be examined and individual development will be emphasized. Health and safety concerns are stressed. Students will broaden their knowledge, skills and sensibilities in working with the ceramic medium. The course will introduce the second semester student to the various advanced techniques and concepts of using clay for creative expression. The student is expected to further develop their skills in various advanced forming methods. Increase their sensitivity to the materials, to aesthetic design, and to further develop individual and imaginative use of the materials.

Prerequisite: FA 152

FA 358 Sculpture II 3 credits

This course builds upon fundamentals learned in Sculpture I with an emphasis on materials and site selection, scale, and individual expression.

Prerequisite: FA 158

FA 360 Music & the Crisis of Modernism 3 credits

What is modernity? How did it affect the arts and science, forming new cohesions between the disciplines? What aspects of modernity are uniquely Western in their appeal; which are universal? This course is intended as an interdisciplinary exploration of the modernist crisis with a special emphasis on Viennese culture during the period 1880–1914. The topical survey will explore how the leaders in science, medicine, and art began a revolution that forever changed how we think about the human mind. Our final stop will be the idea of globalization as we examine how our shifting worldviews have spawned new crises in meaning, the arts, and society.

Prerequisite: FA 203 or FA 204

FA 361 Music & the Mind 3 credits

This course explores the cognitive foundations of music through the intersection of psychology and music. We will examine the full range of physical, psychophysical, and cognitive mechanisms that lead to musical experience.This survey begins with the physics of musical instruments and the physical qualities of musical pitch. Key topics include: the psychophysics of hearing; perceptual organization; memory; and biological responses to music. Finally, we examine the structures in working memory that allow individual pitch events to be organized into musical expressions. Along the way, we will look at the general principles that govern the structure of music and the ways in which music psychology influences our health and society.

Prerequisite: FA 203 or FA 204

FA 362 Music, Ecology & the Environment 3 credits

The theory of evolution as adaptation can't explain why nature is so beautiful. It took the concept of sexual selection for Darwin to explain that a process has more to do with aesthetics than with the practical. Through an interdisciplinary lens, we will examine the “survival of the beautiful” as the interplay of beauty, art, and culture in evolution. Taking inspiration from Darwin's observation that animals have a natural aesthetic sense, this course will investigate why animals (humans included) have innate appreciation for beauty-and why nature is, indeed, beautiful. Moreover, we will study the ecology of humans, their response to the environment, and the way in which art mediates our experiences in society.

Prerequisite: FA 203 or FA 204

FA 363 Sacred Sounds: Music & Religion 3 credits

This course provides a basic framework for understanding the development of the vast treasury of psalms, hymns, canticles, spiritual songs, and other sacred music within the Christian tradition. Through primary readings and listening activities, we will address the nature of church music from both a historical and theological context. In addition, non-Western traditions will be examined alongside variable definitions of spirituality in practice. The course will conclude by exploring shifting boundaries between sacred and secular in popular culture.

Prerequisite: FA 203 or FA 204

FA 364 Music, Philosophy & Meaning 3 credits

This class surveys various answers to two broad and deceptively simple questions: What is music?, and Why does it matter? Both questions have spawned a significant discussions and a variety of answers. In this class, we will examine some of these answers with an eye towards helping students develop thoughtful views of their own as to the nature of music and its cultural value. These questions will be addressed with respect to a variety of musical styles, from "classical" music to jazz, pop and rock. No formal background in music or philosophy is required.

Prerequisite: FA 203 or FA 204

FA 365 Special Topics in Music & Culture 3 credits

Topics vary from semester to semester and will be announced with pre-registration information.

Prerequisite: FA 203 or FA 204

FA 366 Collegium Musicum 3 credits

This course combines theory and practice with an active approach to early music. Through group performance and guided study, students will be immersed in music and culture of the Medieval, Renaissance and Early Baroque periods. The class meets each semester and performs throughout the academic year. Students may repeat the course in subsequent semesters, but the class may only be taken once to satisfy requirements for the Music and Culture Minor.

Prerequisite: FA 203 or FA 204

FA 373 Intermediate Drawing 3 credits

An intermediate level course that expands upon skills learned in Fundamentals of Drawing & Composition (FA 103) and other introductory art courses. Specialized drawing techniques in dry and wet media will be introduced as well as contemporary, experimental, and conceptual approaches and issues.

Prerequisite: FA 103

FA 374 Anatomical Drawing 3 credits

Students will learn to master the shapes and lines of the body, including muscles and bone structure. Movement, shape, speed line and mass will be reviewed and incorporated into the work in an attempt to redefine the human body as a much-needed subject of art making. Students will be required to participate actively in conceptualization and aesthetic critiques as well as discussions on technical issues. The class intends to create in the students a mature aesthetic vocabulary. Readings and other resources of study will be distributed, which will help foster a critical mind as well as a resource of intellectual, art making.

Prerequisite: FA 103

FA 380 Jewelry Design I 3 credits

This course offers a progressive, hands-on introduction to the fundamental technical, conceptual, and aesthetic issues of jewelry and metalsmithing. Through a series of explorational assignments and technical exercises, students will be introduced to a broad range of processes, progressing from the simpler to the more complex. This class is highly structured with demonstrations and instruction each class time.

Prerequisite: FA 152 or FA 158

FA 381 Introduction to Textile Design 3 credits

This course is an introduction to textiles that provides a broad view of the development, production and utilization of fabrics and the impact they have on design and construction. The characteristics of different fibers, yarns, fabrics, and finishes are investigated.

Prerequisite: FA 103 or FA 124

FA 403 Advanced Drawing 3 credits

This course will focus on expanded definitions and practices of marking space, and aims to introduce, contextualize and explore a wide variety of drawing methods including the more traditional practice of "dragging a tool across a receptive background, usually a piece of paper", as well as spatially focused practices, such as such as marking the landscape, as well as process-oriented methods that document the artist's action and the passage of time.

Prerequisite: FA 373 or FA 374

FA 410 Jewelry Design II 3 credits

This course aims to advance the building skills acquired in FA 380 (Jewelry Design I), and surveys a variety of casting and forming processes. The emphasis is on form and textural development. Integration of elements with other forms and processes is stressed. Technical information is introduced to increase the artistic range of the materials and techniques previously covered in Jewelry I, and will examine the interdependence of medium and image.

Prerequisite: FA 380

FA 441 Advanced Painting 3 credits

This course is the capstone of the painting track within the Studio Arts. Assignments are comprised of projects intended to bring out individual tendencies and potential combined with continued work from life in both the oil and more difficult watercolor mediums.

Prerequisite: FA 342

FA 452 Ceramics III 3 credits

Advanced study of ceramic techniques with emphasis on surface, various firing skills, ceramic history, and design.

Prerequisite: FA 352

FA 480 Independent Study 1-3 credits

Special investigation of a selected topic.

FA 604 Chamber Singers 1 credit

A student-only chorus specializing in the performance of music appropriate for a small ensemble, including a cappella vocal chamber music and jazz harmonies. Some travel for off-campus performances is likely. May be repeated for credit; up to 3 credit hours can be accumulated toward graduation.

Geography Courses (GEO)

GEO 202 Cultural World Geography 3 credits

A survey of the earth's people and their relationship to the environment. Europe, Africa, the Middle East, Australia, Asia, the area comprising the former Soviet Union, Latin America, the United States, and Canada will be studied.

Spring only

GEO 413 Geography Cooperative Education 3-12 credits

Academic study combined with work experience in the community.

GEO 480 Independent Study 1-3 credits

Special investigation of a selected topic.

Geriatric Care Manager Courses (GCM)

GCM 500 Geriatric Care Manager I 3 credits

This course will cover an introduction to geriatric case management, review standards and practice guidelines, cover geriatric assessment, psychopathologic conditions common in the elderly, ethics, care planning, communication issues, and other related issues.

GCM 501 Geriatric Care Manager II 3 credits

This course will cover an understanding of the continuum of care, providing for nutrition, senior community centers, adult day care, home health organizations, housing options, transferring from home to institutional settings, report writing, counseling and other related topics.

GCM 505 Anatomy & Physiology of Aging 3 credits

This online course provides an overview of the basic structure and functions of the human body, emphasizing anatomy and physiology. With this foundation, age-related characteristics and some dysfunctions associated with the aging process are studied. Students will utilize the tools of analysis, synthesis and evaluation to assess body functions and age related changes.

GCM 510 Dementia 3 credits

This course will concentrate on dementia's that afflict the elderly in ever increasing numbers, focusing on the magnitude, pathology, progression, treatment and interventions of these diseases. Client, family, human service systems, long term care as well as personal care issues will be studied in depth. The course will offer opportunities for geriatric care managers to gain a pragmatic experience in dealing with dementia clients, their families and other care providers.

GCM 515 Geriatric Assessment 3 credits

This course will cover the numerous assessments available to the geriatric care manager. The assessments address ADL's, psychological, sociological, medical and spiritual aspects of client served by the geriatric care manager.

GCM 520 Ethics of Aging 3 credits

This course will address the various aspects of ethics that a geriatric care manager will confront in his or her practice. This will include bioethics, business ethics, social ethics and philosophy of a personhood.

GCM 590 Geriatric Care Manager Seminar 1 - 3 credits

An in-depth course of study of a specific aspect of geriatric care management. This would entail small groups of advanced level students.

Gerontology Courses (GER)

GER 241 Introduction to Social Gerontology 3 credits

Introduction to the study of aging as just one of many normal life processes in contemporary culture. Issues discussed include the biological, psychological, and sociological aspects of aging and the implications of those aspects. GER 241 is a prerequisite for all other gerontology courses.

Fall

GER 277 Adult Development and Aging 3 credits

This course provides an overview of adult development from early adulthood through death and focuses on both normative changes and individual differences. Topics discussed include biological changes, changes in health and health habits, cognitive and intellectual changes, sex roles and family roles, work and work roles, development of relationships, changes in personality and motive, mental health and psychopathology, and death and dying. Developmental theories, models, and research methods will also be discussed.

Prerequisite: PSY 123. Fall

GER 341 Substance Abuse and the Aged 3 credits

Focuses on the use patterns, diagnosis, and treatment methods specific to the aged substance abuser. Issues examined will include misuse and abuse of prescription drugs, behavior and risk factors, factors related to underdiagnosis, and relationship to depression and suicide.

Spring/alternate years

GER 358 Counseling the Older Adult 1-3 credits

The effective use of individual and group counseling techniques for older persons with emotional or social difficulties in adjusting to the aging process.

Alternate years

GER 365 Alzheimers Disease 3 credits

Exploration of the many facets of Alzheimers Disease and other dementias. Assessment, intervention, and psychosocial implications of treatment for patients, families, and caregivers.

Fall

GER 370 Remotivation Therapy 3 credits

Development of a group therapy approach applicable to varied populations including children, young adult, aged, and special needs. Emphasis on learning and practicing techniques to motivate and prepare these populations for more advanced group therapies

Spring

GER 375 Aging Policies and Programs 3 credits

The historical development and current implementation of social policies for the aging. Discussion of policies affecting income, health care, social services, and volunteerism.

Spring

GER 392/393 Seminar

3 credits each

In-depth study of a special topic or area of interest. Small group discussion format for advanced students.

(On demand)

GER 410 Adult Protective Services 3 credits

Examination of the needs and potentialities of the most vulnerable and frail of the nation's elderly population. Study of the philosophy and delivery of protective services for the elderly.

(On demand)

GER 413 Gerontology Cooperative Education 3 credits

Academic study combined with work experience in the community.

(On demand)

GER 470 Practicum 3 credits

Work experience in a selected agency, which provides services to the aged. Practicum supervised by an agency representative; education directed by faculty. Direct service to clients.

(On demand)

GER 480 Independent Study 1-3 credits

Special investigation of a selected topic.

(On demand)

Health Care Informatics Courses (HCI)

HCI 110 Introduction to Health Care Informatics 3 credits

A comprehensive overview of the emerging field of health care informatics. Students will examine the impact of informatics on health care delivery systems. The use of informatics in health care professions practice, education, research and administration will be explored.

HCI 120 Current Issues and Trends in Health Care Informatics Practice 2 credits

A comprehensive overview of the emerging field of health care informatics. Students will examine the impact of informatics on health care delivery systems. The use of informatics in health care professions practice, education, research and administration will be explored. (previously offered as HP 120)

Prerequisite: HCI 110, MIS 110 or permission of the instructor

HCI 211 Health Informatics Standards 3 credits

This course provides an overview of health care informatics standards in the United States. Students will examine how standards are developed, review the major health informatics standards organizations and their standards, explore reasons for adoption or non-adoption of standards, and investigate how standards are used in the federal healthcare reform initiative.

Prerequisite: Permission of the instructor or program director

HCI 230 Health Care Informatics Internship 1 credit

Students work as team members on comprehensive projects with health care technology industry advisors and program faculty. Requires course faculty approval.

Prerequisite: MIS 200, MIS 432, HCI 120

HCI 240 Health Informatics Research Seminar 1 credit

This course provides an orientation to life-long learning in health informatics. It is an opportunity for the student to investigate the body of professional knowledge under the guidance of the instructor to gain an understanding of the current state of, and emerging issues in health informatics. Students will explore a variety of online information sources. Each student will identify a topic of interest subject to instructor approval, research its various aspects, prepare a research briefing, and present a review of findings to the class.

Prerequisite: Permission of the instructor or program director

HCI 261 PACS Administration I 3 credits

This course will introduce elements pertaining basic theories and key components of a Picture Archiving and Communication Systems (PACS). Discussions will focus on the history of PACS as well as basic knowledge and principles for implementation. Additionally we will review the requirements of the CIIP exam as governed by the American Board of Imaging Informatics. The course will examine topics such as basic theory and principles in PACS administration, networking, communication, organizational and project management within a health care environment.

Prerequisite: current enrollment in the PACS Administration Certificate program; or current enrollment in or graduate of an accredited medical imaging program and permission of the instructor.

HCI 262 PACS Administration II 3 credits

This course will apply the basic PACS principles and integrate the technical aspects of Picture Archiving and Communication Systems. Topics will include connectivity, image management, storage, IT interfacing, system management, troubleshooting and a discussion on advanced technologies and the future of PACS.

Prerequisite: HCI 261 and current enrollment in the PACS Administration Certificate program; or permission of the instructor.

HCI 500 Informatics for Healthcare Leaders 1 credit

This course introduces informatics, defines it, and follows the evolution and history of health informatics in the United States. This course also identifies and describes the functional components of health informatics and the relationships among these components. It also describes and provides the goals for the health informatics masters program, including establishing a competence benchmark for each student. Students will complete an entry competency examination to assess their current level of health informatics expertise. This is a prerequisite first course for continued MSHI study.

Prerequisite: Current enrollment in the MSHI program.

HCI 505 The Business of Health Informatics 3 credits

This course presents a detailed review of the structure of provider, payer, and other health care organizations along with the workflow in these types of organizations and their information

systems needs. It addresses how informatics assists these organizations, how information is used in business and clinical operations, and how information technologists interact with business and clinical stakeholders in provider, payer, and other healthcare organizations. Students will analyze the informatics function and organizational relationships in their organizations.

Prerequisite: HCI 500 and current enrollment in the MSHI program.

HCI 510 Modeling Health Information 3 credits

This course presents the foundation concepts of modeling health and healthcare information, including the principal process and data modeling methodologies and notation systems. Students will explore these techniques to create components of an enterprise information architecture for reference in subsequent courses. Modeling standards and best practices are covered along with model quality assessment. The course concludes by examining the use of information models for process redesign and reengineering, and applications in computational biology and chemistry.

Prerequisite: HCI 500 and current enrollment in the MSHI program.

HCI 520 Healthcare Information Systems 3 credits

This course identifies the differences between healthcare transactional and analytical systems followed by a description of the principal business and clinical systems in provider, payer, public health, and regulatory organizations. It also examines program and project management systems used in health care. The function and structure of these systems is explored along with concepts of data interoperability, system interfacing and system integration.

Prerequisite: HCI 500 and current enrollment in the MSHI program.

HCI 530 Healthcare Systems Analysis and Design 3 credits

The course develops the skills needed to lead and manage IT acquisition, development, and implementation projects from requirements analysis through solution design in a health care environment. It covers building an interdisciplinary team among the principal healthcare stakeholders, and the various methods used to plan systems, define system requirements, and selecting in-house development, custom development, or acquisition of vendor solutions. It also covers managing the creation of a solution architecture and design, implementation planning, resource allocation, and quality management. (OM 573 will also be accepted as meeting this requirement)

Prerequisite: HCI 500 and current enrollment in the MSHI program.

HCI 550 Health Informatics Standards and Best Practices 3 credits

This course examines the US and international standards environment, how standards organizations work, how standards are created and how these are used. Each student will select one of the major US standards organizations, and prepare and present a briefing on the organization and its standards. The role of the federal government will be reviewed. Students will participate in a debate often facing healthcare organizations on the merits of using informatics standards.

Prerequisite: HCI 500 and current enrollment in the MSHI program.

HCI 600 Emerging Issues in Health Informatics 1 credit

This course provides the opportunity for guided analysis and discussion of the emerging issues in health informatics from the perspective of student accomplishments in the first year of this program. Under faculty guidance, students will form small discussion groups, identify a number of important and emerging issues for analysis and discussion. The course concludes with student presentations of these issues, salient points, and any conclusions or resolutions reached. Students will also identify and frame their thesis or professional contribution research.

Prerequisite: Completion of the MSHI first year coursework.

HCI 610 Legal, Ethical, and Public Policy Issues in Health 3 credits

This course will orient the student to the legal, ethical and public policy issues confronting health informaticists. Students will review key medico-legal, ethical, and regulatory issues such as the nature of the electronic health record, electronic medical record, personal health record. They will examine existing and emerging issues in data ownership, the medico-legal requirements for health information, privacy and confidentiality of protected health information, and what constitutes and authorized use of personal data. Emerging regulatory provisions, such as evolving federal requirements, will be discussed. (NSG 555 will also be accepted as meeting this requirement).

Prerequisite: HCI 600

HCI 620 Enterprise Information Governance 3 credits

This course explores the process of governing information as en enterprise core asset in the healthcare organization. The course will explore the rationale behind Core Asset Management and the essential elements of enterprise information governance, such as data quality, security and master data management. The course will examine the benefits of information governance along with overcoming resistance within the organization. The course will also examine how to measure progress along the information governance implementation path. Students will create an outline for an enterprise information governance strategy and implementation approach.

Prerequisite: HCI 600

HCI 640 Executive Health Informatics 3 credits

This course prepares students for the duties and responsibilities of the informaticist, information technologist, or information manager at the director and executive level of healthcare organizations. Students will acquire skills for succeeding in their corporate management functions, in the management committee, and in the boardroom. Course topics will include executive decision making, individual and group executive presentations, professional ethics, executive presence, strategic planning, succession planning, and executive etiquette. Students will make extensive use of case studies and white papers, and prepare and deliver typical executive briefings and supporting documents.

Prerequisite: HCI 600

HCI 650 Health Informatics Proficiencies I 3 credits

This course is a collection of 45 on-line modules delivered on demand. Under guidance from their faculty advisor, students select modules appropriate for their interests and career plans. Each module can be completed in an hour, starting with a pre-test and concluding with a proficiency test. Upon successfully completing these 45 modules, the student and faculty advisor review progress and credit is given for the course. The module library will be available around the clock, 7 days a week and will be periodically reviewed and updated as topics evolve. Modules may not be repeated for credit.

Prerequisite: HCI 600

HCI 655 Health Informatics Proficiencies II 3 credits

This course is a follow-on to HCI 650 Health Informatics Proficiencies I. This course allows the student to select a set of specific proficiencies in health informatics beyond what is provided in formal course work and independent research. Students can use this vehicle to tailor the course and the masters program to fit their career needs. It also allows the student to select 45 individual one-hour online, on-demand training modules. No training module within this course or from Proficiencies I course may be repeated for credit.

Prerequisite: HCI 650: Health Informatics Proficiencies I

HCI 660 Health Informatics Thesis Research 3 credits

This course is a follow-on to HCI 650 Health Informatics Proficiencies I. This course allows the student to select a set of specific proficiencies in health informatics beyond what is provided in formal course work and independent research. Students can use this vehicle to tailor the course and the masters program to fit their career needs. It also allows the student to select 45 individual one-hour online, on-demand training modules. No training module within this course or from Proficiencies I course may be repeated for credit.

Prerequisite: HCI 600 and acceptance for HCI 665

HCI 665 Health Informatics Thesis 3 credits

Under the supervision of a faculty mentor, students will prepare a thesis on a topic of their own choosing, documenting their thesis research performed in HCI 660. The thesis document will be reviewed by a faculty board that may include guest scholars. The student will make a public presentation of the thesis in the HCI 690 Health Informatics Colloquium.

Prerequisite: HCI 600 and HCI 660

HCI 675 Health Informatics Professional Contribution 3 credits

This course provides the framework for the student to conduct a literature review, research a topic of interest, and prepare and deliver of a professional presentation, or prepare a professional paper for publication in a professional journal. A student may elect to perform an informatics project, such as conducting a needs assessment for a clinical system, in association with a health care organization.

Prerequisite: HCI 600

HCI 690 Health Informatics Colloquium 1 credit

This course concludes the masters program with a public forum for students to present their research or theses. Students will also complete a health informatics competency examination and a program exit survey.

Prerequisite: Completion of the MSHI second year coursework and track options.

Health Care Management Courses (HCM)

HCM 101 Introduction to Health Systems 3 credits

The course is designed to give students a basic understanding of the health care system in the United States. It describes the basic components of the delivery system, and examines the history and evolution of the system. Trends in health care management, delivery, and financing are analyzed, including a critical analysis of the system, examining its strengths and weaknesses. The features of Medicare and Medicaid programs, including possible future funding scenarios, are thoroughly examined.

HCM 371 Health Care Reimbursement and Finance 3 credits

This course provides a broad-based overview of the managerial aspects of health care finance, beginning with a brief review of accounting systems in health care institutions. A comprehensive review of health care reimbursement structures is presented for acute care facilities, nursing homes, rehabilitation facilities, home health, and hospitals. Cost behavior and cost analysis concepts are examined. Budgeting and internal control, including auditing concepts and techniques, are explored. Service volume financial modeling techniques are explained.

Prerequisites: HCM 101, ACC 101

HCM 401 Managed Care 3 credits

This course is designed to give students a comprehensive understanding of managed care in the United States. It describes the environment leading to the development of managed care, its intended purpose, the types of managed care organizations, strengths and weaknesses of managing care, and its impact on consumers and providers.

Prerequisites: HCM 101, HCM 371

HCM 403 Health Care Strategic Management 3 credits

In this course the student will develop skills to manage health services organizations from a strategic perspective. It will examine the use of systematic assessment of both the internal and external environment of the organization. Emphasis will be placed on the development of business strategies to meet the needs of multiple markets. Recent successes and failures in the health care industry will be studied.

Prerequisites: HCM 101, BUS 208

HCM 406 Current Issues and Trends in Health Care Management 3 credits

This is an issues-oriented course that examines the health care delivery system in the United States that reviews the entire continuum of care relative to current trends and recent changes in legislation, market forces, and consumer attitudes and preferences. The key issues confronting health care today will be identified, causes will be examined, and reasonable solutions will be proposed and debated.

Prerequisites: HCM 371 , HCM 452, HCM 101

HCM 452 Health Care Law 3 credits

This course is designed to give students a comprehensive understanding of health care law in the United States. It describes the basic components of the law impacting healthcare, and the evolution of the law leading up to the current statutes, regulations and case law.

Prerequisites: HCM 101, BUS 352

HCM 469 Health Care Marketing 3 credits

Health care marketing will provide an examination of marketing principles and processes related to health care organizations. It is an introduction to the process of marketing products, services, and organizations in the health care industry to meet the needs of domestic and global customers. Product, price, distribution channels, service and marketing communication strategies are examined. It explores the provider and consumer perspectives of marketing, as well as the impact of the Internet on delivery systems. Company analysis, market segmentation, the use of market research, product pricing and distribution, advertising, and target markets are examined.

Prerequisites: HCM 101

Health Professions Courses (HP)

HP 200 Healthy Lifestyles 3 credits

This course is designed for any student interested in understanding contemporary issues related to wellness. At the completion of this course the student will be able to describe the concept of wellness and apply this understanding to everyday life. The content will focus on the physical, sexual, intellectual, emotional/psychological, spiritual, occupational, and recreational aspects of wellness. Wellness will be viewed across the lifespan emphasizing multicultural aspects of individuals and families. Appropriate theoretical models will be utilized to enhance understanding

of the content presented. Course discussions and assignments will explore individual lifestyles highlighting behaviors of the individuals that impact on personal and community wellness.

Prerequisites: None required, but PSY 123 and SOC 110 strongly recommended

HP 210 HIV/AIDS 3 credits

The focus of this interdisciplinary course is the biological and social issues related to AIDS prevention, specifically HIV risk reduction and behavioral interventions. The holistic approach to health services of individuals, families and communities is emphasized throughout, including spiritual, nutritional and alternative health therapies. The social impact of AIDS upon the health care system, state, and federal government is included.

HP 220 American Sign Language 3 credits

This course is designed to introduce the basic skills of American Sign Language (ASL) to enhance communication with the deaf community. Students will develop skills in both implementing and interpreting the ASL alphabet, basic signs, vocabulary and components of grammar.

HP 241 Fundamentals of Food and Nutrition 3 credits

This course will focus on a study of the major nutrients found in food including characteristics, functions and metabolism. Interrelationships of nutrients; effects of inadequate and excessive intake; principles of energy metabolism and a study of energy requirements of the individual will be included.

HP 480 Special Topics 3 credits

Topics vary from semester to semester and will be announced with pre-registration information.

HP 600 Advanced Practice Pediatric Issues and Trends 3 credits

This course is designed to explore the most recent issues and trends in the area of pediatric occupational and physical therapy. The course will focus on evidence-based practice, mentorship and leadership, and community-based practice within the current profession of the student. The students will apply the course content to their clinical and professional practice settings through course assignments. It will be offered primarily in a distance-learning format with two weekends of on-campus experiences.

HP 605 Pediatric Evaluation 3 credits

This course is designed to provide students with an intermediate to advanced level understanding of the process of pediatric evaluation in occupational therapy. The course will focus on the full process of occupational therapy evaluation including referral sources, identifying appropriate evaluation tools, clinical observations, standardized assessment, report writing, evaluation accommodations, and the reporting of assessment results.

HP 610 Special Topics: Vision Rehabilitation 3 credits

This course is designed to provide the OT or PT with an understanding of the basic principles of the visual system and its influences upon daily activities for the pediatric patient. The course will discuss pediatric vision problems and appropriate therapies. After completing this course students will be able to describe key components of the visual system and how they work, understand binocular vision, how it develops and its effects on ADL, understand and treat children with binocular vision disorders and gain useful strategies for dealing with children who have learning related vision problems. This course is intended for OTs and PTs who will be or who are working with the pediatric population both in an inpatient/outpatient and/or school environment.

HP 615 Treatment and Evaluation of Pediatric Feeding Issues 3 credits

This course provides an extensive overview of evaluation and treatment of pediatric feeding disorders. The course will focus on oral motor dysfunction, tube-feeding, sensory issues, positioning and handling, and behavioral management related to feeding/eating. Conditions that affect feeding/eating are explored along with medical and therapeutic assessments. The students will apply the course content to their clinical and professional practice settings through course assignments. It will be offered in an intensive week-long on-campus format.

HP 625 Sensory Integration Treatment and Evaluation 3 credits

This course is designed to provide an extensive overview of sensory integration theory, neurology, evaluation and treatment related to clinical practice for occupational and physical therapists. Sensory integration theory is explored in relationship to function and occupation. The most relevant evaluations and treatment interventions are presented as well as a critical review of effectiveness research in sensory integration. The students will apply the course content to their clinical and professional practice settings through course assignments. This course is offered in a 4-day intensive course format.

HP 630 Child Development in an International Setting 3 credits

This course is designed to provide an opportunity to expand clinical knowledge in the areas of early childhood development, psycho-emotional development, and program development, including community needs assessments. The course content and learning will occur in a service-learning format, in which students will travel with faculty outside the United States for the primary portion of the course. The most relevant issues in promoting development for institutionalized and post institutionalized children as well as family training for foster care providers are presented with reflection upon existing evidence within the fields of occupational therapy, physical therapy, speech language pathology, nursing, psychology, and neurodevelopment. The students will apply the course content to their clinical and professional practice settings through course assignments. This course is offered with an online launch, a 10-14 day intensive in-country experience, and closes with online course activities.

Prerequisite: Application and acceptance into this course is required.

HP 635 School Based Pediatric OT & PT 3 credits

The purpose of this course is to provide the student with intermediate level knowledge related to the provision of best practice occupational therapy services within the educational environment. Practices particularly relevant to the school setting in terms of assessment, individualized educational planning, intervention, re-assessment and discharge will be discussed. Additional course topics will include legislation, service provision models, evidence-based practice in the schools, consultation, effective teaming, and advocacy.

HP 645 Neonatal Intensive Care Unit: Issues and Interventions 3 credits

This course provides an overview of the neonatal intensive care unit (NICU) including common conditions, technology, personnel, and the environment. It also addresses the most common issues surrounding the NICU, along with occupational and physical therapy strategies for intervention and evaluation. It will be offered primarily in a distance-learning format with two weekends of in-class experiences. These weekends will involve a visit to a NICU.

HP 650 Early Intervention 3 credits

The purpose of this course is to prepare the student to implement the occupational therapy process with children who are from birth to three years of age and to be knowledgeable about factors that affect service delivery. In-class exercises and out-of-class assignments will be provided to improve students' skills and increase students' self-confidence with the new content of the course.

HP 655 Evidence-based Neurodevelopmental Treatment & Evaluation for Children with Central Nervous System Dysfunction 3 credits

This is a treatment course for children with neurological deficits (cerebral palsy) based on the work of Berta Bobath, MCSP, Karel Bobath, MD, Mary B. Quinton, MCSP, OBE and Elsbeth Köng, MD. Therapy skills to be developed and refined will include observation and analysis of typical and atypical child development, hands-on facilitation and stimulation of more effective movement, and inhibition of unwanted movement patterns. This will require the testing of three children at the beginning and end of an intervention period, using the Movement Assessment of Children. Other evaluation methods may also be used. The course will include distance learning, on-site sessions for learning and practice of treatment techniques, and a required commitment of a minimum of 12 hours of treatment for each of three children with neurological deficits.

Prerequisites: This course is open to licensed occupational therapists and physical therapists. In order to integrate the information that the therapist will acquire it will be necessary to have access to appropriate children for treatment. Participants will need to assess and treat three children with cerebral palsy, at least one of whom is ambulatory.

HP 660 Autism and Pervasive Developmental Delay: Evaluation and Intervention Strategies 3 credits

This course is designed for practicing occupational and physical therapists interested in learning more about autism and pervasive developmental delay. The instructors will guide participants to an understanding of complexities of these disorders, and evaluation and treatment of individuals with autism or PDD diagnosis. Causal factors, evaluative procedures, and treatment will be thoroughly explored. Specific attention will be given to motor planning, sensory modulation, and tactile discrimination disorders and their treatments. Through selected readings, case presentations, and discussions, the participants will become more proficient in prioritizing the underlying problems and designing holistic therapeutic interventions.

HP 665 Seating in Pediatric Practice 3 credits

This course will assist treating clinicians in increasing their knowledge and skills when using seating strategies for their children. Seating needs for children include safe passive transport within the community and their environment, adequate support for eating, as well as support for independent postural control for task participation. This course will focus on all the needs for seating, including seating needed for postural management of the child, as well as seating for the child's development of postural control.

HP 670 Grant Writing 3 credits

This course is designed to provide an extensive overview of the grant writing process. Students will learn how to identify a funding need, develop a case for support, and research potential funding opportunities. The student will develop a comprehensive grant proposal that directly responds to an identified funding opportunity. The various components of a grant proposal are explored, including the introduction, problem statement, objectives, methodology, evaluation, budget, and summary sections. Strategies for persuasive writing techniques are presented.

History Courses (HIS)

HIS 101 History of Western Civilization I 3 credits

This course is a study of the main currents in Western cultural, social, political, and intellectual history from the classical period to the Napoleonic era. Emphasis is on the social development of culture and the intellect of the classical period and how Western society has transformed and strengthened them. The course includes discussions of texts from a critical point of view along with written assignments.

HIS 102 History of Western Civilization II 3 credits

This course is a study of the main currents in Western cultural, social, political, and intellectual history from the Napoleonic era to the present. Emphasis is on the social themes that influenced and shaped the modern Western world. The course will include discussions of texts from a critical point of view along with written assignments

HIS 103 United States History to 1865 3 credits

A survey of significant political, economic, social, and intellectual themes in the development of the United States from Colonial times until 1865.

HIS 104 United States History since 1865 3 credits

American society is based upon combined cultures and groups. This course is a study of how that multicultural framework is embedded in the narrative of American history since the Civil War. Emphasis is on the participation, problems, and contributions of women, Native Americans, African Americans, immigrants, labor, and other minority groups. This course includes analytical writing and discussion of readings.

HIS 105 Turning Points in American History 3 credits

This course will examine episodes in history that have resulted in transformations to life in America. The scope of the course will range from colonial settlement to the computer age, and will cover topics in government, law, science, medicine, culture, communication, and the formation of national identity. Using a wide range of primary source documents, students will study the forces that led to these transformative events, the decisions that set them in motion, and the outcomes and consequences that resulted.

HIS 110 Spies, Traitors and Saboteurs 3 credits

This course will use narratives of espionage and treason to examine broad questions of loyalty, betrayal, and allegiance. From Benedict Arnold through the War on Terror, specific instances of political and social turmoil will be examined through the lens of political obligation in order to reveal competing conceptions of national identity and the limits of dissent.

HIS 115 Introduction to U.S. Environmental History 3 credits

This course studies America's relationship with nature and environmental preservation from the colonial era to the present. Emphasis is placed on political, economic, social, and intellectual themes that have influenced American's views of the natural world.

HIS 120 The U.S. in a World at War 3 credits

This course studies American foreign relations and global interactions since 1898. Situating U.S. history in a global context, emphasis is placed on political, economic, social and intellectual themes as students explore how Americans both shaped and were shaped by a globe torn apart by two world wars. Using both primary and secondary sources, students will develop an understanding of our past and what it means for us today.

HIS 125 Modern U.S. History Through Popular Culture 3 credits

This course studies the history of the modern United States through the lens of popular culture, an increasingly influential force in American life. Situating the U.S. in a global context, emphasis is placed on political, economic, social, and intellectual themes as students examine how Americans coped at home and abroad with the wider world. Students will work with a wide range of popular culture--including film, television, music, and literature, among others--as primary documents.

HIS 151 University Writing Seminar 3 credits

This course introduces and develops skills and abilities fundamental to proficient academic writing. This course emphasizes the critical reading and the summary, synthesis, and analysis of primary materials in specific historical contexts. (Offered Fall 2014 and Spring 2015)

HIS 151A University Writing Seminar 3 credits

This course introduces and develops skills and abilities fundamental to proficient academic writing through the study of U.S. history. This course emphasizes the critical reading and the summary, synthesis, and analysis of primary materials in specific social and historical contexts. (First offered Fall 2015)

HIS 151B University Writing Seminar 3 credits

This course introduces and develops skills and abilities fundamental to proficient academic writing through the study of outside of the United States. This course emphasizes the critical reading and the summary, synthesis, and analysis of primary materials in specific social and historical contexts. (First offered Fall 2015)

HIS 155 Nineteenth-Century European History 3 credits

This course will study the history of Europe from the French Revolution to World War I. Interconnecting the political, economic, social, cultural, and intellectual developments of the era, emphasis will be placed on themes such as the impact of the industrial revolution on society, European imperialism, and recurrent political upheaval.

HIS 160 Contemporary Europe 3 credits

This course will study the history of Europe from the early twentieth century to the present day. Situating the countries of Europe in a global context, emphasis will be placed on political events as well as economic, social, cultural and intellectual trends. The course will cover events from World War I to the creation of the Euro currency and persons from Germany's Adolf Hitler to Russia's Vladimir Putin.

HIS 165 The History of Human Rights 3 credits

This course is a study of the origin and development of the idea of human rights from the Enlightenment to the present with emphasis on the French Revolution, feminism, liberalism, decolonization, and contemporary human rights issues.

HIS 170 The Holocaust: History, Memory and Legacy 3 credits

This course studies the origins and history of the Holocaust, from ancient anti-Semitism to the mass murders committed by the Nazis from 1941-45. The courses concludes with a consideration of the political and cultural legacy of the Holocaust.

HIS 175 Introduction to Middle Eastern History 3 credits

This course will examine the history of the Middle East from the seventh century to the present, focusing on broad regional themes such as the development of Islamic traditions, the rise of empires, the development of nationalism, colonialism, the post-WWII, current crises, and the relationship between the Middle East and the West. Using primary and secondary sources, students will develop an understanding of the historic context of contemporary issues in the region.

HIS 180 Introduction to World History 3 credits

This course provides a broad introduction to important issues in the study of world history. It combines a thematic and chronological approach to the study of the non-western world, exposing students to such topics as empires and colonialism, immigration, industrialization, cultural development, the slave trade, urbanization, and other issues pertinent to the field. (First offered Fall 2015)

HIS 201 History of 19th Century Revolutions 3 credits

Detailed study of the political, social and intellectual events that culminated in the revolutions of 1789, 1830, and 1848. Emphasis is on the industrial and economic conditions that led to 19th century radical movements.

Prerequisite: Two semesters of History/Political Science Survey. (On demand)

HIS 204 Survey of Latin America: Modern 3 credits

History 204 surveys Latin American civilization from 1810, the era of Independence, to the contemporary period. Part I takes up the history of nineteenth-century Latin America, first analyzing the challenges of independence, and then describing the impact of economic modernization from 1870. Part II examines the 20th century-the era of Latin American Revolutions.

Prerequisite: Two semesters of History/Political Science Survey. (On demand)

HIS 207 History of Russia 3 credits

Study of the great Kievan empire, the Mongol yoke, the rise of Muscovite Tsars, the expansion of absolutism, and empire and social revolution.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

HIS 208 History of the Soviet Union 3 credits

The development of the Soviet Union from its revolutionary beginnings in 1917 through social upheaval, the terror of the purges, the tragedy and triumph of World War II, and the dismantling of the Soviet system.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

HIS 210 History of England 3 credits

A detailed study of the Tudor-Stuart period. Emphasis is on the reigns of Henry VIII and Elizabeth I. The course culminates with the crisis between crown and parliament under the Stuart kings.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

HIS 211 History of Britain 3 credits

The development of British history from 1689 to the present. This course stresses the development of parliamentary government, the growth of the empire, and the emergence of Great Britain as a leading world power.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

HIS 213 Modern French History 3 credits

This course surveys the events of the Napoleonic Era, Restoration Period, July Monarchy, Second Republic, Second Empire, and Third Republic. It concludes by examining France during and since World War II. In addition to the country's stormy political history, social and cultural changes are also analyzed.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

HIS 309 The American West 3 credits

This seminar will examine both the historical reality and the mythical attraction of the frontier in American history. Students will examine and interpret historical, literary and artistic works that depict ideas about the American West. The overall goal will be for students to understand the effect the frontier has had on our history and national identity.

Prerequisite: History/Political Science core sequence. Alternate years

HIS 320 Selected Studies in History 3 credits

A lecture and discussion approach to the study of special themes in history. On request, students may take this course more than once if the theme they are studying differs.

Prerequisite: Two semesters of History/Political Science Survey. (On demand)

HIS 321 Nazi Germany 3 credits

An in-depth study of totalitarianism focusing primarily in Germany from 1920–1945. Emphasis on the career of Adolph Hitler, the SS, the Nazi state, the destruction of European Jewry, and World War Two. Secondary emphasis on the phenomena of racism and nationalism.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

HIS 322 World Wars, Cold War, and Beyond 3 credits

In the 20th century, the United States emerged as the world's strongest nation. This course offers a survey of U.S. foreign relations during that time. It examines issues, including both World Wars, origins and history of the Cold War, episodes of international revolutionary nationalism, wars in Korea, Vietnam, and the Persian Gulf, U.S./Latin American relations, years of nuclear deterrence, and the challenges of globalization.

Prerequisite: Two semesters of History/Political Science core sequence. (On demand)

HIS 325 The Civil War Era 3 credits

This course examines the regional events leading to the outbreak of the Civil War, the prosecution of the War, and its aftermath. It surveys the experiences of Americans—southern and northern, white and black–exploring how they were affected by and how they influenced the events of the time and nation.

Prerequisite: History/Political Science core sequence. Alternate years

HIS 326 The Gilded Age and Progressive Era 3 credits

This course provides detailed coverage of some of the major themes and problems of American society between 1876 and 1920, including (but not limited to) immigration, urban slums, the rise of big business, empire, female suffrage, labor and the working class, reform, segregation, and the "threat" of mass entertainment and consumer culture. Engaging in both primary and secondary source readings, this course evaluates the ways in which this period provided a "foundation" for American society in the twentieth century.

Prerequisite: History/Political Science core sequence.

Fall 2016, and alternate years thereafter

(approved 10/20/2014)

HIS 328 American Women's History 3 credits

This course explores women's experiences in the United States from Colonial times to the present. It surveys women of different ethnic, racial, and class backgrounds, exploring how women were affected by, and how they themselves influenced the historic events of the nation.

Prerequisite: History/Political Science core sequence. Alternate years

HIS 330 Immigration and American Ethnic History 3 credits

This course examines the history of the United States as the history of immigration. Emphasis is placed on better understanding the multicultural history of the United States through the study of both primary and secondary evidence.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

HIS 340 Film and History 3 credits

This course examines the relationship between film and history with an emphasis on the utility of studying film to better understand the past.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

HIS 341 Introduction to Public History 3 credits

This course provides a general introduction to the field of public history, its methodologies, its primary sources, and some challenges to the practice. Class meetings will digest readings from current scholarship in the field, some problems related to interpretation and display, and important analytical and research strategies. Students in the course will hone their research and critical thinking skills through written assignments, research projects, and/or presentations.

Prerequisite: Two semesters of History/Political Science Survey.

Fall 2015, and alternate years thereafter.

(approved 10/20/2014)

HIS 350 Post-1945 United States History
3 credits

This course examines the history of the United States from the end of World War II through today. Students will deepen their knowledge of both domestic history and United States foreign policy through the use of primary and secondary evidence. Students will also draw connections between the recent past and important issues in today's society.

Prerequisite: Two semesters of either History or Political Science survey.

HIS 353 American Capitalism and the Global Economy 3 credits

This course provides an analysis of the historical origins and development of American capitalism, from the late-eighteenth century to the present. It examines the shifting nature of capitalism and the ways that it has framed both the role of the U.S. government (broadly construed) and the social experience of the American people, as well as America's role in the global economy.

Prerequisites: Two semesters of introductory-level history courses.

HIS 361 Race and Graphic Narrative in the Post-War United States 3 credits

This course examines the representation of race and ethnicity in the United States from the end of World War II though today. Through the examination of a variety of graphic formats (narratives, films, television, etc.), students will deepen their knowledge of how race and ethnicity have been represented and analyze the strengths and weaknesses of those representations, through the use of primary and secondary evidence. Students will also draw connections between these texts and contemporary U.S. culture and society. May not be taken if the student has already completed ENG 361.

Prerequisite: Completion of the History/Political Science Core.

HIS 362 American Visual Culture 3 credits

This course will explore the ways that visual culture illuminates and alters our understanding of major themes and eras in U.S. history. Drawing upon popular culture, objects, films, monuments, architecture, and other artworks, this course explores the ways in which history can be taught and learned through images. The course investigates the ways in which different visual media documented, articulated, and embodied social, cultural, and political issues, ideas, and identities from the American Revolution through the end of the Cold War.

Prerequisite: Completion of the History/Political Science Core.

Spring 2015, and alternate years thereafter

(approved 10/20/2014)

HIS 363 History of Cinema 3 credits

This course examines film in an historical setting, with an emphasis on studying film to better understand society and culture. The class will view and analyze feature films in roughly chronological order, cover the cinema in countries around the globe, as well as of the United States.

Prerequisite: Completion of the History/Political Science Core.

2015-16 academic year, and alternate years thereafter

(approved 10/20/2014)

HIS 364 History of Rock and Roll 3 credits

This course surveys the development of rock music as a musical genre and as a force in popular culture since the 1950s. Students will become able to identify important performers and styles in rock music. Changes in the music will be analyzed in the context of cultural, social, and political trends an events. Transformations in technology affecting the production and consumption of music will also be examined.

Prerequisite: Completion of the History/Political Science Core.

Spring 2015, and alternate years thereafter

(approved 10/20/2014)

HIS 405 History Seminar 3 credits

A reading and discussion seminar focusing on one of the following topics: recent American history or European intellectual history.

Prerequisite: Two semesters of History/Political Science Survey. Offered annually

HIS 407 European Cultural Movements 3 credits

The course introduces the student to the major artistic and literary movements of late 19th and early 20th century continental Europe. The student develops an understanding of the historical and aesthetic significance of such avant-garde movements.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

HIS 408 Europe Since 1945 3 credits

This course describes and analyzes the economic, social, political, and cultural developments that have taken place in Europe since 1945. Major topics that are studied include rebuilding Europe

physically and psychologically after World War II, the advent of the Cold War, the events of 1968, and recent problems, such as reactions to immigration.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

HIS 410 Seminar on Global Issues 3 credits

A reading and discussion seminar focusing on different political, social, and economic issues which affect the late 20th-century world. This course explores current issues in an historical perspective.

(On demand)

HIS 413 History Cooperative Education 3-12 credits

Academic study combined with work experience in the community.

Prerequisite: Permission of director. (On demand)

HIS 450 History Internship 3 credits

Directed field experience in archival and/or museum projects for junior and senior students. Students are supervised by professional staff in cooperation with history faculty. Permission of the instructor required.

Prerequisite: Permission of director. (On demand)

HIS 480 Independent Study 1-3 credits

Special investigation of a selected topic.

(On demand)

HIS 491 Research Seminar 3 credits

An introduction to historical methods and research. Students select a topic for a bachelor thesis and then are guided in their research and writing. Offered annually. Required of history majors, usually taken in the junior year.

Prerequisites: Two semesters of History/Political Science Survey

Honors Courses (HNR)

HNR 300 Explorations Seminar 0 credit

This non-credit course is required of all honors students and meets three times each semester. Sessions generally explore themes or topics from honors courses. The format varies, but may include lectures, debates, discussions, or presentations by faculty, students, or guest speakers; discussion among participants is always emphasized. This forum provides student/student interaction across classes and majors in addition to student/faculty interaction.

HNR 401 Capstone Project 3 credits

This required, senior-level seminar is a contract course that will result in the creation of an interdisciplinary honors project. The seminar will meet several times throughout the semester to help students create a research plan, share information, draft material, and collaboratively edit and review their ideas. The emphasis of the seminar will be on developing a professional project after a process of self-directed research, writing, and peer review. In addition, students will assist each other to develop and expand their ideas, using the integrative skills they have gained in the honors program. Each student's project, will entail either a journal length paper consisting of original research, or a visual or performing arts project, or an academically-based, service-learning

project, which will demand some original research and will be accompanied by a substantial written commentary. Projects and papers will be completed under the direction of the instructor of the capstone course and one additional faculty member. In either case, all projects must be approved by the honors faculty, presented to the campus community and placed (in some fashion) in the university's online honors journal Honorus.

Prerequisites: Upper-level standing in the honors program and approval of project proposal form by the appropriate faculty. All projects must be approved by the honors faculty and one appropriate outside reader. In addition, visual and performing arts projects must be approved by the chair of the fine arts department; service-learning projects must be approved by the director of service-learning.

Information Technology Security Courses (ITS)

ITS 200 Introduction to IT Security 3 credits

This course provides a broad-based overview of information technology security. Emphasis is placed upon concepts and theory. Topics include access controls, network security, security management, application controls, physical security, disaster recovery, privacy laws, IT security ethics and security trends.

Prerequisite: MIS 110 or permission of program director

ITS 300 Security Management and Risk Assessment 3 credits

This course will emphasize security management and risk assessment in relation to information security. Topics include security management responsibilities, the organizational security model, data classifications, policies, procedures, standards, and guidelines.

Prerequisite: ITS 200

ITS 410 Access Controls, Security Models and Cryptology 3 credits

This course will emphasize access controls and security models related to information security. Cryptology will be covered from a theory perspective. Topics include main access controls models, administration access controls, the importance of the orange book importance, integrity goals and cryptology.

Prerequisite: ITS 200

ITS 420 Information Technology Privacy and Legal Issues 3 credits

This course will emphasize privacy and legal issues in relation to information security. Topics include applicable laws, investigation, ethics, identification, protection, prosecution, liability, and the key role of privacy.

Prerequisite: ITS 200

ITS 430 Physical Security and Disaster Recovery 3 credits

This course will emphasize physical security and disaster recovery in relation to information security. Topics include physical security, environmental issues, contingency planning, and recovery and restoration.

Prerequisite: ITS 200

ITS 490 Current Issues and Trends in Information Technology Security 3 credits

This course will emphasize current trends and issues in relation to information security. Topics include issues and trends facing CSOs (chief security officers), CPOs (chief privacy offices), and

CIOs (chief information officers) and the providing of relevant technology to their clients and end-users.

Prerequisites: ITS 300, ITS 410, ITS 420, ITS 430

Master of Business Administration Courses (MBA)

*Note: prerequisites for courses are listed only at the graduate level assuming all other prerequisites for MBA enrollment are completed.

MBA 500 Organizational Behavior and Development 3 credits

This course is a systematic study of the organizational behavior and development fields that focus on improving productivity, quality, and assisting management in developing methods to empower people as well as to design and implement change programs. The importance of person-organization fit is emphasized.

Prerequisites: BUS 208, BUS 360

MBA 501 Law, Ethics, and the Business Environment 3 credits

This course covers the legal and regulatory environment in which a business operates and with which it must be in compliance. Some of the ethical considerations that should be addressed in making business decisions that can balance the benefits and costs for all constituencies including society as a whole will also be covered.

Prerequisite: 3 credits in ethics

MBA 503 Marketing Management 3 credits

This course covers marketing concepts and issues as applied to industry, nonprofit organizations and government agencies. Focus is on the unique attributes of marketing, market segmentation principles, target marketing, relationship marketing, promotion planning, market research, competitor analysis and marketing strategies.

Prerequisites: BUS 208, BUS 269

MBA 504 Information Analysis and Interpretation 3 credits

This course provides students with frameworks and analytical tools to evaluate the economic and strategic implications, including those related to customer service, market research, financial management, product innovation, and manufacturing, of information analysis and interpretation as well as the pitfalls of making decisions based on the incorrect interpretation of data. Issues that are important to all managers are addressed.

Prerequisites: BUS 208, BUS 307 or MTH 115

MBA 506 Human Resources Management for Leaders 3 credits

This course examines the role of Human Resource Management (HRM) in the leadership of organizations. Topics include strategic HRM, legal environment of HR, compensation issues, labor-management relations and the development of a personal HR philosophy.

Prerequisites: BUS 208, BUS 360, and MBA 501 or equivalent

MBA 507 Accounting and Finance for Business Leaders 3 credits

This course covers the analysis and interpretation of corporate annual financial reports, making credit and management decisions based upon the analysis of financial statements, preparation of operational and cash budgets, preparation of financial forecasts, the incorporation of tax

implications into decision-making, analysis of sources of capital, utilization of capital budgeting techniques, monitoring of cost and budget reports, management of working capital, and consideration of ethical implications in accounting and finance decisions.

Prerequisites: ACC 101, BUS 371

MBA 508 Information Systems for Management 3 credits

This course is designed to provide students with frameworks and analytical tools to understand the economic and strategic implications of Information Technology (IT), transformation dynamics, and risks and pitfalls of IT decisions. Information Systems issues that are important to all managers are addressed including those related to customer service, market research, financial management, product innovation, manufacturing, and knowledge management. The potential of IT to change the landscape of global competition, increase productivity, change industry structure, make markets more efficient, and alter a firm's boundary and competitive position is covered.

Prerequisites: BUS 208, MIS 110

MBA 509 Managerial Economics 3 credits

The managerial economics course focuses on the application of a limited number of micro economic concepts that are relevant to business decisions. A limited number of economics concepts will be developed based upon their applicability to a range of business decisions. Among the concepts developed and applied are: elasticity, cost minimization, profit maximization, competition, productivity, marginal analysis, game theory, expected valuation, present and future valuations, capital investment modeling, demand measurement, modeling and forecasting, short and long run production planning (optimal plant sizes). Market structure discussion is presented as introduction to and application of Michael Porter's Five Competitive Forces. While some mathematics and statistics are used to have access to some of the more powerful and useful applications of economic concepts, emphasis is on practical application rather than quantitative theory.

Prerequisites: BUS 206 or BUS 207

MBA 530 Public Relations, Communications, and the Media in Sport 3 credits

This course is designed to examine the complex relationship between sport organizations and media outlets and the varying types of communication used in sport. This course explores public relations as a vital organization function in sports, rather than just a tool that supports marketing efforts or piques media interest. In addition to covering all aspects of public relations, this course challenges students to assume the role of a public relations professional tasked with developing items like a media relations plan, community relations activities, and a crisis communication plan. Also, this course addresses the need for reputation management and the unique challenges professional and amateur athletes present to sport organizations and their public images.

MBA 546 Healthcare Economics 3 credits

(Also offered as OM 546) This course is an introduction to the economics of health and health care. It provides applications of microeconomic principles to understand health and health care issues. It provides applications of microeconomic principles to understand health and health care issues. The production of health and the provision of health care have different properties and incentives from other consumer goods, making health-related markets unique topics for study. Topics covered in this course include microeconomic tools for health economics; cost benefit analysis; production of health and demand for health care; issues in health care insurance; equity, efficiency and need; government's role in health care; health care reform.

MBA 547 Healthcare Finance 3 credits

(Also offered as OM 547) This course blends the topics of both accounting and finance that have become part of the everyday life of most healthcare executives. This course will proved the student with the knowledge to help them understand the conceptual basis and mechanics of financial analysis and decision making and its application to the healthcare industry.

MBA 548 Healthcare Law 3 credits

(Also offered as OM 548) This course is designed to introduce the student to the law and legal system in healthcare as to both the theoretical and practical determinants of legal decision making.

MBA 549 Healthcare Leadership and Management 3 credits

(Also offered as OM 549) This course provides an introduction and overview to leadership, management, and administration in health care. It is intended to provide fundamental background and skills needed for a leadership position in health care. The course examines comparative leadership strategies, integrating with readings, lectures, case study and guest lectures which will examine different managerial approaches to solving complex issues. The course will also include a detailed examination of large, complex health care systems, and the organizations that form the systems, comparing them to international health systems. It provides a forum for discussion of the dynamic nature of the health care system in the U.S., with particular emphasis on the challenges of governmental, regulatory, and other legal requirements in this era of health care reform.

MBA 552 Regulation of Human Resource Management 3 credits

This course is an examination of the legal environment of the workplace and its impact on the human resource function. Compliance with state and federal laws and regulations will be emphasized. It offers an overview of the statutory scheme regulating employment and labor relations, presented primarily through pertinent statutes and their judicial interpretation (case law). Topics include, but are not limited to, issues of discrimination in the workplace, labor relations, health and safety issues, and employment standards. Also offered as OM 552. Prerequisite: MBA 506

MBA 557 Performance, Compensation and Reward Systems 3 credits

This course explores the performance appraisal function and process and its linkage to compensation system development, including performance-based pay and benefits (total compensation strategies), and to reward systems. Also offered as OM 557.

Prerequisite: MBA 506

MBA 558 Employee Relations and Services 3 credits

The course examines employee relation issues including management systems and procedures, job design, work environment, and growth and development. Additionally, students study employee services ranging from employee assistance programs and counseling to child and elder care. Also offered as OM 558.

Prerequisite: MBA 506

MBA 560 Supply Chain Management 3 credits

Supply chain involves the management and integration of inbound, outbound and reverse flows of products, services, and related information. Students will study supply chain processes, including capacity planning, logistics, inventory control, product development, sourcing, sales & operations planning, master scheduling, and material planning. Students will be guided to apply a closed-loop approach to Supply Chain Management, employing key performance metrics.

MBA 580 Project Management 3 credits

Project management is the discipline of planning, organizing, securing and managing resources to bring about the successful completion of specific project's goals and objectives. Project management is applicable to business, nonprofit and government organizations. In this course students learn to apply project management techniques to construct time lines and network diagrams, and critical path analysis. Also covered are interpersonal skills vital to managing cross-functional teams and the how to monitor project performance and take corrective actions to achieve objectives. Also offered as OM 580.

MBA 585 Special Topics 3 credits

Topics vary from semester to semester. Information available at registration.

MBA 610 Organizational Leadership 3 credits

In this course students examine theories and models of organizational leadership to obtain knowledge of the historical and current research in the field. Students diagnose and analyze organizational problems and recommend appropriate methods for instituting effective organizational change. Students also focus on understanding the principles of leadership in order to adopt a personal philosophy of leadership.

Prerequisite: BUS 208, PSY 123

MBA 612 Strategic Management 3 credits

This course introduces students to how an organization must in fact deal with all of the complexities and constraints of the business environment and how situational factors impact strategic decisions. The tools of strategy analysis are used extensively and the process of industry and competitive analysis is employed to make decisions and craft concrete strategic plans capable of producing organizational effectiveness. This course also serves the purpose of integrating much of the knowledge gained in the core business curriculum.

Prerequisite: All MBA core courses and undergraduate prerequisites

MBA 620 Accounting Theory 3 credits

This course covers in depth the established conceptual frameworks for financial reporting and the process by which generally accepted accounting principles (GAAP), both in the United States and internationally, become required standards from the investigation of emerging issues to final passage by an authoritative body. Also, GAAP that have been adopted in the two years preceding the date of the course offering and the current status of new GAAP in the process of being investigated by authoritative bodies will be covered.

Prerequisites: ACC 340, ACC 341

MBA 622 Advanced Auditing 3 credits

This course is designed to build on the foundation in auditing standards and practice that is established in undergraduate auditing courses.

Prerequisite: ACC 410

MBA 624 Advanced Taxation: Corporations, Partnerships, Estates and Trusts 3 credits

This course covers the analysis and preparation of federal corporate, partnership, and fiduciary tax returns. Tax consequences of the formation, operation, and liquidation of the various forms of a corporation are also covered in depth.

Prerequisite: ACC 401

MBA 631 Current Issues and Trends in Insurance and Investing for Financial Planning 3 credits

This course covers the issues and trends occurring and emerging at the time of its offering related to the insurance and investing aspects of the dynamic field of financial planning.

Prerequisite: BUS 355, BUS 434, MBA 507

MBA 632 Current Issues and Trends in Finance and Banking for Financial Planning 3 credits

This course covers the issues and trends occurring and emerging at the time of its offering related to the fiscal, financial, and banking aspects of the dynamic field of financial planning.

Prerequisite: BUS 350, MBA 509

MBA 640 Advanced Sport Marketing: Applied Research and Strategic Plans 3 credits

This course is designed to expand on the traditional marketing strategies and practices covered in MBA 503: Marketing Management, and apply them to the unique sport product and sport consumers. Students will make the shift from theory to practice by examining topics like fan loyalty, sponsorships and promotions, brand development, marketing research, and strategic planning. To complete the transition, students will be tasked with developing and conducting research projects and performing strategic market planning for local sport organizations.

Prerequisites: MBA 503

MBA 641 The Business of Sport 3 credits

Compared to traditional business industries, the sport business industry has many unique aspects that go against traditional business models. The successes and failures of sport organizations in many instances rely heavily on the performance of their direct competitors. In this course, students are exposed to the unique aspects that make competitors on the field allies off of it. This course examines the unique business models existing in professional sports leagues, intercollegiate athletics, and international sporting events like the Olympics. Students are also challenged to identify and analyze current issues that arise during the ever changing sport business industry.

Prerequisites: MBA 500

MBA 650 Integrative MBA Capstone Experience 3 credits

This experience is designed to integrate the knowledge and competencies covered in the MBA core and the Management Specialization courses in addressing authentic business problems and challenges.

Prerequisite: All MBA core courses

Management Information Systems Courses (MIS)

MIS 101 Programming I 3 credits

Problem-solving methods; algorithm development; procedural and data abstraction; program design, and programming. Intended for students who plan to continue with other Computer Science courses.

MIS 110 Introduction to Information Systems 3 credits

An interdisciplinary study that views information as an economic resource. The course focuses on computer-based information systems that support the operations, management, and decision functions of an organization and explores the basic technical, behavioral, economic, and

organizational concepts relevant to information, decision making, and systems. Topics include the methodology and practice of developing a computerized information system; the organization, management and control of the information system; and the social impact of information technologies.

MIS 121 Programming II 3 credits

Control structures, top-down programming, and stepwise refinement. Debugging, testing, and documentation. Lecture: 2 hours Laboratory: 2 hours.

MIS 200 Systems Analysis, Design, and Implementation 3 credits

A study of systems analysis from the standpoint of the life-cycle phases of information systems. Emphasis is on the development of information systems, information requirements analysis, the system design phase, the implementation phase, and system administration.

Prerequisite: MIS 110

MIS 220 Applied Networking Design 3 credits

This course examines recent advances and new applications in the field of computer networks and telecommunications. Technical fundamentals, architectures and design of computer networks, strategies, tools and techniques of network planning, implementation, management, maintenance, and security are also covered.

MIS 231 Introduction to File Processing 3 credits

File terminology, structure, and manipulation techniques. Sequential and random access bulk storage devices. Applications of data structures and file processing techniques. Introduction to COBOL. Lecture: 3 hours. Laboratory: 2 hours

Alternate years

MIS 310 Managerial Applications of Object-Oriented Programming I 3 credits

This course provides a study of an object-oriented programming language as it pertains to managerial applications. In addition, the course introduces the use of object-oriented programming methodologies.

MIS 311 Managerial Applications of Object-Oriented Programming II 3 credits

This course expands object-oriented skills taught in Managerial Applications of Object-Oriented Programming. The emphasis in this course is on object-oriented development tools and development in a client-server environment.

Prerequisite: MIS 310

MIS 312 Software Engineering 3 credits

Software development and procurement is an important part of information system design. This course emphasizes a disciplined approach to analyzing requirements and specifications; designing; implementing through programming, procurement, and reuse; delivering with adequate testing and documentation; and maintaining by adapting and extending the application software for an information system.

Prerequisites: MIS 200, MIS 310

MIS 420 Teleprocessing 3 credits

An introduction to teleprocessing and communication networks with emphasis on exchange of data between systems.

Prerequisite: MIS 110

MIS 425 EDP Audit and Control 3 credits

An introduction to the fundamentals of EDP auditing. Emphasis is on understanding EDP controls, the types of EDP audits, and concepts and techniques used in EDP audits.

MIS 432 Data Base Management Systems Design 3 credits

Introduction to database concepts, data models, data description languages, query facilities, file, and index organization, and data integrity, reliability, and security. Students work with real database management systems.

Prerequisite: MIS 110

MIS 491 Information Technology Management 3 credits

An examination of the relevant management issues in information technology and their impact on a firm's competitiveness. Case study method is used. Senior status only.

Prerequisites: MIS 200, MIS 432

Mathematics Courses (MTH)

MTH 108 Precalculus 3 credits

Linear equations, inequalities, functions, graphing, logarithms and exponentials, circular functions. (added 9/10/2014; course to be offered Spring 2014)

MTH 115 Basic Statistics 3 credits

An introduction to the use of statistical methods with emphasis on practical applications. Descriptive statistics, introduction to probability, estimation of parameters, introduction to hypothesis testing, correlation, and linear regression.

MTH 120 Mathematical Reasoning 3 credits

Development of quantitative problem solving. Methods of problem solving. Reading, determining, and solving problems using basic arithmetic, algebra, and geometry. Common mathematical models of everyday phenomena.

MTH 160 Discrete Mathematics 3 credits

Emphasizes the application of discrete mathematics, including combinatorics, graphs, recursively defined sequences, social choice, fair division, etc.

MTH 165 Survey of Calculus 3 credits

A one-semester survey of the fundamental principles of calculus; topics include functions, limits, derivatives, definite integrals and applications. May not be taken by students who have previously received credit for MTH 151 or MTH 171.

Fall and Spring

MTH 171 Calculus I 4 credits

Functions, limits, continuity, derivatives, definite integrals, and applications.

Fall

MTH 172 Calculus II 4 credits

Transcendental functions, techniques of integration, sequences, series, and applications.

Prerequisite: MTH 171: Calculus I

Spring

MTH 200 History of Mathematics 3 credits

The place of mathematics in human enterprise and the central role it has played in the development of civilization. Topics chosen include the history of mathematics, contributions by various cultures, geometry, calculus, number theory, modern logic, and unsolved problems.

Prerequisite: MTH 165 or MTH 171. Fall (odd years only)

MTH 210 Discrete Structures 3 credits

Provide students with the definitions and basic tools for reasoning about discrete mathematical objects useful for computer science.

Prerequisite: MTH 171 or equivalent..

MTH 215 Mathematical Statistics 3 credits

Probability theory, games of chance, probability distributions, testing of hypotheses, curve fitting, and correlation.

Prerequisite: MTH 172. Spring (odd years only)

MTH 226 Calculus III 4 credits

Vectors, multivariable and vector-valued functions, partial derivatives, multiple integrals, and applications.

Prerequisite: MTH 172

Fall

MTH 241 Linear Algebra 3 credits

Systems of linear equations, vector space, inner products, determinants, eigenvalues and eigenvectors, and applications.

Prerequisite: MTH 172 or permission of the instructor.

Fall (odd years only)

MTH 242 Differential Equations 3 credits

Equations of first order and degree, higher order, and degree equations, including linear with constant coefficients, and systems of equations.

Prerequisite: MTH 172 or its equivalent.

Spring

MTH 244 Set Theory and Logic 3 credits

Introduction to set theory, equivalence and order, Boolean algebra, introduction to logic, and rules of inference.

Prerequisite: MTH 171 or permission of the instructor.

Spring

MTH 315 Mathematical Statistics II 3 credits

Multivariate distributions. Estimation and hypothesis tests for multiple parameters. Regression and correlation. Analysis of variance.

Prerequisites: MTH 215 and MTH 226.

MTH 320 Actuarial Mathematics I 3 credits

Applying probability theory to problems in actuarial science, finance and insurance; utilizing discrete, continuous and multivariate distributions.

Prerequisites: MTH 215 and MTH 226.

MTH 351 Geometry 3 credits

History of geometry, axiom systems, types of geometries, and axiomatic development of a geometric theory.

Fall (even years only)

MTH 390 Methods of Teaching Math 3 credits

This course is designed to introduce candidates to the content needed to teach fourth through eighth grade math curricula and to the strategies used to develop math competencies at the middle level.

MTH 413 Math Cooperative Education 3-6 credits

Academic study combined with work experience in the community.

MTH 420 Actuarial Mathematics II 3 credits

Solving problems in finance. Variation of annuities, loan repayment, bond valuation and the term structure of interest rates. Measuring rates of return.

Prerequisite: MTH 320

MTH 422 Linear Algebra II 3 credits

Real and complex vector spaces, bases and dimension, linear operators, eigenvalues and eigenvectors, spectral theorems.

Prerequisite: MTH 241 or its equivalent.

MTH 423 Complex Variables 3 credits

Analytic and elementary functions, differentiation, Cauchy's Theorem, power series, calculus of residues.

Prerequisite: MTH 226 or its equivalent.

Spring (even years)

MTH 425 Topology 3 credits

Topological spaces, mappings and homeomorphisms, connected spaces, compact spaces.

Prerequisite: MTH 244

Spring (odd years)

MTH 441 Real Analysis I 3 credits

(Formerly MTH 341) Real number system, topology, sequences, limits, continuity, and differentiability.

Prerequisites: MTH 226, MTH 244.

Spring (even years only)

MTH 442 Real Analysis II 3 credits

(Formerly MTH 342) Continuation of MTH 441, including measure and integration.

Prerequisite: MTH 441. Fall (even years only)

MTH 463 Abstract Algebra I 3 credits

(Formerly MTH 363) Introduction to abstract algebra, groups, and introduction to rings and fields.

Prerequisite: MTH 244.

Spring (odd years only)

MTH 464 Abstract Algebra II 3 credits

(Formerly MTH 364) Rings, integral domains, fields, and polynomials.

Prerequisite: MTH 463. Fall (odd years only)

MTH 480 Independent Study 1-3 credits

Special investigation of a selected topic.

(On demand)

MTH 486 Special Topics in Mathematics 1-3 credits

Topics vary from semester to semester and will be announced with preregistration information.

MTH 490 Mathematics Seminar 3 credits

Prerequisite: Permission of department. (On demand)

Medical Imaging Courses (MI)

MI 100 Introduction to Medical Imaging 2 credits

This introduction to the medical imaging profession includes the historical development as well as specialties within the fields, organizational structure of hospital departments, and opportunities for professional growth. The profession is examined in order to assist the student in making a commitment to pursue this field. Lecture: 2 hours.

Fall, Spring (as needed)

MI 106 Medical Terminology 1 credit

Anatomical names of bones and organs of the body and other descriptive terms and their common abbreviations; prefixes and suffixes, proper usage, spelling, and interpretation of terms. Lecture: 1 hour

Fall (online); Spring (online, as needed)

MI 125/725 Principles of Radiographic Exposure and Processing I (Lab) 3 credits

Elements of x-ray production. Emphasis on factors affecting production of an acceptable diagnostic radiograph: contrast, density, recorded detail, and visibility of detail.

Lecture: 2 hours Laboratory: 2 hours. Fall only

MI 126/726 Principles of Radiographic Exposure and Processing II (Lab) 2 credits

Continuation of MI 125. Further study of theories and factors affecting production of a quality radiograph inclusive of processing.
Lecture: 1.5 hours Laboratory: 1 hour

Prerequisite: MI 125 Spring only

MI 140 Clinical Experience I 2 credits

Orientation to the clinical setting including rotations through out-patient facilities and operating room within the hospital. Equipment familiarization, application of theoretical principles through examination of patients under direct supervision. Four evening rotations: 3-10 pm. within the semester. 16 hours per week.

Prerequisites: MI 203/703, CPR certification, annual health examination, immunizations, current liability insurance, criminal background clearance. HIPAA education. Spring only

MI 160 Clinical Experience II 2 credits

Continuation of MI 140. Experience in perfecting the application of ionizing radiation under supervision. Clinical experience in a hospital setting including diagnostic/fluoroscopic, portable and operating room rotations in addition to evening hours, weekend hours, and outpatient rotation. Five evening rotations (3-10 pm.) plus one weekend (Saturday and Sunday day shift). 40 hours per weeks.

Prerequisites: MI 140, CPR certification, annual health examination, immunizations, current liability insurance, criminal background clearance. Summer Term A (May–June, 6 weeks)

MI 200 Patient Care 2 credits

This course will provide the student with an overview of the foundations in radiography and the practitioner's role in the health care delivery system. The professional responsibilities of the radiographer will be examined and discussed. Communication skills and professional conduct of the radiographer in the clinical setting will also be introduced. Basic concepts of patient care, physical and physiological needs of the patient, and routine and emergency patient care will be described. Human diversity in health care will be discussed and its impact in the treatment of patients.

Fall only

MI 201/701 Advanced Patient Care 2 credits

Advanced patient care skills are essential elements of providing high-quality patient care in medical imaging. Building on Patient Care, this course utilizes a combination of lecture and lab to develop skills in patient care. Basic concepts of patient education and assessment, pharmacology, venipuncture and administration of diagnostic contrast agents are covered.

Prerequisite: MI 200. Spring only.

MI 202E Clinical Experience II 1 credit

Continuation of MI 102E to further engage in practical application of skills in an advanced radiology modality. May be taken concurrently with MI 102E and must be in the same modality at the same site. Minimum of 100 documented hours. Students must secure their own clinical site. Clinical requirements must be met.

MI 203/703 Radiographic Procedures I 4 credits

This course is designed to educationally prepare and develop pre-clinical competence in specific diagnostic procedures through a combination of lecture and laboratory. It is an introduction to theory and principles of diagnostic radiography of the upper limb, lower limb, chest and bony thorax.

Prerequisite: BIO 121 or equivalent; Co-requisite: MI 200. Fall only

MI 204/704 Radiographic Procedures II 4 credits

This course is designed to educationally prepare and develop pre-clinical competence in specific diagnostic procedures through a combination of lecture and laboratory. It is a continuation of Radiographic Procedures I. It is an introduction to theory and principles of diagnostic radiography of the vertebral column, surgical radiography, abdomen, gastrointestinal system, biliary tract, urinary system, and cranium.

Prerequisite: MI 203/703. Spring only

MI 220/721 Radiographic Physics and Equipment (Lab) 2 credits

This course explores the fundamentals of x-ray properties, production of ionizing radiation and its interactions, x-ray circuitry, and equipment through a combination of lecture and laboratory.

Prerequisite: PHY 118 or permission of instructor. Spring only

MI 225 Clinical Experience III 2 credits

Continuation of MI 160, including rotation through out-patient facilities and operating room within the hospital. 16 hours per week. Four evening rotations (3-10 pm.)

Prerequisites: MI 160, CPR certification, annual health examination, immunizations, current liability insurance, criminal background clearance. Fall only

MI 243 Radiographic Image Evaluation I 2 credits

The course is designed to provide a basis for analyzing radiographic images. Included are the importance of minimum imaging standards; discussion of problem-solving techniques; and the factors that can affect image quality of the upper limb, lower limb, chest and bony thorax..

Corequisite: MI 203/703, or by permission of instructor. Fall only

MI 244 Radiographic Image Evaluation II 2 credits

This course is designed to provide a basis for analyzing radiographic images. Included are the importance of minimum imaging standards; discussion of problem-solving techniques; and the factors that can affect image quality of the vertebral column, surgical radiography, abdomen, gastrointestinal system, biliary tract, urinary system, and cranium..

Prerequisite: MI 204 and 243, or by permission of the instructor. Spring only

MI 245 Clinical Experience IV 3 credits

Continuation of MI 225. Practical application of theory and skills acquired in all phases of the curriculum. Three evening rotations- 3-10 pm. 24 hours per week. Rotations through

Computed Tomography, Special Procedures, and three other advanced modalities of student's choice in preparation for senior year internship.

Prerequisites: MI 225, CPR certification, annual health examination, immunizations, current liability insurance, criminal background clearance. Spring only

MI 253 Imaging Pathology 2 credits

This course will offer a foundation in the basic principles of pathology. The focus is on the appearances of diseases and injury diagnosed by medical imaging procedures. Etiology, treatment and prognosis will also be discussed.

Prerequisite: MI 244. Fall only

MI 260 Clinical Experience V 2 credits

Final experience in the general radiography department to include indirect supervision in areas of demonstrated competency. 40 hours per week. Out-patient as well as five evening rotations (3-10 p.m.).

Prerequisites: MI 245, CPR certification, annual health examination, immunizations, current liability insurance, criminal background clearance. Summer Term B (July–August) 6 weeks.

MI 265 Clinical Experience VI 2 credits

Advanced practical application of theory and skills in specialty areas. 16 hours per week. Optional minor rotations or internship in specialty areas begin.

Prerequisites: MI 260, CPR certification, annual health examination, immunizations, current liability insurance, criminal background clearance. Fall only

MI 275 Clinical Experience VII 2 credits

Continuation of MI 265. 16 hours per week. Optional minor rotations or internship in specialty areas. Senior research project.

Prerequisites: MI 265, CPR certification, annual health examination, immunizations, current liability insurance, criminal background clearance. Spring (May grads), Fall (December grads).

MI 302E Clinical Experience III 1 credit

Continuation of MI 202E to gain additional competence in the practical application of skills in an advanced radiology modality. Must be in the same modality and site as MI 202E. Minimum of 100 documented hours. Students must secure their own clinical site. Clinical requirements must be met.

MI 310 Advanced Imaging Procedures 3 credits

Students will explore advanced diagnostic imaging and therapeutic procedures. Weekly lectures will focus on specialized imaging equipment and patient populations. The historical development of imaging equipment, indications and contraindications for use, and procedures performed will be covered. Topics include, but are not limited to, angiography and interventional radiography, computed tomography, mammography and magnetic resonance imaging, sonography, nuclear medicine, radiation therapy and forensic imaging.

MI 311 Sectional Anatomy for Imaging Professionals 3 credits

This course focuses on cross sectional anatomy as it applies to medical imaging. The ability to locate and identify structures in the axial, sagittal, coronal and oblique plane is a necessary skill in many imaging and therapeutic modalities. Volumetric data sets and 3-D reconstruction of the

body structures are increasingly important in the diagnosis and treatment of disease. Both normal and abnormal anatomy will be discussed.

MI 400 Issues in Medical Imaging 1 credit

This course involves discussion of current issues relevant to medical imaging and their impact upon the profession. Topics include, but are not limited to mandatory vs. voluntary continuing education, licensure, multiskilling, regional vs. programmatic accreditation, and charting and documentation.

Prerequisite: Senior level status or permission of instructor Fall (first seven weeks) only (traditional format).

MI 402E Clinical Experience IV 1 credit

Final phase of practical application of skills in an advanced radiology modality in either a research paper or poster. May be taken concurrently with MI 302E and in the same modality and site. Minimum of 100 documented hours. Students must secure their own clinical site. Clinical requirements must be met.

MI 413 Medical Imaging Cooperative Education 1-6 credits

Academic study combined with work experience in the community. To be arranged.

MI 415 Senior Seminar 0 credit

This course assists students in preparation for the ARRT examination taken upon graduation.

Prerequisite: MI 260, must be an M.I. Major. Fall (December grads). Spring (May grads)

MI 450/750 Quality Management in Medical Imaging Sciences (Lab) 2 credits

Through lecture and lab, this course focuses on quality management and its associated topics of quality assurance and quality control as they relate to the field of medical imaging. Particular emphasis is on quality control which is the part of the overall program that deals with instrumentation and equipment. Methods used to test, evaluate, and ensure radiographic quality are covered.

Prerequisite: MI 126. Spring only (traditional format).

MI 480 Special Topics in Medical Imaging Variable credits

Topics vary from semester to semester and are announced with pre-registration information. An example of courses offered include those in magnetic resonance imaging, CT scan, bone densitometry, and sonography.

Nuclear Medicine Technology Course Descriptions (NMT)

NMT 225 PET/CT Imaging Procedures 1 credit

This section covers diagnostic procedures, including anatomy and physiology, pathophysiology, and protocols for routine and non-routine PET and PET/CT procedures. Clinical experience must be acquired to enhance the didactic learning of all commonly performed diagnostic procedures.

Prerequisite:NMT 205:Clinical Experience IV

NMT 230 Radiation Physics, Safety and Regulation for Nuclear Medicine Professionals 3 credits

This section covers the principles and applications of nuclear medicine and radiation physics for the nuclear medicine professional. The course then proceeds to have an in depth review of radiation protection as well as applicable regulations, including an awareness of how to apply the

"As Low As Reasonably Achievable" (ALARA) philosophy to ionizing radiation exposure. Individual regulations are covered in detail in content areas where they apply, such as radiopharmacy, instrumentation, and radionuclide therapy.

Prerequisite:NMT 100: Clinical Experience I

NMT 300 Clinical Experience V 2 credits

Clinical experience V focuses on the practical application of theory and skills acquired in all phases of the curriculum. Continuation of NMT 205. 16 hours per week.

Prerequisites:NMT205 Clinical Experience IV, NMT 310 Radionuclide Chemistry, Radiopharmacy & Pharmacology, CPR certification, annual health examination, criminal record clearance, HIPAA education, proof of health insurance, current liability insurance and facility orientation if required.

NMT 305 Clinical Experience VI 3 credits

Clinical experience VI focuses on the practical application of theory and skills acquired in all phases of the curriculum. Continuation of NMT 300. 24 hours per week.

Prerequisites: NMT300 Clinical Experience V, CPR certification, annual health examination, criminal record clearance, HIPAA education, proof of health insurance, current liability insurance and facility orientation if required.

NMT 315 Nuclear Medicine Case Review 1 credit

Presented as a series of lectures, video and slide presentations this course covers interesting diagnostic procedures, including a basic review of diagnostic outcomes for routine and non-routine nuclear medicine procedures. section covers diagnostic procedures, including anatomy and physiology, pathophysiology, and protocols for routine and non-routine PET and PET/CT procedures. Clinical experience must be acquired to enhance the didactic learning of all commonly performed diagnostic procedures.

Prerequisite:NMT 205:Clinical Experience IV

NMT 320 Nuclear Medicine Registry Review 0 credits

This course is presented as a series review sessions with associated mock registry exams. The following topics will be reviewed:

- cross-sectional anatomy
- nuclear medicine statistics
- nuclear medicine and radiation physics
- radiation biology
- radiation safety and protection
- nuclear medicine instrumentation
- quality control and quality assurance
- computer applications for nuclear medicine
- general diagnostic nuclear medicine procedures
- immunology
- radionuclide therapy
- positron emission tomography (PET)
- computed tomography (CT)
- radionuclide chemistry and radiopharmacy

- medical ethics and law
- healthcare administration
- health sciences research methods
- medical informatics
- pharmacology

Nursing Courses (NSG)

NSG 201 Foundations of Nursing 3 credits

This course emphasizes basic nursing concepts and the recognition of select functional health patterns such as activity-exercise, nutritional-metabolic, elimination, and sleep-rest functional health patterns, basic theoretical, scientific, and humanistic principles are taught and implemented within a nursing practice framework. Competencies in cognitive, affective, and psychomotor skills are developed and refined in clinical practice settings and/or simulated clinical situations. (2 credits lecture and 1 credit clinical/laboratory)

Prerequisites: BIO 211, BIO 227, PSY 275, HP 241; Prerequisite/Co-requisite: BIO 212

NSG 300 Concepts of Nursing 2 credits

This course presents an overview of major health professions, with a focus on the profession of nursing. The emphasis in this course is on assisting the student to develop a theoretical base for professional nursing practice based on Gordon's functional health patterns. Students are introduced to the nursing metaparadigm, nursing theorists, and the nursing process as a foundation for baccalaureate nursing practice.

Prerequisites: BIO 211, BIO 227,PSY 275, HP 241; Prerequisites/Co-requisites: BIO 212, NSG 201

NSG 301 Functional Health Patterns Adults I 6 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns, including coping and stress tolerance; cognitive-perceptual; nutritional/metabolic; activity and exercise; and elimination. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for adult clients with acute and chronic illness in medical surgical settings. Emphasis is placed on the autonomic nervous, integumentary, musculoskeletal, and gastrointestinal systems, in addition to pain and infectious disease as health problems of adults. Students apply principles of pharmacology and use critical thinking skills to examine current research evidence and legal-ethical issues that influence the planning and delivery of nursing care to adults and their families. (3 credits lecture and 3 credits clinical/laboratory)

Prerequisite: NSG 201; Prerequisite/Co-requisite: NSG 300

NSG 302 Functional Health Patterns Psychiatric Nursing 4 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns of clients with psychiatric-mental health problems, including health perception/health management; cognitive-perceptual; sleep-rest; self perception/self concept; role-relationship; sexuality-reproductive; value-belief; and coping/stress tolerance. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for clients with acute and chronic mental health disorders. Emphasis is placed on psychobiology, psychiatric genetics, and psychosocial therapeutic modalities used in the nursing care of adults and children with psychiatric disorders. Students apply principles of psychopharmacology and use critical thinking skills to examine current research evidence and legal-ethical issues that influence the planning

and delivery of nursing care to clients in the psychiatric setting. (2 credits lecture and 2 credits clinical)

Prerequisite/Co-requisite: NSG 201

NSG 303 Functional Health Patterns Adults II 6 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns, including cognitive-perceptual; nutritional/metabolic; activity and exercise. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for adult clients with acute and chronic illness in medical surgical settings. Emphasis is placed on the metabolic, cardiovascular, sensory, autoimmune, and respiratory problems of adults. Students will work in a variety of settings including caring for patients in the perioperative period. Students apply principles of pharmacology and use critical thinking skills to examine current research evidence and legal-ethical issues that influence the planning and delivery of nursing care to adults and their families. (3 credits lecture and 3 credits clinical/laboratory)

Prerequisites: NSG 201, NSG 301

NSG 304 Functional Health Patterns Pediatrics 4 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns in children from infancy through young adulthood. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for pediatric clients and their families with acute and chronic illness in a variety of pediatric settings. Emphasis is placed on normal growth and development. Students examine the applications of current research evidence, principles of pharmacology, as well as legal and ethical issues influencing the planning and delivery of nursing care to pediatric clients and their families. (2 credits lecture and 2 credits clinical/laboratory)

Prerequisites: NSG 300, NSG 301

NSG 305 Physical Assessment 3 credits

This course examines techniques used by nurses in the ongoing assessment of the health status of patients. Emphasis is placed on interviewing skills, obtaining health histories, and physical assessment techniques used across the lifespan. (2 credits lecture and 1 credit laboratory)

NSG 320 Principles of Pharmacology 3 credits

This course provides students with the opportunity to develop the knowledge and understanding of essential principles of pharmacology. The course will focus on therapeutic classifications; characteristic drug groups; physiologic influences on drug effects; principles of therapy; drug interactions; and legal, ethical, and economic issues of drug therapy.

Prerequisite: NSG 201

NSG 325 Informatics for Healthcare Professionals 3 credits

This course provides a comprehensive overview of the field of healthcare informatics. This course will examine computer technology and selected computer applications, including emerging technology for safe and effective patient care. Information systems that provide data about quality improvement and required regulatory reporting through information systems are discussed. An overview of the variety of technologies that facilitate clinical care, including patient monitoring systems, medication administration systems, and other technologies to support patient care is provided. Emphasis is placed on maintaining an attitude of openness to innovation and continual learning, as information systems and patient care technologies are constantly changing. The use of informatics in professional practice, education, research, and

administration will be explored, along with the impact of informatics on healthcare delivery systems.

NSG 397A Professional Nursing Concepts and Theories 3 credits

This course focuses on concepts basic to the development of professional practitioners. Emphasis is placed on critical thinking, nursing theories, and the re-socialization of the professional nursing role. Theoretical and applied concepts for professional practice, the changing health care system, an introduction to healthcare finance, information technology, and professional practice strategies, including wellness and health promotion across the lifespan are explored.

Prerequisite: RN status

NSG 398A Health Assessment Across the Lifespan 3 credits

This course focuses on concepts integral to the development of professional nursing practice. Culturally-competent techniques used by nurses in the ongoing assessment of the health status of patients are examined. Emphasis is placed on utilizing interviewing skills, obtaining health histories, and physical assessment techniques used across the lifespan. techniques used by registered nurses in the ongoing assessment of the health status of clients. Emphasis is placed on interviewing skills, obtaining health histories, and physical assessment techniques used across the lifespan.

Prerequisites: RN status

NSG 401 Functional Health Patterns Adults III 5 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns, including coping and stress tolerance; cognitive-perceptual; health perception-health management, nutritional/metabolic; activity and exercise; and elimination. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for adult clients with acute and chronic illness in medical surgical settings. Emphasis is placed on altered cellular proliferation, and alterations in endocrine, neurologic, oncology, renal and hepatic function as health problems of adults. Students apply principles of pharmacology and use critical thinking skills to examine current research evidence and legal-ethical issues that influence the planning and delivery of nursing care to adults and their families. (3 credits lecture and 3 credits clinical)

Prerequisites: NSG 303, NSG 305, NSG 320

NSG 402 Functional Health Patterns Childbearing 4 credits

This course builds upon previous knowledge and skills from nursing, basic and psychosocial sciences and focuses on sexuality and reproductive functional health patterns of women and their families to achieve a positive pregnancy outcome and safe fetal environment. Emphasis is placed on normal, as well as, abnormal processes of childbirth to provide students with the knowledge and basic obstetrical skills to care for women, newborns, and families experiencing a normal obstetrical course and those experiencing complications. Students examine human genetics, the application of current research evidence, principles of pharmacology, and legal/ethical issues influencing the planning and delivery of nursing care to pregnant women, newborns, and families. In the clinical component of the course, emphasis is placed on the role of the professional nurse working in the obstetrical specialty, the application of the nursing process in providing nursing care to pregnant women, newborns, and families and the enhancement of critical thinking skills, therapeutic nursing interventions, select pharmacotherapies, effective communication and interpersonal skills. (2 credits lecture and 2 credits clinical)

Prerequisites/Co-requisites: NSG 303, NSG 304, NSG 305

NSG 403 Functional Health Patterns in Populations 3 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores alterations in functional health patterns, including self-perception, self-concept; sexuality-reproductive; coping-stress tolerance; health perception-health management, value-belief; cognitive-perceptual, and role relationship. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for individuals, families, aggregates, communities, and populations. Emphasis is placed on population-centered health care in the community. The values of public health nursing concepts are embedded within the implementation of community-oriented nursing practice. In the clinical component of the course, nursing practice takes place in a variety of public settings. Perspectives in global health care are considered in relation to a population-based approach and its major health problems and burdens of disease. Students examine the application of current research evidence, principles of pharmacology, as well as legal and ethical issues influencing the planning and delivery of health care to individuals, families, aggregates, communities, and populations. The role of the nurse as community leader is emphasized. (2 credits lecture and 1 credit clinical)

Prerequisites: NSG 303

NSG 404 Functional Health Patterns Adults IV 5 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns including, nutritional/metabolic; activity-exercise, elimination, cognitive-perceptual, health perception-health management pattern, coping and stress tolerance, and value-belief pattern.. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for adult clients with acute and chronic illness in medical surgical settings. Emphasis is placed on the normal aging process and pathophysiologic changes of adults with complex health problems and critical alterations in cardiovascular, integumentary, hematological, and multi-system dysfunction. Students apply principles of pharmacology and use critical thinking skills to examine current research evidence and legal-ethical issues that influence the planning and delivery of nursing care to adults and their families. (3 credits lecture and 2 credits clinical)

Prerequisites: NSG 401, NSG 402 Corequisite: NSG 403

NSG 405 Baccalaureate Capstone 3 credits

This capstone course is focused on facilitating the transition from the role of student to the role of the professional nurse in the contemporary health care environment. Strategies for success on the national licensing examination are designed and implemented. Students are introduced to leadership and management concepts as they apply to professional practice and the health care milieu. Critical analysis of legal, ethical, and diversity issues in health care is emphasized.

Prerequisites: NSG 401, NSG 402,

NSG 410W Nursing Research for Evidence Based Practice 3 credits

This introductory course is designed to prepare students to become consumers of research who critically evaluate and base care on evidence. Emphasis is placed on the components of the quantitative and qualitative research processes, the concepts and terms associated with these processes, and the competencies necessary to read, evaluate, and interpret research findings for practice. Building on critical thinking skills, this course will expand students' knowledge by assisting them to develop and use principles of evidence based healthcare to address problems in professional practice.

Prerequisite: MTH 115

NSG 413 Cooperative Education in Nursing Leadership 1-8 credits

This is a variable credit course which allows the working Registered Nurse the opportunity to combine academic study with work experience to further explore leadership concepts. Credits are dependent on number of hours to be completed, and assignments are adjusted accordingly.

Prerequisites: Registered Nurse status, NSG 320, NSG 325, NSG 397A, NSG 398A

NSG 460A Care of Aggregates, Communities and Populations 2 credits

This course explores the professional community/public health nurse's role in exploring alterations in functional health patterns of individuals, families, aggregates, communities, and populations, including alterations in self-perception, self-concept, sexuality-reproductive health, coping-stress tolerance, health perception-health management, value-belief and role relationship, and cognitive-perceptual concerns. Selected nursing theories, the nursing process, and principles of leadership and management are applied to models for health planning and population-focused practice. Basic concepts of epidemiology are presented and applied to community health problems and national initiatives, including disaster-preparedness, culturally-competent care, and the legal and ethical issues influencing the planning and delivery of care to individuals, families, aggregates, communities, and populations.

Prerequisites: RN Status; NSG 397A, 398A; Co-requisite NSG 465A

NSG 465A Clinical Application of Aggregates, Communities and Populations 2 credits

This course focuses upon the clinical application of community-oriented/public health nursing concepts. Students, under the supervision of a designated preceptor in a community/public health practice setting, will apply theoretical, scientific, and humanistic principles as they work with aggregates in the community to implement interventions aimed at achieving positive health outcomes. Nursing care delivery systems in the community that promote health and prevent illness in population groups will be explored. The role of the professional nurse as community leader is emphasized.

Co-requisite: Registered Nurse status, NSG 460A

NSG 480 Special Topics in Nursing 1-3 credits

This course provides students the opportunity to pursue the investigation of selected topics. Topics may vary from semester to semester and will be announced with preregistration information.

NSG 498 Critical Thinking and Clinical Judgement 1 credit

This course synthesizes key concepts necessary for professional nursing practice. The use of critical thinking is applied to problem solving in the delivery of nursing care to patients with complex illness. Students will review test taking strategies, questions, and rational for selection of answer(s). This course is designed to improve test taking skills, apply methods of critical thinking, clinical problem solving and decision-making in addressing major components of the NCLEX RN.

(First offered Spring 2015. Approved 11/14/2014)

NSG 499 Issues and Trends in Professional Practice 3 credits

This course examines issues and trends in professional nursing practice. Students will analyze the impact of legal, ethical and public policy dimensions as they relate to health care in general and nursing specifically. Emphasis will be on examination of current issues in these areas. Current trends and issues in health care will provide a framework for analyzing the legal, ethical and public policy aspects of the health care system.

Prerequisite: RN Status

NSG 511 Advanced Physiology and Pathophysiology for Primary Care 3 credits

Concepts of physiology and pathophysiology, essential to the diagnosis and management of health problems of individuals and families across the lifespan, are the focus of this course. Emphasis is placed on genetic, cellular and biochemical pathophysiology. A body systems approach is used to explore the etiology, pathophysiology, prevalence, and clinical manifestations of commonly occurring disease states managed by clinicians in the primary care setting.

Graduate status or permission of the Director of Graduate Nursing Programs

NSG 513 Advanced Physical Examination and Diagnostic Reasoning for Primary Care 4 credits

(3 credits of didactic, 1 credit laboratory) This course focuses on comprehensive physical examination of individuals across the lifespan. The process of diagnostic reasoning, hypothesis formulation and differential diagnosis of disorders commonly seen in the primary care setting is stressed. Students learn to interpret diagnostic and laboratory findings and use effective communication skills to develop clinical hypotheses.

Co-requisites: NSG 511

NSG 518 Advanced Practice Role Development for Primary Care 1 credit

This course facilitates the transition to the advanced practice clinician role in primary conceptualizations, role development, and the core competencies of advanced practice nursing are examined within the context of the provision of integrated primary care services for families and communities.

Graduate status or permission of the Director of Graduate Nursing Programs

NSG 519 Concepts and Theories in Nursing Science 2 credits

The course utilizes the critical reasoning process to examine the elements of nursing as a discipline and as a science. Emphasis is placed on the structure of nursing knowledge and the use of theory as a framework for advanced nursing practice in the primary care setting.

Graduate status or permission of the Director of Graduate Nursing Programs

NSG 523 Family Health Promotion & Disease Prevention in Primary Care 2 credits

The course addresses the integration and synthesis of concepts associated with health promotion and disease prevention for families across the lifespan. Family theory and family assessment are introduced as a framework for primary care. Concepts of epidemiology, population focused care, and the accessibility of preventative services for culturally diverse and vulnerable populations in primary care are emphasized. Current research in health promotion is used as the basis for identifying appropriate screening recommendations and interventions used by clinicians in the primary care setting.

Co-requisites: NSG 526

NSG 524 Introduction to Clinical Management of Family Health Promotion and Disease Prevention 3 credits

(135 Clinical Hours, 129 preceptor hours, 6 post-conference hours) Students will apply advanced physical assessment and diagnostic reasoning knowledge and skills with families in primary care. The APN direct care, teaching-coaching and management of patient health/illness status role competencies will serve as a foundation for assessment and management of family health promotion needs and disease prevention services.

Pre-requisite: NSG 523

NSG 526 Advanced Pharmacology for Primary Care 3 credits

Major principles of pharmacology are examined in the context of advanced practice nursing across the lifespan. The use of protocols, prescription writing, legal, ethical and economic issues in prescribing and/or monitoring pharmacologic therapies are explained. Emphasis is placed on age appropriate content related to pharmacokinetics, dosages, expected outcomes and side effects of selected drug categories of chronic and acute health problems across the lifespan. Emerging issues in pharmacoinformatics such as pharmacogenetics, pharmacogenomics, and E-prescribing are reviewed.

NSG 590 Special Topics 1-3 credits

The nursing department features a series of one-two-and three-credit courses which deal with special topics of interest to graduate nursing students. They are taught by respected and expert faculty who are leaders in their field. Special Topics may be used as electives within the graduate nursing program.

NSG 596 Independent Study Variable credits

Allows students to investigate a topic of interest, complete their research, or implement a special project with the guidance of a faculty. Topics/projects/thesis must be approved in advance.

NSG 600 Family Health and Disease Management I 2 credits

This course focuses on disease management of adults and older adults. Emphasis is placed on the diagnosis and management of common acute and episodic health problems, the provision of comprehensive, coordinated care, and the stabilization of emergent clinical situations in the primary care setting.

Pre-requisites: NSG 523, NSG 524 Co-requisite: NSG 601

NSG 601 Clinical Management of Family Health I 2 credits

(90 clinical hours- 84 preceptor hours, 6 post-conference hours)
Students will apply advanced physical examination and diagnostic reasoning knowledge and skills with adults and older adults in primary care. Emphasis will be placed on the diagnosis and management of acute/episodic health problems and stabilization of emergent conditions. The APN direct care, teaching-coaching, and management of patient health/illness status role competencies will serve as a foundation for the comprehensive, integrated management of acute/episodic health problems in adults and older adults in primary care settings.

Pre-requisites: NSG 523, NSG 524 Co-requisite: NSG 600

NSG 602 Policy, Politics, and Healthcare Financing in Primary Care 2 credits

The critical analysis of legal, ethical, public policy, and healthcare financing issues affecting the collaborative approach to primary care practice is the focus of this course. Emphasis is placed on the examination, analysis, and critique of current issues in the media and the professional literature. Critical reasoning forms the basis for examination and analysis of selected issues related to integrated primary care, accessibility of primary care services, and clinician accountability in primary care. Oral presentation and writing skills are emphasized.

NSG 603 Family Health and Disease Management II 2 credits

This course focuses on the integrated disease management of adults and older adults. Emphasis is placed on common and co-morbid health problems and their exacerbations in the primary care setting. The concepts of chronicity and chronic care models are examined.

Prerequisites: NSG 523, NSG 524

NSG 604 Clinical Management of Family Health II 2 credits

(90 clinical hours, 84 preceptor hours, 6 post-conference hours)

This course focuses on the integrated clinical management of chronic health problems and their exacerbation in adults and older adults in primary care settings. Coordination of care and facilitating linkages to community health resources will be covered. The APN direct care, teaching-coaching, and management of patient health/illness status role competencies will serve as a foundation for assessment and management of the chronically ill adult.

Pre-requisites: NSG 523, NSG 524, NSG 603

NSG 605 Family Health and Disease Management III 2 credits

This course focuses on health promotion and disease management of common health concerns of children and adolescents in the primary care setting. Normal growth and development of well child and adolescent care are included. The use of appropriate pharmacologic and non-pharmacologic clinical therapeutics in the management of children and adolescents experiencing acute and chronic illness is stressed.

Pre-requisites: NSG 523, NSG 524

NSG 606 Clinical Management of Family Health III 2 credits

(90 hours; 84 preceptor hours, 6 hours post-conference)
Students will apply advanced physical examination and diagnostic reasoning knowledge and skills to children and adolescents in primary care. Comprehensive, integrated care of pediatric patients, their health promotion needs, evaluation of growth and development, family and cultural dynamics, physical and psychosocial status are covered. The APN direct care, teaching-coaching, and management of patient health/illness status role competencies will serve as a foundation for the comprehensive, integrated management of acute/episodic and chronic health problems of children and adolescents in primary care settings.

Pre-requisites: NSG 523, NSG 524, NSG 605

NSG 607 Research for Evidence-Based Primary Care 3 credits

This course builds upon undergraduate statistics and nursing research courses and prepares advanced practice students to use the evidence-based information to critically appraise practice innovations for their relevance and appropriateness to primary care practice. Emphasis is placed on identifying appropriate focused clinical questions to address health problems of individuals and families in the primary care setting; locating, critically appraising and synthesizing best evidence; and applying relevant theoretical frameworks for translating research evidence into practice

Pre-requisites: Basic Statistics; Undergraduate Nursing Research; NSG 601

NSG 608 Family Health and Disease Management IV 2 credits

This course focuses on the integrated healthcare management of gynecological and reproductive health concerns of women throughout the lifespan. Course content includes developmental, physiological, pathological, and psychosocial changes relative to health maintenance, illnesses and life transitions in women. Emphasis is placed on comprehensive, coordinated care in the primary care setting.

Co-requisite: NSG 609

NSG 609 Clinical Management of Family Health IV 2 credits

(90 clinical hours- 84 preceptor hours, 6 post-conference hours)
Students will apply advanced physical assessment and diagnostic reasoning knowledge and skills to the gynecologic and reproductive health care needs of women. Emphasis will be placed on the diagnosis and management of common health concerns of women throughout the lifecycle. The

APN direct care, teaching-coaching, and management of patient health/illness status role competencies will serve as a foundation for assessment and management of the health of women.

Pre-requisites: NSG 523, NSG 524 Co-requisite: NSG 608

NSG 610 Research Seminar for Evidence-Based Practice 1 credit

This seminar provides students with the opportunity to advance the use of integrated Evidence-Based Practice (EBP) as a framework for advanced nursing practice in the primary care setting. The focus of the seminar is on advancing work on the student's Population, Intervention, Comparison, and Outcomes (PICO) question; establishing the clinical significance of the identified health problem; measurement of outcomes; and devising a plan for implementation and evaluation of the protocol designed to manage common acute and chronic health problems encountered in primary care.

Pre-Requisites: NSG 607

NSG 611 Family Nurse Practitioner Clinical Synthesis 3 credits

(135 clinical hours- 121 preceptor hours, 14 hours post-conference)
This clinical course serves as a culminating experience in the primary care family nurse practitioner clinical specialization. Students work with clinical preceptors to integrate and apply previously acquired knowledge and skills. The capstone clinical experience focuses on demonstration of competency in the areas of: management of client health/illness status; nurse-client relationship; teaching-coaching function; professional role; managing and negotiating the delivery of health care within a system; and monitoring and ensuring quality of health care practices. Independent clinical management of acute and chronic health problems across the life span is emphasized. Synthesis of practice management skills pertaining to economics, reimbursement for services, time management, and entry into advanced practice nursing is stressed.

Pre-requisites: NSG 511, NSG 513, NSG 518, NSG 519, NSG 523, NSG 526, NSG 524, NSG

600, NSG 601, NSG 602, NSG 603, NSG 605, NSG 604, NSG 606, NSG 608, NSG 609 (MSN

FNP Students only-all courses above and NSG 607, NSG 610, NSG 612)

NSG 612 Evidence-Based Practice Synthesis for Primary Care 2 credits

Knowledge of integrated evidence-based practice is synthesized as students carry out a capstone EBP project, in collaboration with their clinical preceptors in the primary care setting. Using a small-group seminar approach, students are guided through the implementation, evaluation and dissemination of results.

Pre-Requisites: NSG 607, NSG 610 Co-Requisites: NSG 611

Occupational Therapy Courses (OT)

OT 103 Introduction to Occupational Therapy 3 credits

The course will introduce students to the profession of occupational therapy and to the Misericordia University Occupational Therapy program, curriculum, policies, and procedures. Specific topics will include: American Occupational Therapy Association policies and documents, the OT Practice Framework, the history of the profession and professional roles and responsibilities in various contexts.

Prerequisite: OT major

OT 205 Occupation: Theories and Perspectives I 3 credits

This course studies the nature of occupation and the occupational nature of human beings. It is an exploration of the biological, psychological, social, and cultural elements of occupational behavior. It will analyze the impact of occupation on the evolution of the individual, motivation, autonomy, a sense of competence, social efficacy, role learning, quality of life and adaptation styles. Students will study the dimension and characteristics of human occupation including the real and symbolic aspects and the performance imperatives of various occupations. Through a series of laboratory experiences in the classroom and community, students will expand their personal occupational repertoire, leadership skills and understand a framework for occupational analysis using their own experience as a point of reference.

Prerequisite: OT 103

OT 220 Human Development Through Occupation I 3 credits

In this course, development from birth through adolescence will be studied both from the viewpoints of psychology, occupational science and occupational therapy. An understanding of the biosocial, cognitive, psychosocial, and spiritual changes as a person ages will be presented. How engaging in human occupation influences the life process will be explored.

Prerequisites: OT Major

OT 221 Human Development Through Occupation II 3 credits

In this course, adult development will be studied from the viewpoints of psychology, occupational science, and occupational therapy. The influences of biosocial, cognitive, psychosocial, and spiritual changes as a person ages will be presented. Engagement in human occupat ion and how it influences the developmental and life processes will be explored.

Prerequisite: OT 220

OT 275 Occupation: Theories and Perspectives II 3 credits

Through a variety of experiences in purposeful activity, students will explore the dimensions and characteristics of human occupation. This will include the real and symbolic aspects of the activity and the performance imperatives of various occupations. The focus of analysis will be on occupations as experienced by others- individually, in groups, and in society. Through experiential activities, students expand their activity repertoire, their advocacy skills, and their understanding of activity analysis. Literature from the field of occupational science is incorporated.

Prerequisite: OT 205

OT 312 Applied Functional Anatomy 4 credits

This course will provide the student with a detailed understanding of the musculoskeletal anatomy of the limbs, trunk, neck, and head in humans. Since this understanding is critical to enhance the ability of the student to work with clients with disabilities, it is considered as a foundation for the study of occupational therapy intervention. The focus of the course will be on how bones and muscles work to produce movement. Case studies will be used to facilitate learning. The course will include some content on the nerves and blood supply to these organs, as they influence function.

Prerequisites: BIO 211, BIO 212, OT 320, PHY 117

OT 313 Applied Neuroscience 4 credits

This course addresses neuroanatomy and basic neurophysiology as they relate to developing body structures and functions and their influence on occupational performance. Students will apply neurological concepts, conditions and testing to case studies using clinical reasoning.

Prerequisites: BIO 211, BIO 212, OT 320

OT 320 Impairments and Disabilities Influencing Occupational Performance 3 credits

This course will introduce students to common conditions seen by occupational therapists. The course will also introduce students to medical terminology, International Classification of Function, Disability and Health and the OT Practice Framework. Students will analyze the impact of each condition on occupational performance and identify the role of occupational therapy.

Prerequisite: OT major

OT 330 Conceptual Foundations of Occupational Therapy 3 credits

Students conduct an in-depth exploration of occupational therapy through the study of its history, philosophy, frames of reference and leaders. Emphasis will be on the application, integration and analysis of current and emerging theories and frames of reference that impact the occupational therapy process.

Prerequisites: OT 103, OT 220

OT 335 Context and Environment 3 credits

The course will explore the impact of the non-human components of the environment on the functional performance of individuals with disabilities, and environmental adaptations (including assistive technologies) that allow a person with a disability to function more fully in the environment. The course will examine the affect of lighting, temperature, visual and auditory stimuli, and physical structure on the cognitive, physical, and emotional performance of individuals with disabilities, and how these factors influence control, independence, and freedom of the individual.

Prerequisites: OT 103, OT 205, OT 220, OT 320

OT 360 Non-Traditional Settings and Occupational Therapy Practices: Working with Homeless Populations 3 credits

This elective course will introduce the occupational therapy student to issues surrounding a lack of access to health care, specifically occupational therapy services, for adults from an underserved population -- the homeless. 150 minutes/lecture discussion will occur each week, and be supplemented by service learning based field trips. One major field trip will occur over fall break and involve volunteering at a regional homeless shelter. Throughout the semester, field trips to a local community based homeless shelter will also occur.

Prerequisites: Permission of Instructor, students enrolled in the OT weekday program years 2-4

OT 405 Occupational Performance Analysis 3 credits

This course addresses the evaluation system used by occupational therapists in practice including the development of an occupational profile and an occupational performance analysis. Selected interview, observational, standardized, and non-standardized assessment instruments will be covered.

Prerequisites: All 100 and 200 level OT courses.Corequisite: OT 407

OT 407 Clinical Skills 3 credits

Students will be introduced to mobility skills, splinting, therapeutic exercise, physical agent modalities, critical care issues, positioning and basic handling techniques, and professional behavior issues. Students will identify, describe, explain and demonstrate basic skills in the areas of mobility, splinting, therapeutic exercise, physical agent modalities, proper positioning and basic handling techniques and critical care related issues.

Prerequisites: All 100 and 200 level OT courses. Corequisite: OT 405

OT 410 Community-based Practice 3 credits

The OT 410 course is designed to introduce the student to community based practice settings and to help the student develop the necessary skills to work in emerging areas of practice within the profession. Students will explore the current trends that reflect a shift in the delivery of occupational therapy services from traditional settings to health promotion and wellness programs in the community. Throughout the course students will identify and critique programs that promote access to occupational therapy and explore occupation-centered programs at community based agencies that serve various groups and populations. Emphasis will be placed on underserved populations living in the community and/or at-risk populations including children and youth, adults and older adults.

Prerequisite: OT 405, OT 407

OT 430 Sensory Integration 3 credits

The purpose of this course is to prepare the student to implement the occupational therapy process with consumers affected by sensory integrative disorders and to be knowledgeable about factors that impact service delivery. Thorough review of SI theory, neurology, evaluation techniques, and treatment options will be discussed. In-class exercises and out-of-class assignments will be provided to improves students' clinical reasoning skills and increase students' self-confidence with the new content of the course. Occupation based interventions will be encouraged.

Elective course;

Prerequisite: OT 510

OT 433 Evidence-based Practice 3 credits

Students will be introduced to the topic of evidence-based practice. Students will develop a clinical question, gather current published evidence, complete a critical review of the evidence, summarize and present the results of the critical appraisal process.

Prerequisite: OT 520

OT 450 Pediatric Assessment 3 credits

This course is designed to provide students with an intermediate level of understanding of the process of pediatric assessment and evaluation in occupational therapy. The course will focus on the full process of occupational therapy assessment including referral sources, identifying appropriate evaluation tools, clinical observations, standardized tests, report writing, evaluation accommodations and the reporting of assessment results. In-class exercises and out-of-class assignments will be provided to improve students' clinical reasoning skills and increase students' self-confidence with the new content of the course.

Prerequisite: OT 405, OT 407

OT 460 Pediatric Occupational Performance Interventions I 4 credits

This course will focus on occupational therapy intervention strategies for pediatric populations. Models of practice, theories, and frames of reference guide the intervention process for individuals whose occupational performance is affected by various developmental, physical, and psychosocial conditions. Screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation of services are all aspects covered in the course. This is done in accordance with the profession's standards of practice and code of ethics.

Prerequisite: OT 405, OT 407

OT 461 Research Design in Occupational Therapy 3 credits

This course will present the principles and processes involved in clinically relevant research. Qualitative and quantitative approaches will be reviewed and analyzed related to their strengths, limitations, and practical uses. The application of appropriate research methods to occupational therapy clinical research will be stressed

Prerequisites: MTH 115, OT 405

OT 462 Level I Fieldwork - Pediatrics 0 credit

This Level I fieldwork experience includes observation, interaction with pediatric clients and other health care professionals, participation in the intervention process under direct supervision, developing an understanding of the needs of clients, and evaluation of the student's performance in these areas.

Corequisites: OT 460

OT 470 Non-Traditional Settings and Occupational Therapy Practices: Working with International Populations - Jamaica 3 credits

This elective course will introduce the occupational therapy student to work with culturally diverse populations in an international setting. Specifically, this course will provide an opportunity for students to develop cultural competency in relation to Jamaican culture, as the course includes a week-long immersion experience in a pediatric health care facility in Jamaica. During the semester, students and faculty will conduct a needs assessment, develop, implement and evaluate programs to meet the needs of the children at this facility.

Prerequisites: Permission of Instructor, students enrolled in the OT weekday program years 3-5

OT 510 Pediatric Occupational Performance Interventions I 4 credits

This course will focus on occupational therapy intervention strategies for pediatric populations. Models of practice, theories, and frames of reference guide the intervention process for individuals whose occupational performance is affected by various developmental, physical, and psychosocial conditions. Screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation of services are all aspects covered in the course. This is done in accordance with the profession's standards of practice and code of ethics.

Prerequisite: OT 405, OT 407

OT 511 Adult Occupational Performance Interventions II 4 credits

This course will focus on intervention strategies for adults with physical disabilities and psychosocial dysfunction. Intervention II Adults also examines models of practice, theories and frames of reference. The process of intervention, which this course series emphasizes, includes: screening, assessment, formulation of intervention plans, implementation, discontinuation of

services, and documentation of services. This is done in accordance with the profession's standards of practice and code of ethics.

Prerequisites: OT 510

OT 512 Geriatric Occupational Performance Interventions III 4 credits

The Geriatric Occupational Performance Interventions III course teaches intervention skills required by the practicing occupational therapist. The process of intervention which this course emphasizes includes: screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation of services. This is done in accordance with the profession's standards of practice and code of ethics.

Prerequisites: OT 511

OT 520 Research Design in Occupational Therapy 3 credits

This course will present the principles and processes involved in clinically relevant research. Qualitative and quantitative approaches will be reviewed and analyzed related to their strengths, limitations, and practical uses. The application of appropriate research methods to occupational therapy clinical research will be stressed

Prerequisites: MTH 115, OT 405

OT 532 Community-based Practice 3 credits

This course is designed to introduce the student to community based practice settings and to help the student develop the necessary skills to work in emerging areas of practice within the profession. Students will explore the current trends that reflect a shift in the delivery of occupational therapy services from traditional settings to health promotion and wellness programs in the community. Throughout the course students will identify and critique programs that promote access to occupational therapy and explore occupation-centered programs at community based agencies that serve various groups and populations. Emphasis will be placed on underserved populations living in the community and/or at-risk populations including children and youth, adults and older adults.

Prerequisite: OT 405, OT 407

OT 533 Evidence-based Practice 3 credits

Students will be introduced to the topic of evidence-based practice. Students will develop a clinical question, gather current published evidence, complete a critical review of the evidence, summarize and present the results of the critical appraisal process.

Prerequisite: OT 461

OT 570 Occupational Therapy Management and Supervision 3 credits

Students in the course will learn about the responsibilities of the occupational therapist in administrative, supervisory, and entrepreneurial roles. The influence of theory, practice and reimbursement regulations, and ethics on occupational therapy service management issues are examined. Topics include strategic planning, facility planning, program planning, accreditation, continuous quality improvement, marketing, management theories, supervisory styles, state licensure regulations, OTR/COTA role delineation, and liability/malpractice issues and insurance. Students in the course will gain skills in financial management, including program funding, third party reimbursement, and budgeting. Opportunities for the occupational therapy entrepreneur are explored, including private practice, consultation, and other innovative occupational therapy business endeavors.

Prerequisites: OT 510, OT 511

OT 591 Level I Fieldwork - Pediatrics 0 credit

This Level I fieldwork experience includes observation, interaction with pediatric clients and other health care professionals, participation in the intervention process under direct supervision, developing an understanding of the needs of clients, and evaluation of the student's performance in these areas.

Corequisites: OT 510

OT 592 Level I Fieldwork - Adults 0 credit

This Level I fieldwork experience includes; observation, interaction with adult clients and other health care professionals, participation in the intervention process under direct supervision, developing an understanding of the needs of clients, and evaluation of the student's performance in these areas.

Corequisites: OT 511

OT 593 Level I Fieldwork- Older Adults 0 credit

This Level I fieldwork experience includes observation, interaction with older adult clients and other health care professionals, participation in the intervention process under direct supervision, developing an understanding of the needs of clients, and evaluation of the student's performance in these areas.

Corequisites: OT 512

OT 601 Level II Fieldwork I 2-7 credits

During this 12 week in-depth course students deliver Occupational Therapy services to clients through research-based interventions which are purposeful, meaningful, and occupation-based. They also gain exposure to the management and administration of occupational therapy programs. In this course students practice occupational therapy in site-specific areas of practice under the supervision of an occupational therapy fieldwork educator. This course also has a distance learning component via a Blackboard course through which an instructor assists students integrate concepts they learned in prior coursework with clinical reasoning practices and skills they are learning on fieldwork. This course may span more than one semester; if so, the student will register for OT 601A, and then register for OT 601B in the following semester, not to exceed 7 credits combined.

Prerequisites: OT 510, OT 511, OT 512

OT 602 Level II Fieldwork II 2-7 credits

During this 12 week in-depth course students deliver Occupational Therapy services to clients through research-based interventions which are purposeful, meaningful, and occupation-based. They also gain exposure to the management and administration of occupational therapy programs. In this course students practice occupational therapy in site-specific areas of practice under the supervision of an occupational therapy fieldwork educator. This course also has a distance learning component via a Blackboard course through which an instructor assists students integrate concepts they learned in prior coursework with clinical reasoning practices and skills they are learning on fieldwork. This course may span more than one semester; if so, the student will register for OT 601A, and then register for OT 601B in the following semester, not to exceed 7 credits combined.

Prerequisites: OT 510, OT 511, OT 512

OT 610 Elective: Special Topics in Occupational Therapy Practice 3 credits

Specialized areas of occupational therapy practice will be discussed; these will include, but are not limited to, hand therapy, sign language, assessment in pediatric practice, pediatric splinting, introduction to neuordevelopmental intervention techniques, and a series of courses offered in other disciplines within the College of Health Sciences. Topics vary each year depending upon the student interest and the availability of faculty with professional specialty expertise.

Prerequisite: By permission of the instructor and advisor.

OT 615 Evidence-based Practice 3 credits

This course is designed to provide an extensive overview of evidence-based practice. Students will complete an in-depth evidence-based project related to occupational therapy practice. Students will develop a clinical question, gather current published evidence, complete a critical review of the evidence, and summarize and present the results of the critical appraisal process.

OT 625 Adolescent and Early Adulthood Issues in Autism 3 credits

This course investigates the lifespan challenges of individuals with Autism Spectrum Disorders transitioning through adolescence and participating in life as young adults. The student will participate in an active exploration of issues of the client with autism including: adolescent social and learning abilities, young adult vocational success, adult transition to independent living, and aging impacts. The student will learn how to evaluate and establish community-based treatment plans to support adolescent and adult clients with autism in attaining and sustaining the most independent living possible. The student will also gain knowledge in establishing clear resource support for their clients in the community.

OT 630 Occupational Therapy Issues and Trends 2 credits

This course will review important issues and trends in the profession of occupational therapy. Students will explore, discuss, and critically analyze, important concepts and happenings in the field. Course content will include the philosophical base of O.T., occupation, health care trends, managed care, professional development, the team approach, inclusion, cultural diversity, occupation-centered and client-centered therapy, service delivery, practice specialty areas, role delineation, professional autonomy, reimbursement, legislation, advocacy, documentation systems, evidence-based practice and emerging areas of practice.

Prerequisites: OT 601 or OT 602

OT 690 Research Project I 3 credits

This course is designed to provide an opportunity to expand clinical knowledge in the area of Assistive Technology. Students learn the types and characteristics of assistive technology often used by occupational therapists. They also learn how legislation and funding affect client ability to access the various assistive devices. They learn how to evaluate client assistive technology needs, as well as the role of posture, seating, and environmental influences when designing assistive technology systems for clients.

OT 640 Hand and Upper Extremity Rehabilitation 3 credits

This elective course offers students the opportunity to learn hand and upper extremity anatomy and physiology, orthotic fabrication skills, and occupation-based treatment approaches to facilitate the healing process for those who suffer from upper extremity pathologies. The process of intervention which this course emphasizes includes: screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation of services. This is done in accordance with the profession's standards of practice and code of ethics.

OT 645 Vision Rehabilitation 3 credits

This course is designed to provide the occupational therapist with an understanding of the principles of the visual system and its influences upon daily activities for patients. The course will discuss vision problems and appropriate therapies. The course will have a major emphasis on treatment protocols and outcomes with computer assisted therapies.

OT 670 Occupational Therapy Management and Supervision 3 credits

Students in the course will learn about the responsibilities of the occupational therapist in administrative, supervisory, and entrepreneurial roles. The influence of theory, practice and reimbursement regulations, and ethics on occupational therapy service management issues are examined. Topics include strategic planning, facility planning, program planning, accreditation, continuous quality improvement, marketing, management theories, supervisory styles, state licensure regulations, OTR/COTA role delineation, and liability/malpractice issues and insurance. Students in the course will gain skills in financial management, including program funding, third party reimbursement, and budgeting. Opportunities for the occupational therapy entrepreneur are explored, including private practice, consultation, and other innovative occupational therapy business endeavors.

Prerequisites: OT 460, OT 511

OT 690 Research Project I 3 credits

Students will begin a research project that contributes to the knowledge-base of occupational therapy; the outcome will include a paper acceptable for publication in a professional journal or presentation at a state or national conference.

Prerequisite: OT 520

OT 695 Research Project II 3 credits

Students will complete a research project that contributes to the knowledge-base of occupational therapy; the outcome will include a paper or presentation acceptable for publication in a professional journal.

Prerequisite: OT 690

OT 699 Practice Exam Preparation 0 credit

This is a required non-credit course which will provide students with the opportunity to take a series of practice and content examinations designed to help prepare them to sit for the NBCOT Examination. As a requirement for graduation, all weekday and weekend program occupational therapy students are required to successfully complete this university-offered NBCOT certification examination preparation course. Successful completion is determined by successful passing of the practice examination. This course is offered two times per year- once in the spring weekday program, and once in a summer weekend format. Students may repeat OT 699 an unlimited number of times until they pass the practice examination; once they have passed the practice exam they may proceed to graduate if all other requirements are met.

Prerequisites: OT 601 or OT 602

Occupational Therapy Post-Professional Doctorate Courses (OTD)

OTD 620 Advanced Theory 3 credits

This course will examine the current and classic literature as it pertains to theory development and analysis and its relationship to macro and micro models, and comparative analysis of frames of reference for practice and research. There will be consideration of both basic and applied knowledge as it pertains to the study of occupational therapy as an applied science and the

science of occupation as an academic discipline. This course will be offered in a combination on-campus launch and distance online learning format.

Fall semester

OTD 625 Supporting Practice through Public Policy and Advocacy 3 credits

Students will analyze current state and federal public policy issues and the impact on the delivery of occupational therapy services. Students will develop knowledge related to public policy formation and acquire advanced skills in advocacy. This course will be offered in a combination of on-campus meetings and distance online learning.

Spring semester

OTD 640 Designing, Implementing and Evaluating Quality Programs 3 credits

Through didactic and problem based learning, students will explore program assessment tools and complete needs assessments. Students will learn the value of developing a program mission, strategic plan, and operational tactics in the development of a successful allied health based program. Students will gain knowledge about budgeting, marketing, and revenue sources in order to ensure their developed program is underscored with financial responsibility. This course will be offered in a combination of on campus meetings and distance online learning.

Fall semester

OTD 641 Evidence-based Practice 3 credits

Students will demonstrate knowledge of evidence-based practice and complete an in-depth evidence-based project related to occupational therapy practice. Students will develop a clinical question (relevant and applicable to their area of practice or specialization), gather current published evidence, complete a critical review of the evidence, summarize and present the results of the critical appraisal process. This course will be offered in a combination on-campus launch and distance online learning format.

Fall semester

OTD 642 Advanced Research 3 credits

The doctorally trained clinician in occupational therapy must have a solid understanding of not only research basics, but how to use that knowledge to solve problems in their clinical practice. This course will provide educational experiences that foster advanced knowledge and application of research principles in both the quantitative and qualitative paradigms to the clinician's practice areas.

Summer semester

OTD 643 Education, Presentation and Publication 3 credits

Students will develop professional skills related to providing well constructed educational sessions, promoting occupational therapy through dissemination of their clinical and scholarly work. Topics will include preparing curricular objectives and means to obtain them; proposal submission for conference presentations; using technology to promote effective presentations and writing for practice oriented and scholarly journals.

OTD 644 Occupational Science 3 credits

Occupational science, also known as occupationology, is the study of occupation. Occupation is "all 'doing' that has intrinsic and extrinsic meaning" (Wilcock, p. 257). The occupational therapy profession is becoming increasingly reliant on occupational science as a cornerstone of research and knowledge which justifies the use of occupation in therapeutic intervention. The

purpose of this course is to provide knowledge of the history, evolution, and current state of the occupational science discipline, and how occupational science can be used as a framework for occupational therapy assessment and intervention.

Spring semester

OTD 650 Capstone Course 3 credits

This course design engages doctoral students to advance their clinical reasoning and competence in a pre-identified, specialized area of practice. Through participation in this course, students will be able to identify the most relevant issues impacting the role of occupational therapy in their designated specialty area. They will complete readings in relevant literature, engage in communication exchanges with a professional leader in their identified area, and conclude their capstone project with a product reflecting the extent of their learning. Students will be assigned a faculty capstone advisor and participate in mandatory online modules embedded throughout the course to help guide the student during their capstone experience.

Summer semester

Organizational Management Courses (OM)

OM 500 Organizational Behavior 3 credits

Social and behavioral science approaches to the study of human activity in organizations are studied. The course is designed to equip administrators with skills for managing interactions, differences, and relationships in organizational settings.

OM 505 Decision Making 3 credits

A study of decision-making in complex human service organizations is the basis of this course. Examination of a variety of conceptual frameworks to enable administrators to develop an evaluative design for ethical, effective, and efficient decision making is included.

OM 509 Financial Management 3 credits

This course is an introduction to the financial system and its relationship to the financing of business activities. The course emphasizes areas dealing with corporate financing decisions such as time value of money, security valuation, financial statement analysis, and financial forecasting.

OM 510 Financial Management I 3 credits

This course is an introduction to basic economic theory, accounting principles, budget theory and practice, and financial control procedures necessary to the successful manager. Designed for the non-financial manager and presupposes little or no previous education or experience in finance.

OM 511 Financial Management II 3 credits

This course applies the basic skills mastered in Financial Management I through case studies of public and private organizations. Emphasis on integrating financial considerations with other management considerations when analyzing and solving problems, and in planning. Investments, borrowing, information systems, and financial analysis are covered.

Prerequisite: OM 510

OM 512 Management Science 3 credits

Management Science is concerned with providing advice, analysis, and support to decision makers based on a scientific approach and looking systematically at goals, scarce resources, and decision implementation. This course provides students with a conceptual understanding of the role that management science plays in the decision-making process, introduces students to procedures used to solve problems, and explores the procedures to review and interpret

management literature and to determine the characteristics of quality research in the field of management.

OM 515 Research Methods 3 credits

Provides students with an understanding of the concepts, principles, and techniques associated with the investigation of specific research problems in organizational behavior and management.

OM 516 Introduction to Qualitative Research 3 credits

This course introduces the student to the nature and importance of qualitative research. Case study, grounded theory, historical and ethnographic methods are explored. Examples of qualitative research are analyzed, especially program evaluation.

OM 520 Introduction to Management Information Systems 3 credits

Review and application of basic computer concepts, methods, and information systems techniques that contribute to business decision making and organizational performance. Topics include operating systems and hardware, graphics, desktop publishing, analysis and design, databases, communications, decision support systems, and artificial intelligence and robotics.

OM 525 Human Services Systems 3 credits

An integrated seminar that examines the programs and policies of the major human service areas, with emphasis on the dynamics of the system as it evolves. Topics for discussion include aging, adult services, children and youth, drugs and alcohol, and health, mental health/mental retardation.

OM 527 Selection, Recruitment, and Training/Development 3 credits

An in-depth examination of the recruitment and selection process and the training and development function. The course develops the key relationships among recruitment, selection and training/development of employees and explores the impact these functions have on organizational competitiveness and success. The course emphasizes the importance of proper recruitment, selection and training/development.

OM 530 Legal Aspects of Administration 3 credits

This course provides students with an understanding of legal aspects of administrative action that includes the sources and scope of administrative authority and the function of the legal process. Case method of decision analysis is utilized, supplemented by lecture and discussion.

OM 533 Managing Customer Satisfaction 3 credits

This course is a detailed analysis of the value chain concept and the essential interrelationships among logistics, production and operations, specification preparation, bid analysis, and vendor analysis. Emphasis is on how total integration of these concepts leads to customer satisfaction.

OM 535 Leadership 3 credits

This course is an analysis of the effectiveness of various leadership styles on a continuum from authoritarian to participative. Emphasis will be on the impact of style on productivity, morale, commitment, and achievement of strategies and goals.

OM 536 Marketing Management 3 credits

An analytical approach to the study of marketing issues. Focus is on influence of the market place and the marketing environment, on decision making in regard to the determination of the organization's services, fee structures, channels and strategies of communication and the organization's system for planning and controlling its marketing effort.

OM 538 Perspectives in Management 3 credits

This course focuses on the changing nature of management in response to new challenges in the internal and external managerial environment. Emphasis is placed on the problem-solving aspects of the managerial process. Special areas include globalization of the decision-making/problem-solving process, motivation for performance, and fostering an atmosphere for innovation and creativity.

OM 540 Grant/Contract Development and Management 3 credits

Systematic approach to the mechanics, techniques, and issues involved in external funding. Covers the pre-application phase, the application phase, the post-application phase, and the administration phase of grant/contract development and management.

OM 541 Not-For-Profit Management 3 credits

An examination of the management principles and practices as particularly applied to the not-for-profit sector. Topics include board relations, staff effectiveness, fund-raising, marketing, financial information systems, management information systems, governmental relations, legal resources, and use of consultants.

OM 542 Fund-raising: Theory and Application 3 credits

This course is designed for the current or prospective administrator. Focus is on mechanics of fund-raising, the tools of the fund-raiser, and the types of fund-raising activities applicable to both public and private sectors. This course considers the role of institutional development in the 1990s.

OM 543 Assessment in Not-For-Profit Organizations 3 credits

This course is an introduction to the purposes and practices of program assessment and evaluation with special emphasis on the not-for-profit sector. Topics include: purpose of evaluation; evaluation planning; techniques of evaluation; need, process and outcomes evaluation; and effective application of findings.

OM 545 Introduction to Human Resource Management 3 credits

This course is an introduction to human resource management. It provides a broad overview in such areas as history and definition of the human resource process, human resource management functions, recurring themes in human resource management including issues of protected classes such as women and the disabled, alternative views, and current and future challenges in the field.

OM 550 Personnel and Labor Relations 3 credits

Basic concepts, issues, and practices involved in personnel administration and labor relations are studied. Emphasis on the successful management of human resources.

OM 551 Organizational Communication 3 credits

This course is designed to develop skills in communication to promote organizational goal setting, coherence, and effective teamwork.

OM 552 Regulation of Human Resource Management 3 credits

This course is an examination of the legal environment of the workplace and its impact on the human resource function. Compliance with state and federal laws and regulations will be emphasized. It offers an overview of the statutory scheme regulating employment and labor relations, presented primarily through pertinent statutes and their judicial interpretation (case law). Topics include, but are not limited to, issues of discrimination in the workplace, labor relations, health and safety issues, and employment standards. Also offered as MBA 552.

OM 553 Fundamentals of Employment Benefit Planning 3 credits

This course is an in-depth study of the evolution and development of employee benefit programs. Current practices and their applicability to various organizations is examined.

OM 554 Current Issues in Human Resource Management 3 credits

This seminar, designed for the study of timely and significant issues in human resource management, examines current trends and relevant problem-solving techniques in human resource management.

OM 555 Administration of Human Resources 3 credits

This course examines the theory, policy, and process issues in employment relationships including specific practices in selection, appraisal, compensation, and discipline as they relate to conceptual views of management.

OM 556 Policy/Procedure Development in Human Resource Management 3 credits

This course studies the development and implementation of policies relevant to human resource administration. Focus is on the relationship between government policy and corporate policy and influence of management philosophy for policy planning. Discussion on expected and unexpected outcomes of policy decisions is included.

OM 557 Performance, Compensation, and Reward Systems 3 credits

This course explores the performance appraisal function and process and its linkage to compensation system development, including performance-based pay and benefits (total compensation strategies), and to reward systems. Also offered as MBA 557.

Prerequisite: OM 545

OM 558 Employee Relations and Services 3 credits

The course examines employee relation issues including management systems and procedures, job design, work environment, and growth and development. Additionally, students study employee services ranging from employee assistance programs and counseling to child and elder care. Also offered as MBA 558.

OM 559 Special Topics in Human Resource Management 3 credits

This course is an examination of selected topics relevant to human resource management. Possible topics include training and staff development, employee assistance programming, governmental relations strategies, time management, and effective supervision.

OM 562 Consumer Advertising and Promotion 3 credits

This course is a comprehensive study of the theory and practical applications of consumer advertising and sales promotion, as part of an integrated marketing communications strategy. Students identify various elements utilized by consumers to achieve tactical and strategic buying decisions. Relationship-building and ethical issues are addressed.

OM 564 Consumer and Marketing Research 3 credits

This course concentrates on the fundamental research methods: hypothesis statements, the survey process, data analysis, conclusions and presentation of research results. Research emphasis is placed on consumer buying decision-making.

OM 566 Relationship and Service Marketing 3 credits

This course examines key concepts, theories, applications, and theoretical and conceptual paradigms, including global viewpoints to develop relationship marketing organizational designs.

By stressing the importance of cooperation and collaboration with suppliers and customers, relationship marketing emerges as the core of all marketing activity.

OM 571 Database Management Systems 3 credits

This course studies methodologies for logical and physical database design; entity-relationship diagrams and their mapping to database schemes. This course covers data base concepts, data base architecture, data modeling, data dictionaries, data base administration, data security and SQL (structured query language) normalization, query optimization, as well as form and report design, commercial DBMS products, concurrency, recovery, and security. Using Oracle or MS Access or other DBMS, students are responsible for creating an authentic database.

Even years

OM 573 System Analysis and Design 3 credits

The course provides in-depth coverage of the tools, techniques and methodologies for information systems analysis and design. Other topics include client/server computing, software process management, and software quality management. Students are expected to undertake an authentic, real-world, systems-analysis-and-design project.

Odd years

OM 575 Data and Computer Communications 3 credits

The course provides a comprehensive view of data and computer communications and examines fundamental concepts in telecommunications and networking. Topics include network technologies and services, with an emphasis on understanding digital data communications and their role in business organizations. The course explores key issues, general categories of principles, including basic concepts and terminology, various design approaches and applications in business.

OM 577 Special Topics in Information Technology Management 3 credits

This course is an examination of selected topics relevant to the development of knowledge and skills in information technology management. Possible topics include electronic commerce, software engineering, decision support and expert systems, office automation, and other leading-edge technologies.

OM 580 Project Management 3 credits

Project management is the discipline of planning, organizing, securing and managing resources to bring about the successful completion of specific project's goals and objectives. Project management is applicable to business, nonprofit and government organizations. In this course students learn to apply project management techniques to construct time lines and network diagrams, and critical path analysis. Also covered are interpersonal skills vital to managing cross-functional teams and the how to monitor project performance and take corrective actions to achieve objectives. Also offered as MBA 580.

OM 585 Special Topics in Administration 3 credits

Examination of selected topics relevant to the development of skills in administration. Possible topics include governmental relations strategies, time management, program assessment and evaluation.

OM 586 Strategic Planning and Management of Change 3 credits

This course is an introduction to the strategic planning process and its application in managing organizational change. Techniques and skills involved in designing and implementing planned change to improve organizational adaptiveness and effectiveness in the changing political, economic, social, and technological environments.

OM 587 MIS Policy and Management of Technology 3 credits

Based on the premise that the effective management of information systems requires some level of understanding of the underlying technologies, the course emphasizes managerial issues in information systems as opposed to concentrating on technical areas. The course considers enterprise architecture as its relates to the providing organizational information systems.

OM 590 Seminar 3 credits

This is an advanced seminar offered to small groups of graduate students who wish to explore in greater depth a sub-specialty in administration that may include human resource issues and/or general management issues.

OM 595 Professional Contribution 3 credits

This course includes the design and implementation of a special project or study relevant to the expressed needs of an organization or agency.

Prerequisite: Academic advisor approval

OM 596 Administrative Practicum 3 credits

This is an educationally-directed experience in an approved organizational setting. Application for the practicum must be made with the student's academic advisor.

OM 599 Independent Study Variable credits

This class allows students to investigate a topic of interest with the guidance of a mentor approved by the university. Topics must be approved in advanced.

Philosophy Courses (PHL)

PHL 100 Introduction to Philosophy 3 credits

This course examines those pivotal philosophies that have most significantly shaped the evolution of Western culture. Its aim is to critically reflect on the defining ideas of both tradition and the modern world, and to explore the specific challenges modernity poses to traditional thought. This course is a core requirement, and a prerequisite for all other philosophy courses. It is also offered in the honors colloquia.

Fall and Spring

PHL 105 Introduction to Logic 3 credits

This course is intended to provide students with the skills needed to apply logical principles, techniques of critical thought, and argumentation to the analysis of their own words and the words of others. Emphasis will be on assessing the legitimacy of arguments, detecting common fallacies, evaluating evidence and improving skills in reasoning.

(This course will no longer be offered after the Fall 2014 semester; effective 10/30/2014)

PHL 111 Makers of the Modern Mind (Honors) 3 credits

This course examines the pivotal philosophies from Descartes to Heidegger that have most significantly shaped the evolution of modern Western culture. Its aim is to critically reflect on the defining ideas for both tradition and modernity so that students may explore the meanings of modernity.

Prerequisite: Reserved for Honors Students. Spring

PHL 200 Ethical Theory 3 credits

This course investigates the basic issues and problems encountered in the field of ethical theory. These issues include the prescriptive/descriptive distinction, the motivation for morality, virtue vs. rule-based ethics, deontological vs. consequentialist theories, moral psychology, and meta-ethical analysis. As a philosophical reflection upon our moral experience, special emphasis is placed upon rational justification for the stances we take in these issues.

Fall and Spring

Prerequisite: PHL 100

PHL 201 Law, Justice and Society 3 credits

This course will focus on the main themes of the philosophy of law: the nature and limits of the law, the relation between legal and ethical reasoning, the notion of rights, the justifiability of punishment, and the law's role in establishing and upholding justice, freedom, and equality. Special emphasis will be given to the acquisition of ethical reasoning skills.

Prerequisite: PHL 100

PHL 202 Environmental Philosophy 3 credits

This course is a survey of the fundamental principles and traditions underlying what we call today "environmental philosophy." Students will explore the roots of our contemporary ideas about nature and ecology, animal rights, whether or not nature has intrinsic or merely instrumental value, ecofeminism, "deep" ecology, non-western perspectives on the environment, population, hunger, global warming and the Gaia theory that the planet is a living organism.

Prerequisite: PHL 100

PHL 203 Philosophy, Art and Film 3 credits

This course will critically examine the philsophical literature on the appreciation of nature, beauty, and the arts. It will apply this literature to the interpretation of contemporary artistic practice in film, music and the visual arts with a special emphasis upon the ethical significance of art and on ethical reasoning skills.

Prerequisite: PHL 100

PHL 205 Medieval Philosophy 3 credits

This course covers the philosophical discussions and debates that dominated the interchange between philosophical and theological discourse in the Latin West from the 11th to the 16th centuries. In the speculations of medieval philosophers, we find the constitutive elements of Western culture and philosophy.

PHL 206 Logic 3 credits

This course is intended to provide students with the skills needed to apply logical principles and techniques of critical thought and argumentation to the analysis of their own words and the words of others. Emphasis will be on assessing the legitimacy of arguments, detecting common fallacies, evaluating evidence and improving skills in formal reasoning.

Prerequisite: PHL 100 (approved 10/30/2014; first offered in 2015-16 academic year)

PHL 210 Philosophy of Person 3 credits

A dominantly phenomenological approach to analyzing the existential structures that constitute a person. Exploration of the possibilities for personal growth and evaluation of the various social forces that limit these possibilities.

Prerequisite: PHL 100

PHL 215 Wisdom Traditions 3 credits

The course will critically examine the non-western philosophic traditions of Hinduism, Buddhism, Confucianism and Taoism through a small sampling of primary and secondary texts. These systems will be examined on their own merits as well as in contrast to Western alternatives.

Prerequisite: PHL 100

PHL 220 Philosophy and Literature 3 credits

The exploration of philosophical issues through the medium of literature, as distinct from the argumentative format common to straight forward philosophical discourse. Major emphasis is on tracing the changing conceptions of human nature and individual human action in the context of changing conceptions of nature, the human community, political legitimacy and morality.

Prerequisite: PHL 100

PHL 223 Social Ethics 3 credits

An examination of the leading ethical theories in normative discourse, and their application to the most urgent social problems that address us. Topics such as poverty, war, animal rights, economic justice, and the morality of sex and reproduction are debated.

Prerequisite: PHL 100

PHL 257 Philosophy of Religion 3 credits

An inquiry into the nature of religion and the objects of thought and feeling associated with religion, such as the nature and existence of God, the nature of religious experience and symbolism, evil, creation, and immortality.

Prerequisite: PHL 100

PHL 261 Philosophy of Women 3 credits

A philosophical examination of the literature and central issues of the women's liberation movement.

Prerequisite: PHL 100

PHL 270 Social and Political Philosophy 3 credits

An examination of the key issues in the history of Western social and political philosophy. These include the nature and purpose of government, political legitimacy, the relationship between theories of human nature and political systems, and the evolution of rights.

Prerequisite: PHL 100

PHL 310 Medical Ethics 3 credits

This course in applied ethics explores the ethical questions related to modern science and the health professions. Topics such as abortion, human experimentation, genetic engineering, patient-rights, and the delivery of health care are analyzed.

Prerequisites: PHL 100 and any other 100 or 200 level course

PHL 320 Ancient Philosophy 3 credits

An examination of the history of philosophy from the origins of scientific thought in Asia Minor through the synthesis of St. Augustine. Major emphasis is on Plato and Aristotle.

Prerequisites: PHL 100 plus any other 100 or 200 level course

PHL 330 Early Modern Philosophy 3 credits

An examination of the history of philosophy from the Renaissance through the early 19th century. Continental Rationalism and British Empiricism are studied in relationship to Kant and his attempt to synthesize the two. Emphasis will be on the shift from an ancient/medieval world view, and how this shift sets the stage for contemporary issues.

Prerequisites: PHL 100 and any other 100 or 200 level course

PHL 340 19th Century Philosophy 3 credits

This course investigates the Enlightenment ideal of personhood, particularly as it is expressed in Kant's critical project, and the various 19th century reactions to this ideal as formulated in the works of Hegel, Marx, Kierkegaard, Nietzsche, and Dostoevsky.

Prerequisites: PHL 100 and any other 100 or 200 level course

PHL 410 Philosophy of Law 3 credits

The focus is on four basic questions: What is the fundamental nature of law? What are the appropriate limits of legal regulations? How should the notion of responsibility be defined in the criminal law? And how and to what extent is punishment justifiable?

Prerequisites: PHL 100 and any other 100 or 200 level course

PHL 430 20th Century Philosophy 3 credits

This course examines the following dominant 20th century philosophical methodologies: pragmatism, phenomenology, logical positivism, linguistic analysis, and existentialism.

Prerequisites: PHL 100 and any other 100 or 200 level course

PHL 440 Economics of Freedom and Justice 3 credits

A dramatic tour through those history-shaping ideas that are of immediate relevance to a world torn by economic problems and debates about conflicting notions of social justice.

Prerequisites: PHL 100 and any other 100 or 200 level course

PHL 480 Independent Study 3 credits

Special investigation of a selected topic.

(On demand)

PHL 485 Special Topics 3 credits

Topics may vary from semester to semester and will be announced with preregistration information.

Prerequisites: PHL 100 and any other 100 or 200 level course. (On demand)

PHL 500 Experimental Phenomenology 3 credits

Participants in this course will study the phenomenological method as introduced and practiced by Edmund Husserl, and as taken up by Martin Heidegger, Maurice Merleau-Ponty and other major contributors to the phenomenological tradition. In addition to studying the theory behind phenomenology, students in this course will also do phenomenology in a laboratory/workshop environment. In this way, participants will come to a better understanding of how they see the world, learn to adopt practices that will challenge their own preconceptions of reality, knowledge and human interactions (as well as the preconceptions of others), and thus enable them to bring a creativity of vision and flexibility of approach to management.

Physics Courses (PHY)

PHY 117 Physics Introduction I 4 credits

This course provides an overview of physics topics in areas of mechanics and heat for non-science majors at an introductory level, emphasizing conceptual development and qualitative and quantitative (using algebra and trigonometry) applications of these concepts to real world physical examples. Lecture: 3 hours. Laboratory: 2 hours.

PHY 118 Physics Introduction II 4 credits

This course provides an overview of physics topics in areas of electricity, magnetism, waves, sound, light, and modern physics for non-science majors at an introductory level, emphasizing conceptual development and qualitative and quantitative (using algebra and trigonometry) applications of these concepts to real world physical examples. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: PHY 117 or permission of instructor

PHY 121 Energy in Our World 3 credits

A study of the various forms of energy with relationship to other physical concepts. Includes a study of energy production, transformation and usage in our world, and effects on human lifestyles and the environment. Lecture: 3 hours.

PHY 135 Introduction to Physical Science 4 credits

An introduction to selected areas of the physical sciences of astronomy, chemistry and physics, primarily in the area of physics. Integrated Lecture/Laboratory: 5 hours.

PHY 141 Introduction to Astronomy 3 credits

An introduction to selected areas of astronomy including historical perspectives, and current theories and knowledge. Lecture: 3 hours. Students may not take both PHY 141 and PHY 145: Observational Astronomy, nor may they take PHY 141 and the Observational Astronomy Lab (PHY 745).

PHY 142 Earth Science 3 credits

A study of Earth's physical environment. Weather and climate, oceans, rocks, minerals, and landforms are explored individually and in relation to one another. Lecture: 3 hours.

PHY 145 Observational Astronomy 4 credits

An introduction to selected areas of astronomy including historical perspectives, current theories and knowledge, and experience in astronomical observations. Lecture: 3 hours. Laboratory: 2 hours. Must be taken concurrently with Observational Astronomy Laboratory (PHY 745). Students may not take both PHY 145 and PHY 141: Introduction to Astronomy, nor may they take PHY 141 and the Observational Astronomy Lab (PHY 745).

PHY 221 General Physics I 4 credits

Fundamentals of mechanics and heat. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: either MTH 165 or MTH 171

PHY 222 General Physics II 4 credits

Fundamentals of light, sound, electromagnetism and an introduction to selected areas of modern physics. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: PHY 221

PHY 341 Modern Physics 3 credits

Physics of the 20th Century, including the Bohr atom, spectra, x-rays, matter waves, radioactivity, nuclear energy, relativity, quantum mechanics and fundamental particles. Lecture: 3 hours.

Prerequisite: PHY 222

PHY 413 Physics Cooperative Education 3-6 credits

Academic study combined with work experience in the community.

(On demand)

Physician Assistant Studies Courses (PA)

PA 501 Foundations in Nutrition 4 credits

An introduction to the principles and concepts of nutrition science and the influence of nutrients and food choice on health promotion and disease prevention.

PA 502 Advanced Nutrition Assessment 3 credits

Clinical and laboratory procedures for nutritional evaluation; including blood and other tissue analyses, principles of functional assessment, dietary records, questionnaires, case histories, and anthropometric methods.

PA 503 Advanced Micronutrients 4 credits

This course covers the basic and clinical aspects of nutrient homeostasis with emphasis on vitamin and mineral metabolism at the cellular and tissue level. It will include specific functions, requirements, sources, assay methods, and effects of deficiencies and excesses of vitamins and minerals.

PA 504 Medical Nutrition Therepeutics 5 credits

Students will learn how to incorporate nutrition as part of a comprehensive approach to the prevention and treatment of imbalances and diseases. This course will cover the identification and resolution of drug-nutrient interactions and drug-induced nutrient depletions.

PA 505 Nutrition Practicum Experience 5 credits

This course will provide didactic and experiential learning opportunities for applying medical nutrition therapy to complex, chronic conditions. Students will complete 20 hours of experiential learning each week for a total of 10 weeks, guided by approved on-site preceptors. Weekly online course content supports the experiential learning. (200 hours)

Prerequisities: PA 501, PA 502, PA 503, PA 504

Co-requisites: Must be a student in the Nutrition certificate program.

PA 526 Introduction to the Profession 1 credit

This course provides an historical perspective of the physician assistant profession, as well as an investigation of current trends and issues. The course stresses the importance of biomedical ethics and professional responsibilities in relation to the physician assistant's role as a health care provider. Content relating to physician assistant professional organizations, program accreditation, graduate certification and re-certification, employment considerations, and professional liability is included.

Fall

PA 527 Health Care Issues I 2 credits

In this course, physician assistant students will gain a greater appreciation for and comprehension of the socio-behavioral aspects of medical practice. Students learn effective counseling and preventive education strategies for enhancing treatment compliance, promoting positive health patterns, and enhancing positive response to illness.

Spring

PA 528 Health Care Issues II 1 credit

In this course, students build upon concepts in patient care discussed in Physician Assistant 527 Health Care Issues I by learning ethical concepts as they relate to practical decision-making and problem-solving. Students study risk management strategies and the legal definitions of, and their responsibilities toward, informed consent and confidentiality. Students examine health care policy, nationally and locally, as it impacts health care delivery, the practice of medicine as a physician assistant, and the socioeconomic factors pertaining to relevant health care decision making.

Summer

PA 530 Clinical Medicine I 5 credits

This course teaches the pathology of disease by system and specialty. Topics for the course include nutrition, clinical laboratory medicine, ophthalmology and otolaryngology (EENT), dermatology, pulmonary, cardiology (including ECG), and hematology. Also incorporated into these topics are correlated reviews of relevant pathology and radiology.

Fall

PA 531 Clinical Medicine II 8 credits

This course builds on pathology of disease presented in PA 530: Clinical Medicine I and continues with the presentation of the following systems: gastroenterology, neurology, orthopedics/rheumatology, and endocrinology. Disorders are presented by system and specialty, augmented with clinical therapeutics.

Spring

PA 532 Clinical Medicine III 3 credits

In this course, students study the disorders and diseases of the following: psychiatric disorders, genitourinary system (GU), hematology/oncology, infectious disease, preventive medicine, complementary and alternative medicine,. Disorders are presented by system and specialty, augmented with clinical therapies.

Prerequisite: PA 532 Summer

PA 538 Patient Assessment I 4 credits

This course teaches foundational skills and techniques required to gather a complete medical history and perform a thorough physical examination. The course introduces the student to the practice of history taking and physical examinations of the skin, head and neck, eyes, ears, nose, throat, lungs and heart. During the course, integration of the student's knowledge of the structure and function of the human body is coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and techniques for performing a comprehensive physical examination.

Fall

PA 539 Patient Assessment II 3 credits

In this course, students will build on the knowledge and foundational skills and techniques learned in PA 538 Patient Assessment I in the performance of a thorough physical examination and medical history. Students will integrate the knowledge obtained in PA 530 Clinical Medicine I with laboratory sessions emphasizing the proper use of diagnostic equipment and technique for performing a comprehensive physical examination. The course topics will include the musculoskeletal, neurological, male and female systems.

Spring

PA 540 Patient Assessment III 3 credits

In this course, students will build on the knowledge and foundational skills and techniques learned in PA 538 and 539 in the performance of a thorough physical examination and medical history. The student will integrate the knowledge and skills that they have built upon in previous semesters and apply that to the surgical patient and the psychiatric patient. The student will also expand their knowledge and ability to perform directed exams as well as integrating patient education into their "mock" office visits. The student will continue learning the documentation of process of the complete medical chart.

Summer

PA 541 Pharmacology I 2 credits

In this course, students are introduced to pharmacodynamic, pharmacokinetic and pharmacotherapeutic principles that provide a foundation for the study of pharmacology and therapeutics. Combined lecture and active learning exercises help students to demonstrate skills that a physician assistant needs to enhance patient care in clinical practice, focusing on the following areas: autonomic pharmacology, pulmonary and cardiac diseases.

Fall

PA 542 Pharmacology II 3 credits

In this course, students build upon the knowledge and skills obtained in PA 541 Pharmacology I. Combined lecture and active learning exercises are designed to demonstrate the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice, focusing on gastroenterology, neurology, rheumatoloty, pain management, and endocrinology. Students use clinical literature and evaluate patient cases as they relate to pharmacology.

Prerequisite PA 541 Spring

PA 543 Pharmacology III 2 credits

In this course, students learn the pharmacologic and therapeutic skills that a physician assistant needs to enhance patient care in clinical practice focusing on renal disease, genitourinary and psychiatric disorders, and alternative/complimentary medicines and dietary supplements. Students use clinical literature and to evaluate patient cases as they related to pharmacology.

Summer

PA 544 Gross Clinical Anatomy 3 credits

This course provides students with a working knowledge of the major anatomical regions and structures of the body. Emphasis is placed upon the relationships of components within a specific region, as well as topographical and functional anatomy as they relate to physical examination skills and clinical applications.

Fall

PA 546 Pathophysiology I 2 credits

In this course, students learn integrative human physiology and pathophysiology involving concepts of cell biology, and the pulmonary, cardiovascular, renal and reproductive systems, with an emphasis upon homeostatic mechanisms and etiologies of disease. Students learn the interrelationships of function and dysfunction at the molecular, cellular, tissue, organ and systemic levels.

Fall

PA 547 Pathophysiology II 2 credits

In this course, students will learn integrative human physiology and pathophysiology involving the gastrointestinal, neurological, musculoskeletal and endocrine systems, with an emphasis upon homeostatic mechanisms and the etiologies of disease states. Students will learn the interrelationship of function and dysfunction at the molecular, cellular, tissue, organ and systemic levels.

Spring

PA 550 Emergency Medicine 2 credits

In this course, students learn treatment of trauma and medical disorders commonly presenting to the emergency department. Taught in a case-based format, the emphasis is on the priority of stabilizing patients with life-threatening trauma or illness and selecting appropriate diagnostic and therapeutic measures. Students are required to become ACLS (Advanced Cardiac Life Support) certified or recertified in anticipation of clinical rotations.

Summer

PA 552 Medical Procedures 4 credits

In this course, students employ knowledge, skills, and techniques learned in PA 539 Patient Assessment II to evaluate surgical patients. Students learn to perform procedures such as suturing, splinting, wound care, intravenous insertions, nasogastric intubations and Foley catheter insertion. Students learn principles of surgery, including pre-operative, intra-operative and post-operative care, and minor surgical procedures.

Summer

PA 554 Special Populations 5 credits

In this course, students learn the special needs of patients within three primary care subspecialties: women's health, pediatrics, and geriatrics.

Summer

PA 560 Clinical Genetics 1 credit

The successful practice of modern medicine includes the recognition of the role of genetic factors in health and disease. In this course, students will learn to explain the genetic basis of disease and to obtain an accurate genetic pedigree and convey information to patients. Students learn an effective approach to health maintenance, disease prevention, disease diagnosis, and treatment based on patients' genetic predispositions.

Fall

PA 570 Research, Epidemiology, and Statistics for the Physician Assistant 2 credits

In this course, students receive instruction in research methods and application in the clinical setting. They integrate basic concepts of epidemiology and statistics as these concepts relate to

medical practice. Students critically read published reports of clinical research and identify strengths and weaknesses in the structure and presentation of data and conclusions in those reports. They interpret and search evidence-based literature related to clinical problems encountered in physician assistant practice.

Summer

PA 601 Ambulatory Medicine 5 credits

This five-week rotation provides practical experience in general primary care through outpatient medicine. Students engage in all aspects of patient care, including history, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

PA 603 Internal Medicine 5 credits

This five-week rotation provides practical clinical experience in internal medicine. Students engage in all aspects of patient care, including history, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

PA 604 Pediatrics 5 credits

This five-week rotation provides practical clinical experience in pediatric medicine. Students engage in all aspects of patient care, including history, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

PA 605 Psychiatry 5 credits

This five-week rotation provides practical clinical experience in psychiatric medicine. Students engage in all aspects of patient care, including history, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

PA 606 General Surgery 5 credits

This five-week rotation provides practical clinical experience in general surgery. Students engage in all aspects of patient care, including history, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

PA 607 Women's Health 5 credits

This five-week rotation provides practical clinical experience in women's health. Students engage in all aspects of patient care, including history, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

PA 608 Emergency Medicine 5 credits

This five-week rotation provides practical clinical experience in emergency medicine. Students engage in all aspects of patient care, including history, physical examination, and treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

PA 609 Elective Clinical Rotation 5 credits

This five-week rotation will provide clinical experience in a medical or surgical specialty of the student's choice. It may be taken twice for credit toward the degree.

PA 610 Clinical Research Rotation I 0 credits

This four-week rotation will provide clinical experience in a clinical research setting. Students will develop a poster presentation based upon the research to be submitted for the AAPA National Conference.

PA 631 Professional Development 1 credit

Course topics include résumé development, employment strategies, completing of state applications for practice, medical malpractice, reimbursement issues, and financial planning.

Fall

PA 632 PANCE Preparation 2 credits

This course prepares students for successful completion of the Physician Assistant National Certifying Examination (PANCE), necessary for entering medical practice. Students learn strategies for successful study and successful completion of board-style exams. This course integrates study on clerkships and comprehensive review of all topics on the National Commission on Certification of Physician Assistant (NCCPA) blueprint.

Spring

PA 633 Summative Evaluation 1 credit

This course provides a summative evaluation tool to measure cognitive, motor, and affective domains at a point near students' completion of the program. Students perform an objective standardized clinical examination (OSCE) in order to demonstrate competency in interpersonal skills, comprehensive physical examination skills, and professional bearing. Students complete an end-of-course written examination providing proof of medical knowledge and clinical competence.

Summer

Political Science Courses (POL)

POL 100 American National Government 3 credits

A study of the American political system with emphasis placed on the structure and operation of the national government; the constitution; citizenship and democratic processes.

POL 103 Global Politics 3 credits

This course examines the nature, character and dynamics of global politics. Emphasis is given to the study of major paradigms, theories and explanations used by scholars in order to understand the historical development of the current international system and the policy choices confronting today's leaders. The course examines major historical events and key global issues, such as economic globalization, international terrorism, humanitarian intervention, global warming, and international law.

POL 251/252Law Seminar I-II 3 credits each

Introduction to the legal system and legal profession; the role of lawyers and judges in American society; the courts and judicial process; policy making; legal research and procedures; the use of law books; legal terms; decision making; litigation; case analysis. Correlated field instruction and field experiences are included.

Alternate years

POL 305 The Presidency 3 credits

The course will begin with the constitutional precepts that define the American presidency and continue through U.S. history to identify and analyze the social, economic, political and international conditions that have continued to shape it. The course will also examine particular presidents and their administrations by considering specific issues and conflicts they confronted. The electoral process and notable campaigns will also be studied.

Prerequisite: Completion of History/Political Science core requirements

POL 308 Comparative Government 3 credits

The course will compare the political processes and governmental policies of several different countries. The economic and social problems that decision makers confront are emphasized. Focus is given to analyzing policy alternatives and the impact of social movements on policy making.

(On demand)

POL 321 U.S. National Security I: History and Concepts 3 credits

This course combines a case study approach of post-WWII national security events, such as the Cuban Missile Crisis, the 1993 World Trade Center bombing, and the 9/11 terrorist attacks, with conceptual perspectives on security strategy and theoretical explanations for the causes of war and peace. Students will also assess deterrence strategy, its use in the nuclear age, and its relevance in the post-Cold War age; investigate the security challenges presented by rogue regimes and the proliferation of weapons of mass destruction; and assess strategies for peacekeeping and peacemaking.

POL 322 U.S. National Security II: Institutions and Methods 3 credits

This course explores the organizational structures and resources required to defend the American homeland, with a specific focus on intelligence and diplomacy. Students analyze the evolving relationship between intelligence and national security strategy from the beginning of World War II to the present by reviewing the relationships between intelligence and national security strategy by using a historical case study approach, analyzing both past and contemporary national security issues from an intelligence perspective. This course also provides an overview of the history, development and trends in diplomacy as an element of national power and how diplomacy is uses by senior diplomats and military officials who regularly engage in the international sphere. Implementation of national security methods will be examined through the competing lenses of "hard power," "soft power," tactics and strategies.

POL 323 U.S. National Security III: Threats, Challenges, and Solutions 3 credits

This course presents an overview of the key security issues facing the United States. Topics covered include threats from international and domestic terrorism, catastrophic accidents, natural disasters, contagious disease epidemics, and infrastructure disruptions. Vulnerabilities behind these threats will be analyzed with a focus on threat mitigation and Critical Incident Management planning.

POL 325 War in World Politics 3 credits

This course examines the causes of war and methods to prevent war. Exploring concepts and theoretic arguments from across the social sciences, students will learn about human behavior as it relates to questions of conflict and cooperation. The course employs significant historical and contemporary case studies to investigate the soft and hard power methods to prevent international conflict. Students will be able to apply knowledge from the courses readings and discussions to a semester-long simulation.

POL 405/406 American Constitutional Law I-II 3 credits each

A case method survey of the organic role of the United States Supreme Court in the total process of the America constitutional system. Emphasis is on governmental structure and relationships, individual freedom, and the Bill of Rights.

Alternate years

POL 413 Political Science Cooperative Education 3-12 credits

Academic study combined with work experience in the community.

POL 450/451 Internship 3 credits each

Directed field experiences for advanced students in law offices or law related agencies.

Prerequisite: Permission of program director

POL 480 Independent Study 3-6 credits

In-depth investigation of a selected topic.

POL 485 Special Topics 3-6 credits

Topic may vary from semester to semester and will be announced with preregistration information and course hours.

Psychology Courses (PSY)

PSY 101 Introductory Seminar 1 credit

Focus is primarily on the market opportunities with those stopping at a bachelor's degree in psychology, a master's degree in psychology or related field, and for those pursuing a doctorate in psychology or a related field. Also an introduction to our program, related clubs, faculty and other topics related to being a psychology major.

Spring only

PSY 123 Introduction to Psychology 3 credits

A survey of the science of contemporary psychology, its methods, findings, theoretical foundations and practical applications. Topics include biological basis of behavior, developmental processes, perception, learning, motivation, personality, social behavior and abnormal behavior.

Fall and Spring

PSY 200 Career Seminar 2 credits

Designed to help psychology majors find their career goals through the use of technologies related to career decision-making. This seminar plays out in three phases: 1) assessing students' career-related interests, skills, values and personality; 2) investigating into and choosing career paths that match the students' interests, skills, values and personality; and 3) planning how to enter their most favored career path.

Prerequisite: PSY 101, Introductory Seminar or permission of instructor.

Fall only

PSY 210 Sport Psychology 3 credits

The course is designed to introduce students to the field of sport and exercise psychology by providing a broad overview of the major topics in the area. Specifically, the class will examine the following: 1) the influence that psychology and personal atributes have in directing involvement in sport and exercise activities; 2) pscyological skills training (PST) and the use of psychological factors in order to promote increased enjoyment and enhance performance; and 3) how sport and psychology are interwoven to influence our physical and mental well-being.

Prerequisite: PSY 123 (approved 10/2/2014. First offered Spring 2015)

PSY 224 Organizational and Industrial Psychology 3 credits

Investigation of organizational behavior, personnel and industrial psychology, with emphasis on utilization of basic psychological theory to make organizations more effective. Topics include personnel selection, performance appraisal, training employees and managers, leadership and supervision, communication, motivation, attitudes and job satisfaction.

Prerequisite: PSY 123 or permission of instructor. On Demand

PSY 225 Psychology of Adjustment 3 credits

This course invites students to learn more about the nature of adjustment from a psycho-socio-cultural approach that includes culture, ethnicity, sexual orientation and gender in considering adjustment in our over-stimulating, fast-paced world.

Prerequisite: PSY 123. Spring even years

PSY 232 Research Methods 3 credits

Development of an appreciation for the scientific method as applied to the behavioral sciences. The language of science, concepts, propositions, hypotheses, models, theories and empirical laws. Analysis of the concepts of experimental, correlational and case study methods. Prepare skills in conducting scientific literature reviews and survey research.

Prerequisites: PSY 123, MTH 115. Fall and Spring

PSY 233 Advanced Research Methods 3 credits

This course is the second of a two-semester sequence of research related courses required of all psychology majors. The goal of the course is to help students develop the skills necessary to conduct research in psychology. Students will learn how to conduct research from identifying a problem to interpreting results. These skills will be developed through the completion of assigned laboratory exercises and a small independent research project.

Prerequisite: PSY 232. Spring only

PSY 250 Social Psychology 3 credits

Study of the relationships between individuals, and between individuals and groups or institutions. Topics include attribution of responsibility, interpersonal attraction, social influence, attitude change, characteristics and effects of crowds, and determinants of behavior.

Prerequisite: PSY 123. Fall and Spring

PSY 275 Child and Adolescent Psychology 3 credits

Study of the relationship between physiological and psychological growth of the individual from infancy through adolescence. Emphasis on the theoretical formulations of child and adolescent development relative to emotional and cognitive processes.

Prerequisite: PSY 123. Fall and Spring

PSY 277 Adult Development and Aging 3 credits

This course will provide an overview of adult development from early adulthood through death and will focus on both normative changes and individual differences. Topics to be discussed include: biological changes, changes in health and health habits, cognitive and intellectual changes, sex roles and family roles, work and work roles, development of relationships, changes in personality and motives, mental health and psychopathology, and death and dying. Developmental theories, models, and research methods will also be discussed.

Prerequisite: PSY 123. Fall and Spring

PSY 285 Communication Skills: Interviewing and Recording Techniques 3 credits

Development of skills that may be useful in working directly with clients and others, including listening for emotions, monitoring one's own reactions and responses, and building a client-worker relationship, which can foster constructive change in the client.

Prerequisite: PSY 123. Fall and Spring

PSY 290 Psychopathology 3 credits

Study of both professional and popular theories regarding mental illness and abnormal behavior. Exploration of chronology of abnormal behavior theories and treatments from demonology and phrenology to psychophysiology and chemotherapy, from madness and demonic possession to modern day viewpoints. Comparative study of the medical, behavioral and social models of mental disorder.

Prerequisite: PSY 123. Fall and Spring

PSY 300 Research Group 2 credits

Provides psychology majors and minors an opportunity to engage in collaborative research at the undergraduate level. Students will have the opportunity to work with a member of the faculty and other students on research projects of general interest. Students can take up to four times for credit.

Prerequisite: PSY 123; MTH 115; PSY 232

PSY 301 Cognitive Psychology 4 credits

This course will cover the techniques and findings of modern cognitive psychology, as well as the theoretical issues and explanatory models of complex mental processes. Potential topics include: thinking, problem-solving, creativity, memory, attention, language, mental imagery, cognitive development, and the neural basis of cognition. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: PSY 232. Spring only

PSY 302 Learning 3 credits

A survey of current and traditional research findings and theories related to classical, operant, and observational learning. Non-associative forms of learning and the application of learning principles in behavior modification will also be discussed.

Prerequisite: PSY 232. Spring even years

PSY 303 Biological Psychology 3 credits

This course surveys the recent advances in understanding how the brain works and how it controls behavior. Beginning with the basics of the structure and functioning of the nervous system, students explore the biological bases of topics that have long been of interest to

psychologists. These topics include: Sensation and perception, motivation and emotion, learning and memory, and abnormal behavior and its treatments..

Prerequisite: PSY 123. Fall only

PSY 304 Sensation and Perception 3 credits

This course deals with how we construct a conception of physical reality from sensory experience. While the primary focus will be on vision and hearing, the chemical senses (taste and smell) and the somatosenses (touch, temperature, vibration, etc.) will also be addressed. Students will cover the anatomy and physiology of the various sensory receptors, the neural mechanisms of sensation, sensory representation in the brain, as well as the phenomenological experience of perception. Topics will include the ways in which illusions can fool our senses and what they tell us about how our sensory systems work.

Prerequisite: PSY 123. On demand

PSY 305 Psychopharmacology 3 credits

This course explores what is currently known about the neurobiology of psychiatric disorders and the use of psychoactive drugs to treat them. Starting with the basics of the brain/behavior relationship and principles of pharmacology, we will cover the symptoms and treatment of the affective disorders, anxiety disorders and the schizophrenias, among others. Also included will be the psychological aspects and pharmacotherapy of the neurodegenerative disorders such as Parkinson's disease, Huntington's chorea, and Alzheimer's disease.

Prerequisite: PSY 123. Fall and Spring odd years

PSY 306 Drugs and Behavior 3 credits

Drug abuse is our nation's number one health and social problem. In this course students will examine the use and abuse of drugs from many perspectives: social, historical, legal, medical, pharmacological and psychological. Beginning with a basic coverage of how the brain controls behavior, we will look at how drugs interact with the brain to have such powerful effects on behavior. Topics will include the medical use of drugs (including over-the-counter and psychotherapeutic drugs), the illegal abuse of drugs like heroin and cocaine, and the use and abuse of legal drugs such as caffeine, nicotine and alcohol.

Prerequisite: PSY 123. Spring odd years

PSY 310 Gender Studies 3 credits

Focuses on gender issues from the perspective of different disciplines. Specific topics may include: biological, social, and cultural determinants of gender differences, gender roles in the family, philosophical views of men and women, gender in the classroom, gender issues in the workplace, gender issues in the health professions, and men, women and power.

Prerequisite: PSY 123. Fall odd years

PSY 315 Psychological Assessment 3 credits

Development of skills necessary to determine the adequacy of testing instruments. Topics include personality measures, interest tests, IQ scales, achievement tests and aptitude tests. Summary of measurement statistics provided, but students are encouraged to take MTH 115 Basic Statistics, as background.

Prerequisite: PSY 232. Fall odd years

PSY 325 Autism Spectrum Disorder 3 credits

This course will review the history of Autism Spectrum Disorders (ASD), identify the characteristics of each disorder, as well as diagnostic criteria and procedures for diagnosis.

Students will learn about the importance of early identification and detection, and will learn about research-based assessment tools and behavioral interventions used to treat ASD.

Prerequisite: PSY 123. On demand

PSY 332 Childhood Psychopathology 3 credits

This course will focus on the nature, causes, course, and treatment of various child and adolescent disorders, such as attention-deficit/hyperactivity disorder (ADHD), learning disabilities, conduct disorder, autism, childhood depression, anxiety disorders in children, and eating disorders. These disorders will be discussed and understood as deviations from normal development in childhood and adolescence.

Prerequisite: PSY 275 or OT 220 Fall and Spring even years

PSY 342 Educational Psychology 3 credits

This course introduces students to current learning that explains how learning occurs, both typically and atypically, from birth through adolescence. This course prepares students to use learning theories to explain and critique teaching and formal testing methods used with students at various stages of development. Also offered as TED 232: Educational Psychology. Students may not receive credit for both PSY 342 and TED 232, nor for both PSY 342 and TED 231: Learning.

PSY 381 Special Topics 1-3 credits

Topics may vary from semester to semester and will be announced with preregistration information and course hours.

(On demand)

PSY 384 Advanced Career Seminar 1 credit

This course is designed for seniors majoring in Psychology. It focuses on rational career decision making and post graduation career planning.

Prerequisites: Senior status.

PSY 385 Graduate School Preparation Seminar I 0 credits

This course is designed for juniors or seniors majoring Psychology who are planning on applying to graduate programs. The course will walk students through the beginning aspects of the application process including solidifying their career choice, searching for accredited graduate programs in their field of choice, preparing and taking the GRE, and planning for necessary coursework during their last year.

Prerequisites: Students must have a declared major in Psychology have junior or senior status.

PSY 386 Graduate School Preparation Seminar II 1 credit

This course is designed for juniors or seniors majoring Psychology who are planning on applying to graduate programs. The course will walk students through all aspects of the application process from selecting programs to developing their application materials and preparing for interviews.

Prerequisites: PSY 385; junior or senior status.

PSY 450 Personality 3 credits

Survey of various theories of development, structure and characteristics of personality. Freudian theory, behavioral, humanistic and existential viewpoints, trait theorists and others are explored.

Prerequisite: PSY 123 Fall

PSY 452 Counseling and Psychotherapy 3 credits

Emphasis is on treatment of psychopathology, including discussion of salient issues in therapy, attributes of successful therapists, ethical issues in therapy, and multicultural counseling. In addition, an emphasis will be placed on learning about major established therapies including, Psychoanalysis, Adlerian Therapy, Existential Therapy, Person-Centered Therapy, Gestalt Therapy, Reality Therapy, Behavior Therapy, Cognitive-Behavioral Therapy, Feminist Therapy, and Family Systems Therapy. We also study the current research on the effectiveness of the various therapies.

Prerequisite: PSY 290. Spring odd years

PSY 455 Child Interventions 3 credits

The child interventions course focuses on assessment methods and interventions to treat child and adolescent disorders. Students will learn and practice how to conduct a comprehensive clinical interview to diagnose child and adolescent disorders and to become familiar with therapeutic issues such as ethnical and legal responsibilities and how to build a therapeutic relationship. Several models of child therapy will be discussed including family therapy and parent training, dialectical behavior therapy, group and psychopharmacological approaches. The course emphasizes the application of research in clinical practice and places assessment and treatment in a multicultural context. Assignments focus on critical thinking about childhood problems and their treatments and the practical application of assessment and treatment techniques through role-plays, practice sessions, and experiential assignments.

Prerequisites: PSY 290 or PSY 332. Spring even years

PSY 475 Practicum in Psychology 3 credits

Work experience in a setting where psychology is applied. Can be used to further career exploration or promote transition to the work place. Students may take up to two times for credit.

Prerequisite: Completed 75 credits as a psychology major. Fall and Spring

PSY 480A Advanced Seminar: Adolescence and Emerging Adulthood 3 credits

In this advanced topical seminar, students will further develop skills in critical reading/critical thinking, application, writing, and oral communication. We will analyze contemporary theories and current research on salient issues in adolescence and emerging adulthood such as: puberty; neurological and cognitive development; identity; dating and sexuality; family and peer relationships; school and work; racial, ethnic, and cultural influences; and adolescent problems. Both normative development and individual differences will be considered.

Prerequisite: PSY 275; Junior or Senior Status

PSY 480B Advanced Seminar: Controversies in Psychology 3 credits

In this advanced topical seminar, students will further develop skills in critical reading/critical thinking, application, writing, and oral communication. This course focuses on debates and conflicts over the past 30 years related to psychological concepts and theories of human behavior and experiences. The controversies discussed cross all subfields of psychology including clinical, social, developmental, biological, and cognitive. Topics may include multiple personality disorder, expert testimony, new age therapies, repressed memories, sexual orientation

conversion therapies, inkblot tests, media violence, effect of spanking and divorce on children, and paranormal phenomenon. Students will learn in-depth methodologies for critical thinking and apply learned strategies to real-world problems. The course emphasizes the application of research skills to examine the multiple facets of each controversy in light of evidence gathered from current empirical sources. Students will take sides on an issue of their choice, gather evidence to support their position, and present their case in a symposium-style debate.

Prerequisite: PSY 233; Junior or Senior Status

PSY 480C Advanced Seminar: Social Exclusion 3 credits

In this advanced topical seminar, students will further develop skills in critical reading/critical thinking, application, writing, and oral communication. This course aims to familiarize students with various contemporary topics within the social exclusion literature: whether there is a need to belong, what the different types of exclusion are, why societies/individuals exclude others, how we detect exclusion, and what our responses are to exclusion. We will examine theoretical and empirical articles in order to understand how social exclusion is conceptualized and tested in the field. Students will apply critical thinking skills in order to critique the literature and apply it to real life concerns (and post-graduation plans).

Prerequisite: PSY 250 & PSY 233; Junior or Senior Status

PSY 480D Advanced Seminar: Positive Psychology 3 credits

In this advanced topical seminar, students will further develop skills in critical reading/critical thinking, application, writing, and oral communication. The content of this course focuses on positive psychology; what is good about people, and what makes people happy resilient and content. This course will include both Eastern and Western notions of positive psychology and will review and analyze theories and research related to this new and exciting area of psychology.

Prerequisite: Junior or Senior Status

PSY 490 Independent Research 3 credits

Opportunity for students to conduct a study on a topic of their choosing. Students can take up to three times for credit.

Prerequisites: Overall GPA of 3.0 or higher, completion of PSY 233, and junior year status as a Psychology major. Fall and Spring

Religious Studies Courses (RLS)

Note: Students are required to take RLS 104: World Religions and one other course from the 100 level to fulfill the religious studies core requirement.

RLS 100 Biblical Studies 3 credits

Biblical Studies is the study of selected Christian and Hebrew scriptures directed toward the development of an awareness of what the biblical authors meant to communicate to their contemporaries with special attention paid to literary forms, sociological factors, theological insight, and historical settings.

Fall/Spring

RLS 104 World Religions 3 credits

Students will learn about the major religions of the world and become familiar with the ways these religions differ from each other in regard to gods, rituals, scriptures, founders, the arts, and their concepts of the principal purposes of life.

Fall/Spring

RLS 106 Theology and Human Experience 3 credits

Presents students with the principles of theology and a practical methodology for relating the major resources of the Christian faith with human experience. Selected readings, the use of case studies and/or actual experience provide the reference point for reflecting theologically upon human experience.

Fall/Spring

RLS 107 Women and Spirituality 3 credits

Feminist consciousness and theory will provide the context for this course as it explores biblical texts, and the life and writings of medieval women including Hildegard of Bingen, Julian of Norwich, and Teresa of Avila. The course will examine the rich and varied expressions of spirituality found in the traditions of African and Native American women healers, their understanding of art as a sacred process, and their reverence for the body and the earth.

Fall/Spring

RLS 113 Theology of the Church 3 credits

Presents students with the historical, cultural, and theological contexts for understanding the nature and mission of Christian ecclesial communities. Special attention will be given to the Roman Catholic Church from the Reformation to Vatican II and to the recent ecumenical developments.

Fall

RLS 114 Introduction to Christian Thought 3 credits

Presents the major developments in Christian thought from the early church and medieval periods including the life and writings of dominate figures in each period and the debates that surrounded the issues of faith and reason, nature and grace, salvation, and scripture.

Spring

RLS 115 Religion in America 3 credits

Examines religious diversity in America with special emphasis given to the principle tenets of Protestant, Orthodox, and Catholic Christianity as well as the tenets of Judaism, Native American religion, Islam, and other traditions.

Fall/Spring

RLS 116 American Catholicism 3 credits

Explores ways in which Americans and American institutions shaped United States Catholic identity and how Catholics contributed, in turn, to the intellectual, political, cultural, and social life of the nation. Particular attention will be given to the influence of Catholic social teaching on American life and to the theological and cultural pluralism which continues to inspire and challenge American Catholic identity.

Spring

RLS 117 Christian Health Care Ethics 3 credits

This course will examine health care ethics primarily within a Christian theological context. The course will cover the role of ethics in health care and the process of moral decision making in a health care setting. This includes analysis of a variety of moral problems and dilemmas in health care, including but not limited to abortion, critical care at the beginning and end of life, reproductive technology, research issues, and the health care system itself.

RLS 118 Catholic Social Teaching and Mercy Spirituality for the 21st Century 3 credits

This course will examine the history and elements of Catholic social teaching. These principles will be put into practice through the student's experience of service learning in the community working directly with the Sisters of Mercy and their ministries. This course will explore a brief historical background on Catherine McAuley, the foundress of the Sisters of Mercy, while incorporating the nature and mission of the Sisters of Mercy and how the mission is relevant today.

RLS 120 Mayan Religion and Culture 3 credits

Explores the Mesoamerican civilization in its highest form, the civilization of the Maya, surveying its history from the Olmec period circa 1000 BCE to the time of the Spanish conquest circa 1500 CE. Mayan myth and ritual will be examined as evidenced in monumental architecture, sculpture, painting, and literature. Students will learn the fundamentals of the Mayan system of writing and of the calendar with particular attention paid to the use of calendrical mythology in the political legitimization of Palenque's dynasty.

Fall

RLS 151 University Writing Seminar 3 credits

This course introduces and develops skills and abilities fundamental to proficient academic writing. This course emphasizes the critical reading and the summary, synthesis, and analysis of primary materials in the study of world religions. In addition to meeting the University Writing Seminar requirement, this course also satisfies the RLS 104: World Religions requirement in the Core Curriculum. It should not be taken by someone who has successfully completed a University Writing Seminar in a different department, as it will not count toward the Writing Intensive course requirement. It may not be used to grade replace a University Writing Seminar taken in another department. It may not be taken be someone who has previously completed RLS 104: World Religions.

Fall/Spring

RLS 185 Core-Special Topics 3 credits

Selected topic course at the introductory level that will satisfy core curriculum requirements. Topics vary from semester to semester and will be announced with preregistration information and course outline.

RLS 215 Death and Dying 3 credits

This course provides an overview of the topics of death and dying. Specifically, in this course students will examine the topic of death as a universal for cross-cultural analysis and as a site of contested meaning in American society. Among the themes dealt with in this course are the beliefs regarding death held by the world's major religions, the death rituals of representative global societies, the evolution of attitudes toward death and the afterlife in western society, the

process of grieving, ethical concerns surrounding the topics of death and dying, and the manner in which hospitals shape the end of life.

RLS 285 Core-Special Topics 3 credits

Selected topic course at higher level than RLS 185 that will satisfy core curriculum requirements. Topics vary from semester to semester and will be announced with preregistration information and course outline.

Electives

RLS 224 Experience in Christian Ministry 3 credits

Course enables students to correlate their professional skills and ministerial competencies within a service-oriented context. Theological study, field placement, and ministerial/professional development are major components of the course.

(On demand)

RLS 480 Independent Study 1-3 credits

Qualified advanced students may arrange independent study in areas not covered by existing courses. The permission of the involved faculty is required before Independent Study may be pursued.

(On demand)

RLS 485 Special Topics 1-3 credits

This offering allows students the opportunity to pursue the investigation of a selected topic through research and/or study/travel courses. Topic may vary from semester to semester and will be announced with preregistration information and course outline.

(On demand)

Social Work Courses (SWK)

SWK 101 Introduction to Social Work 3 credits

This course is an introduction to the profession of social work through an examination of the philosophical, societal, and organizational contexts within which professional social work activities are practiced. Students may explore their interests in and potential for a career in social work through this introduction of the knowledge, skills, values, and beliefs of the social work profession and by exploring the role of social workers within a variety of settings. Grounded in a social work perspective that includes a strength-based approach, this course will enhance a student's cognitive and self-assessment skills to assist students in assessing the congruence between their own values and those of the profession.

Spring

SWK 201 Professional Ethics 1 credit

Course provides a foundation for ethical behavior and ethical decision-making in the helping professions. Various ethical codes, including APA and NASW, will be reviewed and integrated into a framework for practice with individuals, families, groups, communities and large organizations.

Fall and Spring, 5-week online format

SWK 222 Drug Pharmacology 3 credits

A comprehensive understanding of drug pharmacology and its effect on the user. The course will include examination of such topics as classifications of drugs, synergistic effects of drugs on the body, drug tolerance and dependence, and the over-the-counter pharmaceutical industry.

Fall

SWK 232 Research Methods 3 credits

Quantitative and qualitative research methodology, and appreciation of the scientific method as applied to the behavioral sciences and social work. The language of science, concepts, propositions, models, hypotheses and empirical laws. Analysis of concepts of the experimental, correlational and case study methods. Critical reading of research; introduction to research activities; and evaluation of interventive efforts. Also offered as SOC 232.

Prerequisite: MTH 115 or permission of instructor. Spring

SWK 251 Introduction to Social Welfare 3 credits

Introduction to the field of social work and the social welfare system in the United States. Focuses on the historical and philosophical antecedents of present day social welfare programs and the development of social work as a profession.

Prerequisite: SOC 101 or permission of instructor. Fall

SWK 252 Social Welfare Policies and Services 3 credits

A systems approach to the study and assessment of contemporary social welfare programs. Focuses on the interplay of social, political and economic forces that influence the planning and implementation of social welfare services.

Prerequisite: SWK 251 or permission of instructor. Spring

SWK 285 Communication Skills 3 credits

Development of skills for helping professionals in direct work with individual clients, groups, and others. Listening for emotions, monitoring one's own reactions and responses, building group leadership skills, and developing relationships that foster constructive change.

Prerequisites: PSY 123, SOC 101. Fall/Spring

SWK 333 Substance Abuse in the Adolescent Population 3 credits

A study of the special problems of the adolescent substance abuser. Correlates that add impetus to the progression of the problem will be examined. Emphasis will be on early identification and detection as key components in initiating intervention strategies.

Fall

SWK 335 Substance Abuse in Special Populations 3 credits

A multi-faceted look at the myriad of special populations affected by substance abuse. Emphasis will be on cross-cultural influences and the role they play in contributing to substance abuse.

Prerequisite: ADC 340 or permission of instructor. Summer

SWK 337 Substance Abuse Treatment Methods 3 credits

An examination and critique of the many treatment resources and methods that have been developed during the last 20 years. Discussion will include but not be limited to such treatment

methods as psychotherapy with individuals and groups, drug therapy, family and network therapy, detoxification, and behavioral therapy.

Prerequisite: ADC 340 or permission of instructor. Spring

SWK 339 Substance Abuse and Criminality 3 credits

An examination of the correlation between substance abuse and criminality. This course will analyze the theoretical models of the substance abuse/crime relationship and its societal implications. Topics to be explored will include drugs and street crime, DUI, Interdiction, strategies, urinalysis testing, and substance abuse and family violence.

Spring

SWK 340A Chemical Addictions and Dependency 3 credits

An introduction to the diagnosis and treatment of alcoholism. Emphasis is placed on contemporary beliefs and attitudes toward alcohol, effects upon the family and implications for treatment.

Fall

SWK 341 Substance Abuse and the Aged 3 credits

Focuses on the use patterns, diagnosis and treatment methods specific to the aged substance abuser. Issues examined will include misuse and abuse of prescription drugs, behavior and risk factors, factors related to underdiagnosis, and relationship to depression and suicide.

Spring/Alternate years: WEC

SWK 342 Families in Addiction and Dependency 3 credits

An introduction to the family as a dynamic system focusing on the effect of addiction pertaining to family roles, rules and behavior patterns. Discuss the impact of mood altering substances and behaviors and therapeutic alternatives as they relate to the family from a multicultural and transgenerational perspective.

SWK 350/351 Human Behavior and the Social Environment I and II 3 credits

A life-cycle course sequence exploring the bio-psycho-social-cultural determinants of human behavior from an ecological/systems perspective. Emphasis is placed on the adaptive capacity of humans in interaction with their physical and social environments. SWK 350 examines conception through adolescence and SWK 351 young adulthood through old age.

Prerequisites: PSY 123, SOC 101 Fall/Spring

SWK 352 Adaptive Behavior 3 credits

A life cycle course exploring the bio-psycho-social-cultural determinants of human behavior from an ecological/systems perspective. Emphasis is placed on the adaptive capacity of humans in interaction with their physical and social environments.

Prerequisites: PSY 123, SOC 101

SWK 355 Sexuality in Childhood and Adolescence 3 credits

Overview of the emerging sexual self from early childhood through adolescence. Examination of one's own sexual values and their relationship to acceptance of diversified sexual behaviors and lifestyles.

(On demand)

SWK 356 Developing Cultural Competence with Children and Families 3 credits

Examination of issues involved in working with children and families from diverse cultural, ethnic, and language groups. Emphasis on awareness and understanding of one's own cultural background, values, and beliefs, and their implications for developing intercultural effectiveness while working with others.

Spring

SWK 358 Counseling the Older Adult 1-3 credits

A social worker practice course with emphasis on individual and group counseling techniques for older persons with emotional and social difficulties.

Prerequisite: Permission of instructor. Alternate years

SWK 360 Special Topics in Social Work Practice 1-3 credits

SWK 361 Special Topics in Social Work Policy 1-3 credits

Content of these courses varies from semester to semester in keeping with student and faculty interest.

Prerequisite: Permission of instructor. (On demand)

SWK 363 Child Welfare Services 3 credits

The history and current provision of services to children in need of care because of neglect, abuse, or lack of family support.

Prerequisite: Permission of instructor. Fall

SWK 366/367/466 Social Work Methods and Processes I/II/III 3 credits

Skills in social work assessment and intervention with micro-mezzo-macro systems. The generalist perspective and theoretical underpinnings of systems intervention will be developed and applied in the context of generalist social work practice.

Prerequisites: For SWK 353–SWK 251, SWK 285;

For SWK 354–SWK 251, SWK 285, SWK 353, social work majors only

SWK 371 Field Instruction I 3 credits

Students work in a community agency two days per week (200 hours) for one semester, under the supervision of an agency person and a member of the social work faculty. Students participate fully in agency activities.

Prerequisites: SOC 103, SWK 251, SWK 285, SWK 353; Social Work majors only

SWK 372 Field Instruction Seminar 1 credit

Weekly seminar for students involved in field instruction; for duration of field placement. Integration of theoretical knowledge with practical field experiences. Student case materials and experiences discussed.

Social work majors only

SWK 375 Aging Policies and Programs 3 credits

Analysis of causes, intent, and results of policy decisions as they are experienced as programs and services for the elderly. Discussion of policies affecting income, health care, social services, and volunteerism.

Prerequisite: GER 241. Spring

SWK 390/391 Seminar
3 credits

Analysis of special areas of social work

Prerequisite: Permission of instructor. (On demand)

SWK 392 Child Abuse and Neglect 3 credits

A practice–oriented course for students who intend to work in a protective service role. Topics include abuse and neglect: causes, legal sanctions for intervention, treatment approaches, case planning, and services.

Prerequisite: Permission of instructor. Fall

SWK 393 Child Welfare Law 3 credits

Examination of the laws that child welfare workers rely on to promote the rights of families and children. Topics include state and local laws that provide services to families and children, legal resources for offenders, child welfare service provision in specific areas, e.g., adoption.

Prerequisite: CWS 363 or permission of instructor. Spring

SWK 395A Permanency Planning 3 credits

Assessment, case planning, and the provision of services in foster care, in residential facilities and for child adoption.

Prerequisite: Permission of instructor. Fall

SWK 473/474 Field Instruction Seminar
2 credits

Weekly seminar for students involved in field instruction; for duration of field placement. Integration of theoretical knowledge with practical field experiences. Student case materials and experiences discussed.

Corequisite: Field instruction course; social work majors only

SWK 475/476 Field Instruction I-II
3 credits

Two days a week (400 hours) for two semesters, senior social work students practice in a social service agency; practice supervised by agency representative; education directed by social work facility. Direct service to clients.

Prerequisite: Permission of field coordinator; social work majors only

SWK 477 Field Instruction IV 3 credits

An alternative to SWK 476 in cases where block placements are more valuable. Senior social work students work full-time in an agency for 12 to 14 weeks (400 hours) for one semester. Practice supervised by an agency representative; education directed by social work faculty member. Direct service to clients.

Prerequisite: Permission of field coordinator; social work majors only

SWK 480 Independent Study 3 credits

Special investigation of a selected topic.

(On demand)

SWK 490 Senior Integrative Seminar 3 credits

This course is designed to serve as an intergrative seminar with a capstone portfolio to the social work practice sequence. Students will demonstrate their understanding of working on micro, mezzo and macro levels of practice integrating theory, empirical research, values and skills as integral to the generalist practice of social work.

Prerequisites or Corequisites: SWK 101, SWK 366, SWK 367, SWK 466, SOC/SWK 232

Sociology Courses (SOC)

SOC 101 Comparative Sociology 3 credits

Provides a socio-cultural perspective that challenges students to think critically about diverse cultural groups. Sociological concepts such as culture, social structures, exchange systems, and family systems will be examined as they relate to different cultures throughout the world.

Fall/Spring

SOC 122 Social Problems 3 credits

Presents a critical thinking approach to social problem theories and an examination of factors associated with social problems in contemporary American society.

Prerequisite: Permission of instructor. Spring only

SOC 221 Cultural Minorities 3 credits

Explores the nature of majority-minority relations as it relates to people of color in American society. Majority-minority relationships will be examined from the sociological perspective, which identifies majority status as one of dominance and minority status as one of subordination. In doing so, students will identify and analyze those historical, psycho-social, and socio-structural factors, which have contributed to the making of minority groups and to the perpetuation of prejudice and racism. Majority-minority relationships in the United States will be illustrated by studying the social experience of four selected groups: Black Americans, Native Americans, Mexican Americans, and Puerto Rican Americans.

Prerequisite: SOC 101. Fall/Spring

SOC 232 Research Methods 3 credits

Quantitative and qualitative research methodology, and appreciation of the scientific method as applied to the behavioral sciences and social work. The language of science, concepts, propositions, models, hypotheses and empirical laws. Analysis of concepts of the experimental, correlational and case study methods. Critical reading of research; introduction to research activities; and evaluation of interventive efforts. Also offered as SWK 232.

Prerequisite: MTH 115 or permission of instructor. Spring on-line only.

SOC 321 The Family 3 credits

A study of the family as a social institution and social group. A multi-disciplinary approach drawing from sociology, anthropology, psychology and economics. Family diversity, patterns of organization, disorganization, and reorganization in contemporary America.

Prerequisite: SOC 101 or permission of instructor. Fall (On-line only in Spring)

SOC 392 Seminar 3 credits each

SOC 393 Analysis of special areas of sociology or anthropology 1-3 credits

Prerequisite: Permission of instructor. (On demand)

SOC 413 Sociology Cooperative Education 3-6 credits

Academic study combined with work experience in the community.

SOC 480 Independent Study 1-3 credits

Special investigation of a selected topic.

(On demand)

English Courses (ENG)

SPN 101 Introductory Spanish I 3 credits

This course is a study of pronunciation, fundamentals of grammar, exercises in speaking, understanding, and writing the foreign language. Readings will introduce the student to the foreign culture.

SPN 102 Introductory Spanish II 3 credits

Students will learn essentials of grammar, exercises in speaking, and writing the foreign language. Readings will expand the student's knowledge of the foreign culture.

Speech-language Pathology Courses (SLP)

SLP 210 Introduction to Communication Disorders 3 credits

This course is designed to give the student an overview of the speech-language pathology profession by describing the types of disorders that are likely to be encountered in a typical caseload. Additionally, the student is given basic information about the profession: typical work settings, certification and licensure requirements, and the profession's Code of Ethics.

Fall only

SLP 220 Anatomy and Physiology of Speech and Hearing 3 credits

This course covers anatomy and physiology of the speech and hearing mechanism, including nomenclature, respiration, phonation, articulation/resonance, the nervous system, and the auditory system. A laboratory is included to assist the student in learning the anatomy, utilizing models, charts, videotapes, and cadavers.

Fall only

SLP 230 Phonetics 3 credits

Principles of phonetics and their application to speech is covered in this course. Classification of speech sounds according to various systems including, but not limited to, manner and place, distinctive features, and phonological processes. Exercises in phonetic transcription utilizing the International Phonetic Alphabet will be provided.

Prerequisite SLP 210, SLP 230. Fall only

SLP 240 Normal Speech and Language Development 3 credits

To understand what constitutes a delay or disorder of speech and/or language comprehension or production, the speech-language pathologist must understand the nature and sequence of normal speech and language development. This course is designed to address how humans typically develop speech and language abilities, both in terms of comprehension and production.

Spring only

SLP 250 Speech and Hearing Science 3 credits

The study of speech and hearing physiology, acoustic phonetics, and speech perception is covered in this course.

Spring only

SLP 260 Articulation, Phonology, and Language Disorders 3 credits

This course includes an exploration of the processes related to developmental articulation, phonology, and language disorders from birth through adolescence. Instruction in the principles underlying modification of these disorders is provided.

Prerequisite SLP 210, SLP 230. Spring only

SLP 300 SLP in the Schools 2 credits

This course includes the establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in public schools. Emphasis is placed on the individual educational plan (IEP) process including referral, assessment, evaluation, identification, and development of a meaningful IEP. Techniques of scheduling, record keeping, material and equipment selection, counseling, and behavior management are discussed. In addition, the development of coordinated professional and interdisciplinary procedures and issues of ethical practice and cultural diversity are addressed.

Fall only

SLP 305 Observation and Clinical Procedures I 2 credits

This course includes clinical procedures for working in various practicum settings, using diagnostic and therapeutic techniques, writing behavioral objectives, procedures for report writing, and practical experience with clinician-made and commercial materials. This course also provides direct clinical observation of the evaluation and rehabilitation of individuals with speech, language, and hearing problems. A minimum of 20 clock hours of observation will be required.

Spring only

SLP 310/512 Methods and Critical Consumerism in Research 3 credits

A study of research design and statistical analysis as it pertains to communication disorders is covered in this course. Topics will include levels of measurement, single and group research designs, nonparametric and parametric statistics, and the organization and implementation of research from formulation of research questions through dissemination of results. The seminar will involve the critical review of representative samples of research in the speech-language pathology literature.

Spring only

SLP 325 Stuttering, Voice, and Cleft Palate 3 credits

An introduction to the developmental, psychogenic, and organic bases for stuttering, voice disorders, and cleft palate is covered in this course. Instruction in principles underlying treatment of these disorders with emphasis on anatomical deviations and laryngeal dysfunction is provided.

Prerequisite SLP 210, SLP 220. Fall only

SLP 330 Introduction to Audiology 3 credits

This course provides an introduction to theories of hearing. Students will be exposed to basic audiometric principles used in hearing measurement. Auditory tests include pure tone audiometry, speech audiometry, and electrophysiological measures used to assess hearing sensitivity in clients across the lifespan.

Spring only

SLP 340 Communication Disorders and Aging 2 credits

This course will expose students to communication in the adult and aging population. The course will cover information related to normal age-related changes that occur throughout the body and their impact on speech, language, and hearing. Information also will be presented on the common communication disorders present in older adults.

Fall only

SLP 350 Adult Communication Disorders 3 credits

An overview of basic anatomy of those portions of the central nervous system that control swallowing and human communication will be provided. The course will prepare students for an advanced study of speech and language development and neurogenic communication disorders of children and adults.

Prerequisite SLP 210, SLP 220. Spring only

SLP 410 Aural Rehabilitation 3 credits

Information and strategies for aural habilitation intervention with children and adults who have hearing loss will be covered. Models of audiological intervention will be presented. Topics to be addressed include hearing aids, assistive technology, speech reading, auditory training, communication strategies and counseling techniques.

Fall only

SLP 415 Observation and Clinical Procedures II 2 credits

This course prepares students for the first clinical experience. Student will plan, implement, and evaluate at least one (1) therapy session with a client based on the information learned in class. A minimum of 5 clock hours of observation will be required.

Prerequisite SLP 305. Fall only

SLP 450 Optional Clinic 3 credits

This is an undergraduate in-house practicum assignment for exceptional students in the second semester of the junior year. This course includes writing lesson plans, reports, and case histories of a detailed nature for individuals or groups of persons who exhibit speech, language, or hearing problems. An experience in working with individuals or groups of persons who exhibit speech or hearing problems is included.

Prerequisite SLP 305, SLP 415. Spring only

SLP 500 Articulation and Phonological Disorders 3 credits

An examination of normal and deviant articulatory acquisition and behavior will be covered. Presentation of major theoretical orientations and the therapeutic principles will be discussed.

Fall only

SLP 505 Clinic I (sec I-IV) 3 credits

This is an in-house or off-campus practicum assignment for students in the senior year of study. The student will receive hands-on clinical experience in the assessment and remediation of communication disorders in persons with a variety of speech, language, and hearing impairments. This practicum is intended to supplement what students are learning in the academic coursework and will be accomplished under the supervision of a faculty member, clinical staff, or a licensed speech-language pathologist who holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

SLP 510 Fluency Disorders 3 credits

Theories, assessment and treatment techniques for persons with fluency disorders across the lifespan will be covered.

Spring only

SLP 515 Hearing Seminar 1 credit

Students will receive hands-on experiences in audiometric testing and audiological intervention within the scope of practice for speech-language pathology students.

SLP 525 Child Language Disorders 3 credits

This course provides an overview and evaluation of the language skills of preschool and school aged children including metalinguistic and discourse development. Contemporary theory and practice in language assessment and intervention for children from birth through high school will be reviewed.

Spring only

SLP 530 Vocal and Velopharyngeal Disorders 3 credits

The study of etiology, symptoms, and treatment strategies for a variety of vocal and velopharyngeal disorders will be covered.

Fall only

SLP 535 Communication Disorders in Autism 1 credit

This course provides students with a working knowledge regarding communication disorders in autism. Students will complete coursework focusing on diagnostic and treatment issues related to the specific diagnosis of autism.

Fall only

SLP 540 Augmentative and Alternative Communication 3 credits

Assessment and intervention strategies and technology for individuals with severe communication impairments will be covered.

Summer only

SLP 545 Aphasia and Cognitive Communication Disorders 3 credits

Neurological and psychological aspects of aphasia and other cognitive communication disorders will be covered. Assessment and intervention approaches will be discussed and evaluated.

Fall only

SLP 555 Diagnostic Clinic in Communication Disorders 1 credit

Supervised practicum experience in performing in-depth diagnostic evaluations with individuals exhibiting any type of speech, hearing, or language dysfunction will be included. Students will gain experience in obtaining case history information, administering diagnostic tests, conferring with parents or their responsible party, and writing reports.

Corequisite SLP 560

SLP 560 Differential Diagnosis in Communication Disorders 3 credits

This course covers an introduction to formal and informal procedures for evaluating and diagnosing speech and language disorders, selection of tests and techniques, validity and reliability of procedures, interview techniques appropriate to a case history, preparation of evaluation and case history reports, as well as preparation of management programs.

Corequisite SLP 555

SLP 565 Speech-language Pathology Seminar I 1 credit

This course will cover the American Speech-language Pathology Code of Ethics, Licensure Handbook of Pennsylvania, clinical policies and procedures, clinical documentation, and clinical issues regarding client care.

Fall only

SLP 566 Speech-language Pathology Seminar II 1 credit

This course will cover resume building, school and hospital issues in speech-language pathology, development of therapeutic intervention strategies and materials, and clinical issues regarding client care.

Spring only

SLP 575 Motor Speech Disorders 3 credits

A study of the medical, physical, occupational, speech, language and hearing problems of the neuro-motorically impaired client will be covered. Assessment and therapy techniques are reviewed and evaluated.

Fall only

SLP 585 Speech-language Pathology Seminar III 3 credits

This course may change from year to year. At present, interviewing and counseling skills related to speech and language disorders across the lifespan is taught in this course.

Spring only

SLP 590 Dysphagia 3 credits

Information and training in the evaluation and treatment of swallowing disorders throughout the lifespan is covered in this course.

Summer only

SLP 601 Summer Clinic I (sections I-IV) 3 credits

This is an in-house or off-campus practicum assignment for students in the senior year of study. The course is offered in the summer semester. The student will receive hands-on clinical experience in the assessment and remediation of communication disorders in persons with a variety of speech, language, and hearing impairments. This practicum is intended to supplement what students learn in academic coursework and will be accomplished under the supervision of a faculty member, clinical staff, or a licensed speech-language pathologist who holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

Summer only

SLP 602 Summer Clinic II (sections I-IV) 3 credits

This is an in-house or off-campus practicum assignment for students in the senior year of study. The course is offered in the summer semester and is typically taken after the student has completed SLP 505, SLP 605, or SLP 601. The student will receive hands-on clinical experience in the assessment and remediation of communication disorders in persons with a variety of speech, language, and hearing impairments. This practicum is intended to supplement what students learn in academic coursework and will be accomplished under the supervision of a faculty member, clinical staff, or a licensed speech-language pathologist who holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

Summer only

SLP 605 Clinic II (sec I-IV) 3 credits

This is an in-house or off-campus practicum assignment for students in the senior year of study. The course is usually taken after a student has completed SLP 505. The student will receive hands-on clinical experience in the assessment and remediation of communication disorders in persons with a variety of speech, language, and hearing impairments. This practicum is intended to supplement what students learn in academic coursework and will be accomplished under the supervision of a faculty member, clinical staff, or a licensed speech-language pathologist who holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

SLP 610 Fieldwork I 9 credits

Students receive supervised clinical experience with persons presenting various speech and/or language disorders, fluency disorders, voice disorders, and dysphagia. This off-campus practicum experience is to be taken in the student's fifth year of study.

SLP 620 Fieldwork II 9 credits

Students receive supervised clinical experience with persons presenting various speech and/or language disorders, fluency disorders, voice disorders, and dysphagia. This off-campus practicum experience is to be taken in the student's fifth year of study. This practicum experience is to be taken in the student's fifth year of study. This course is typically taken after the student has completed SLP 610.

SLP 630 Fieldwork III 6 credits

Students receive supervised clinical experience with persons presenting various speech and/or language disorders, fluency disorders, voice disorders, and dysphagia. This practicum is to be taken during the summer term following the student's fifth year of study and/or if all practicum requirements have not been met.

SLP 650 Professional Issues 3 credits

A seminar devoted to issues pertinent to the field of speech-language pathology, including but not limited to pre-professional academic and practicum requirements, accreditation standards, ASHA practice policies and guidelines, legislative and regulatory policies, business practices, reimbursement issues, certification requirements, specialty recognition, licensure requirements, and professional ethics.

Fall only

SLP 660 Comprehensive Seminar In Communicative Disorders 3 credits

This a 3 credit hour graduate level course that provides extensive study that covers all aspects of the Speech-Language Pathology Program from undergraduate coursework through graduate coursework. The course is designed to cover all nine ASHA areas of specialty, including articulation/phonological disorders, child language disorders, adult language/neurological disorders, voice disorders, fluency disorders, augmentative and alternative communication, dysphagia, research methods, and cultural aspects of communication disorders. The course also covers all 7 areas of the PRAXIS SLP, including, basic human communication, phonological and language disorders, speech disorders, neurogenic disorders, audiology/hearing, clinical management, professional issues, psychometrics, and research.

SLP 680 Thesis Option 3 credits

Independent design and implementation of a research study under the supervision of a faculty member.

Special Education Courses (SPE)

SPE 111 Special Education and Exceptional Learners 3 credits

This course prepares education majors to understand the nature and purpose of special education; its historical, legal, and structural bases; and how it attempts to understand and meet the needs of students with various disabilities.

SPE 211 Educational Assessment 3 credits

This course familiarizes future teachers with the uses of assessment in educational settings. Basic concepts of measurement; the types and uses of assessments, both formal and informal, in the education process will be described; and legal and ethical considerations in assessment will be explored. This course will prepare students to further develop and refine their skills in assessment in subsequent coursework and practicum.

SPE 311 Transition 3 credits

This course prepares special education majors to develop and implement transition plans needed by students with disabilities as they prepare to experience post-secondary opportunities, including post-secondary training and education, and community living skills.

SPE 361 Intensive Reading, Writing, and Math Instruction 3 credits

This course prepares special education majors to use specially designed instruction and assistive technology to help students with learning problems (i.e., primarily students with Learning Disabilities enrolled in Learning Support Programs), most of whom are included in regular education, to develop oral language, reading, writing, and math skills.

SPE 362 Methods High Incidence 3 credits

This course prepares education majors to teach students with learning problems (i.e., primarily students with Learning Disabilities), including those that are inclusion-based.

SPE 363 Methods Low Incidence 3 credits

This upper level course focuses on the characteristics of students with low incidence disabilities across the life span and prepares students to educate and support these students in a variety of settings.

SPE 364 Methods PDD 3 credits

This course will familiarize students with the characteristics of students with autism spectrum disorders and help students develop skills necessary to implement educational and behavioral intervention with these students. Research findings and strategies to support students in a variety of settings, including inclusive classrooms, will be discussed.

SPE 365 Methods and Management/Emotional Support 3 credits

This course prepares special education majors to teach in middle and secondary-level therapeutic emotional support programs, including those that implement inclusion.

SPE 411 Inclusive Practices 3 credits

This course prepares special education majors to support students with disabilities included in regular education programs and collaborate with their teachers to facilitate students' success.

Sport Management Courses (SMG)

SMG 101 Introduction to Sport Management 3 credits

The course examines the discipline of sport management. Areas to be covered include: careers in the industry, growth trends in the industry, and an overview of the management of a variety of sport organizations including professional and intercollegiate athletics.

SMG 110 Sport in Society 3 credits

This course provides students with an understanding of the relationship between sport and the society we live in. Theoretical framework, assumptions, and principles associated with this phenomenon will be examined. Students will be encouraged to think critically about sport and the place it holds in social life. Using this body of knowledge, the student will complete a research paper on a topic such as deviance in sport, youth sports, sport and race, etc.

Prerequisite: SMG 101

SMG 201 Sport and Athletic Administration 3 credits

Sport and Athletic Administration will provide the student an understanding of the various components and activities involved in an athletic or sport program administration. The inter-relationship within the institution, tasks to be performed, policies, and procedures will be examined. Attention will also be given to the role of the organization's sport or athletic leader.

Prerequisite: SMG 101

SMG 210 Sport Event and Facility Management 3 credits

This course investigates the fundamental principles in sport event and facility management. Various managerial practices will be analyzed. Topics to be discussed include, but are not limited to, risk management, event planning, housekeeping and maintenance, and current trends in the industry.

Prerequisite: SMG 101

SMG 220 Practicum in Sport Management 1-3 credits

This course provides students with the opportunity to apply learned sport management skills, theories, and ideas in a work experience. This course will allow a student to bridge the gap between classroom learning and practical application in a sport setting. This course is optional. The practicum will be a minimum of four weeks working forty-five hours per credit earned.

Prerequisite: SMG 101, SMG 110, and completion of at least 30 credits

SMG 301 Sport Marketing 3 credits

This course focuses on the application of marketing principles and practices relevant to the sport industry. Theoretical and practical applications of marketing professional and amateur sports are examined.

Prerequisite: SMG 101 and BUS 269

SMG 310 Sport Law 3 credits

Sport Law examines the legal environment in which professional and amateur sports presently operate. Included will be aspects of tort, contract, labor, and antitrust law as they apply to the sport industry.

Prerequisite: SMG 101, SMG 110, and BUS 352

SMG 401 Sport Economics 3 credits

This comprehensive course focuses on methods and procedures as they apply to the economics of sport. Areas such as cost analysis, purchasing, budgeting, and what a franchise means to a municipality will be examined.

Prerequisite: SMG 101, SMG 110, and BUS 207

SMG 410 Sport Management Internship 1-12 credits

This course provides students with the opportunity to apply learned sport management skills, theories, and ideas in a work experience. The internship is designed to be an in-depth experience and students are encouraged to consider internship sites that reflect their own career aspirations in the sport industry. The internship requires 45 work hours per each 1 academic credit hour.

Prerequisite: SMG 101, SMG 110, SMG 301, SMG 310, completion of at least 90 credits and permission of the instructor

Teacher Education (Undergraduate Program) Courses (TED)

TED 100 Education Seminar 0 credit

The purpose of this seminar is to prepare students to successfully complete the TED program. The course explores the people, procedures, and policies of the TED program, the state requirements of TED students, the curriculum and course sequences of the TED program, and the TED field experience program.

Corequisite: TED 190

TED 121 Educational Technology 3 credits

This course introduces students to educational technology. The course seeks to expose students to a variety of different technologies, including assistive technology, used in education. Students will develop competence in using technology, and explore different ways in which technology can be used effectively in teaching/learning situations.

TED 131 Cultural Awareness 1 credit

This course focuses on preparing future teachers to understand the challenges presented by English Language Learners (ELLs) enrolled in their classrooms. This course has a service learning component.

Corequisite: TED 191

TED 190 Education Seminar Field 0 credit

After completing TED 100 Education Seminar, students participate in this on-campus seminar (last two-thirds of the semester). It introduces students (all majors) to the purposes and expectations of the TED's field experience requirements. Faculty and guest presenters, including district administrators and classroom teachers, help students prepare to effectively participate in required field experiences. Students must "shadow" a teacher for an entire day.

Co-requisite: TED 100

Note: Students must possess current clearances required by PA law.

TED 191 Freshman Field 0 credit

This Stage One field experience is designed to help pre-service teachers interact with diverse learners. Students must complete a minimum of twenty (20) hours tutoring at an after school program working with diverse learners and must complete a series of projects. This field is taken concurrently with TED 131 Cultural Awareness and will be integrated in the course.

Co-requisite: TED 131

Note: Students must possess current clearances required by PA law.

TED 232 Educational Psychology 3 credits

(Previously offered as TED 231: Learning) This course introduces students to current learning that explains how learning occurs, both typically and atypically, from birth through adolescence. This course prepares students to use learning theories to explain and critique teaching and formal testing methods used with students at various stages of development. Also offered as PSY 342: Educational Psychology. Students may not receive credit for both TED 231 and TED 232, nor for both PSY 342 and TED 232.

TED 242 Child Development 3 credits

This course introduces students to the sequence of child development and to key factors that interact to govern how children grow and develop across domains. The processes and stages of growth and development through childhood are explored, with an emphasis on using the core concepts and research findings to create supportive, developmentally appropriate environments (including educational environments) that enhance growth and well-being.

Prerequisite: PSY 123

TED 243 Adolescent Development 3 credits

This course prepares middle-level and secondary education majors to understand the physical growth and development of adolescents and explain how factors associated with adolescence affect educational programs and decisions.

Prerequisite: PSY 123; Co-requisite: TED 292

Note: Students must possess current clearances required by PA law.

TED 271 Classroom Management 2 credits

This course introduces all education majors to evidence-based practices relative to managing classrooms and student behaviors. Education majors explore the challenges they will face as teachers as they create safe classrooms conducive to learning, help students regulate their own behavior, and establish fair and consistent classroom practices. This course also addresses the needs of students with disabilities as research-based routines and techniques are examined to help teachers manage student behaviors across various levels and settings. This course is followed by a 1-credit course which focuses on early childhood, middle level or secondary grade bands.

Prerequisites: ECE 242 or TED 243, TED 232; Co-requisite: TED 293.

Note: Students must possess current clearances required by PA law.

TED 292 Sophomore Field I 0 credit

This Stage Two field experience is designed to help pre-service teachers observe, interact and collaborate with early education practitioners. In addition pre-service teachers will create hands-on activities as well as lesson plans and materials needed using developmentally appropriate practices. Students must complete a minimum of twenty-five (25) hours observing veteran classroom teachers and must complete a series of projects.

Prerequisites: TED 242, TED 232

Co-requisite: TED 250 for ECE/SPE majors; TED 243 for Middle Level or Secondary Ed majors

Note: Students must possess current clearances required by PA law.

TED 293 Sophomore Field II 0 credit

This Stage Two field experience is designed to help pre-service teachers understand the daily responsibilities of classroom teachers relative to managing classrooms, motivating students, and creating environments conducive to learning. Students must complete a minimum of twenty-five (25) hours observing veteran classroom teachers and must complete a series of projects. This field is taken concurrently with TED 271 Classroom Management and will be integrated in the course.

Prerequisites: TED 242 or TED 243, TED 232; Co-requisite: TED 271

Note: Students must possess current clearances required by PA law.

TED 310 Teaching Pennsylvania History 1 credit

This junior level course examines Pennsylvania history from its beginnings to the present. The political, social, and cultural contributions of individuals and groups, as well as documents and artifacts, are examined. Also offered as HIS 310. Students who have previously taken the course as HIS 310 may not take TED 310, except for the purposes of grade replacement.

Prerequisites: HIS 103, HIS 104, TED 243 and TED 351

TED 351 Introduction to Instructional Planning for Middle/SecEd 1 credit

This junior level course prepares students to begin the lesson and unit planning processes. During this course students write instructional objectives, plan lessons, and learn about the unit planning process.

Prerequisites: TED 232; Co-requisite: TED 396

TED 357 Curriculum and Methods: Middle Level 3 credits

This junior-level course prepares middle-level majors (Grades 4-8) to understand the unique nature and purpose of middle schools and their curricula, and identify and use developmentally responsive planning, teaching, and assessment techniques to meet the needs of young adolescents,

including integrated students with disabilities, those who are ELLs, and students who are gifted. The course addresses a series of generic topics for all students enrolled and, relative to students' specializations, topics specifically related to (A) English/Language Arts, (B) Mathematics, (C) Science, and (D) Social Studies. Students must address two of the four specializations.

Prerequisites: TED 351; Co-requisite: TED 397

TED 368 Reading Methods: Middle Level 3 credits

This course prepares middle level education majors (Grades 4-8) to use research-based standards oriented techniques to teach students, including those with disabilities who are included in their classrooms, to improve their reading skills. Its foci include developmental reading, content area reading, remedial reading, and introduces students to specially designed instruction that might be used by special education teachers.

Prerequisites: TED 351, SPE 111

TED 369 Curriculum and Methods in Secondary Education 3 credits

This course prepares secondary education students to identify, develop, and use a variety of planning, teaching, and assessment methods appropriate for secondary education, including those which include students with disabilities and other atypical learners. During the course, students are required to develop a course, a unit, and component lessons to teach content and learning processes, and deliver demonstration lessons to their classmates. Students define standards-based curriculum, state how it is established and governed, and identify the specific content area curricula they must address as teachers.

Prerequisites: Successful completion of freshman and sophomore TED course sequences.

Corequisites: Students enrolled in this course must co-register for the designated field component, TED 397.

TED 377 Classroom Management in Secondary Education 1 credit

This course identifies the classroom management challenges unique to today's diverse secondary classrooms. It identifies a series of routines and techniques appropriate for use in secondary classrooms.

TED 378 Classroom Management in Middle Level Education 1 credit

This course identifies the classroom management challenges unique to middle level classrooms. It identifies a series of routines and techniques which might be used by teachers in middle level classrooms.

TED 388 Language Arts Methods 3 credits

This course prepares students to provide instruction to middle level students in the language arts. The primary focus is to familiarize students with state and professional standards, research-based practices, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. During this course students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities, and students who are not proficient in the English language.

TED 396 Practicum I 0 credit

This Stage Three field experience is designed to help pre-service teachers with the implementation of lessons, assessments, and materials. Students must complete a minimum of fifty (50) hours of observation and small or whole group instruction in the classroom setting and must complete a series of projects. This field is taken concurrently with an upper level education course (dependent on major) and will be integrated in the course. This is a supervised practicum.

Co-requisite: ECE 382 for ECE/SPE majors; TED 351 for Middle Level and Secondary Ed majors

Note: Students must possess current clearances required by PA law.

TED 397 Practicum II 0 credit

This Stage Three field experience is designed to help pre-service candidates understand how they should plan, teach, and assess students. Students must complete a minimum of fifty (50) hours observing veteran classroom teachers and must complete a series of projects. This field is taken concurrently with SPE 362 for ECE/SPE majors, with TED 357 for Middle Level majors and TED 369 for Secondary Education majors and will be integrated into each course. This is a supervised practicum.

Prerequisites: TED 232,TED 271, SPE 111, SPE 211

Co-requisite: SPE 362 Methods for High Incidence Disabilities for ECE/SPE majors, TED 357 for Middle Level majors and TED 369 for Secondary Education majors.

Note: Students must possess current clearances required by PA law.

TED 401 Senior Seminar 0 credit

This semester-long seminar prepares students (all majors) to participate in the national teachers examination and other high stakes assessments used in teacher certification. It also helps students identify and negotiate the processes and procedures they must complete to become certified in Pennsylvania and in other states. The seminar prepares students to identify open teaching positions, prepare applications and presentation portfolios, interview for teaching positions, and plan and present demonstration lessons.

TED 411 Professional Practice 2 credits

This course will focus on the values that underpin procedures, rules and expectations for professionals in the educational field. In addition, candidates will focus on making sure every student has equitable learning environments while responding to children's cultural context for understanding their actions and intentions. Use of appropriate interactions between teacher and students and among students will also be discussed. Pennsylvania's Code of Professional Practice and Conduct and other professional codes will be discussed. This course will also support students in preparation of a professional portfolio.

TED 412 English Language Learners 2 credits

This course focuses on preparing future teachers to address the challenges presented by English Language Learners (ELLs) enrolled in their classrooms through identification of research-based methods and materials.

TED 443 Parent Conferencing 1 credit

This senior-level course prepares students (all majors) to plan and conduct parent conferences and to participate in meetings, such as those conducted by planning teams for IEPs. It emphasizes ways to develop partnerships and cooperation with parents and families. Students prepare to develop written educational reports.

TED 445 Independent Study Variable credits

This course provides students with the opportunity to work independently with the TED faculty to explore specific topics in education.

TED 480 Special Topics Variable credits

Topics vary from semester to semester and will be announced with pre-registration information.

TED 495 Practicum III 0 credit

This Stage Three field experience is designed to help candidates understand how they should plan, teach, and assess in learning support programs. Students must complete a minimum of fifty (50) hours in a setting where appropriate special education services are delivered observing veteran classroom teachers and must complete a series of projects. This field is taken concurrently with either SPE 363 for ECE/SPE majors or SPE 411 for Middle Level and Secondary Education majors and will be integrated in the courses. This is a supervised practicum.

Prerequisites: TED 231,TED 271, SPE 111, SPE 211 Co-requisite: SPE 363 for ECE/SPE majors, SPE 411 for Middle Level and Secondary Education majors.

Note: Students must possess current clearances required by PA law.

TED 496 Senior Field 0 credit

During the semester they are not enrolled in Student Teaching (TED 497), seniors are expected to independently propose and then complete a series of activities. The activities might be completed in specially selected community classrooms or in related settings (e.g., a group home, a tutorial setting, a business or industry, etc.). Students majoring in SECED/Biology or SECED/CHE must complete their senior field on campus assisting professors in lab classes.

TED 498 Student Teaching 9 credits

The culminating activity of the university's TED places students (all majors) in classroom situations where they complete their development as teachers by demonstrating their abilities to fully function as classroom teachers. TED students spend the first half of the student-teaching semester in one setting and the second half in another. In each placement, student teachers work under the guidance and supervision of master teachers and university supervisors.

NB: TED 498 may only be taken by students graduating after January 1, 2013.

Transition Doctor of Physical Therapy Courses (TDPT)

TDPT 801 Orientation to Doctoral Studies 1 credit

This is the first of six courses in the transition doctor of physical therapy curriculum. This course is designed as an orientation to the doctoral curriculum as well as issues related to program content, expectations and delivery. Course content will include distance education principles and procedures, professional standards of practice, professional ethics, advanced clinical decision-making, evidence based practice, service learning and professional socialization of an autonomous practitioner.

TDPT 803 Cardiopulmonary Physical Therapy 3 credits

This is one of six courses in the transition doctor of physical therapy curriculum. This course is designed with the practicing physical therapist in mind. It builds upon Orientation to Doctoral Studies (tDPT 801) and focuses on the content area of cardiopulmonary physical therapy across the lifespan. Course content includes integration of moderating variables, screening and diagnostic procedures, professional standards of practice, professional ethics, advanced clinical decision-making, evidence-based practice, service learning and professional socialization of an autonomous practitioner.

Prerequisite: tDPT 801

TDPT 805 Integumentary Physical Therapy 3 credits

This is one of six courses in the transition doctor of physical therapy curriculum. This course is designed with the practicing physical therapist in mind. It builds upon Orientation to Doctoral

Studies (tDPT 801) and focuses on the content area of integumentary physical therapy across the lifespan. Course content includes integration of moderating variables, screening and diagnostic procedures, professional standards of practice, professional ethics, advanced clinical decision-making, evidence-based practice, service learning and professional socialization of an autonomous practitioner.

Prerequisite: tDPT 801

TDPT 807 Musculoskeletal Physical Therapy 3 credits

This is one of six courses in the transition doctor of physical therapy curriculum. This course is designed with the practicing physical therapist in mind. It builds upon Orientation to Doctoral Studies (tDPT 801) and focuses on the content area of musculoskeletal physical therapy across the lifespan. Course content includes integration of moderating variables, screening and diagnostic procedures, professional standards of practice, professional ethics, advanced clinical decision-making, evidence-based practice, service-learning and professional socialization of an autonomous practitioner.

Prerequisite: tDPT 801

TDPT 809 Neuromuscular Physical Therapy 3 credits

This is one of six courses in the transition doctor of physical therapy curriculum. This course is designed with the practicing physical therapist in mind. It builds upon Orientation to Doctoral Studies (tDPT 801) and focuses on the content area of neuromuscular physical therapy across the lifespan. Course content includes integration of moderating variables, screening and diagnostic procedures, professional standards of practice, professional ethics, advanced clinical decision-making, evidence-based practice, service-learning and professional socialization of an autonomous practitioner.

Prerequisite: tDPT 801

TDPT 810 Proposal Development 1 credit

This is one of six required courses in the transition doctor of physical therapy program. During completion of this course the student will develop a service learning proposal that has the potential to be implemented. Service-learning is a structured experiential learning experience that provides students with the opportunity to meet academic objectives through provision of community service. When possible, students will work with community members to identify needs and develop and implement projects to address those needs and then reflect on the value of the experience for the community and themselves.

Prerequisites: tDPT 801, Written approval of the topic for the proposal from one of the primary course instructors.

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