

GRADUATE CATALOG

2011-2012



Gwynedd-Mercy College

BRINGING *FUTURES* INTO *FOCUS*

GWYNEDD-MERCY COLLEGE

GRADUATE CATALOG 2011 - 2012

1325 Sumneytown Pike, P.O. Box 901
Gwynedd Valley, PA 19437-0901
Telephone: (215) 646-7300

<http://www.gmc.edu>

Graduate Admissions Office: 1-800-205-5900

Sponsored by

The Sisters of Mercy of the Americas

Chartered by

The Commonwealth of Pennsylvania as a non-profit organization

Accredited by

The Middle States Association of Colleges and Secondary Schools

Commission on Higher Education

Middle States Association of Colleges and Schools

3624 Market Street

Philadelphia, PA 19104-2680

(215) 662-5606

National League for Nursing Accrediting Commission

3343 Peachtree Road, NE

Atlanta, GA 30326

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

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

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

Member of the SouthEastern Pennsylvania Consortium
for Higher Education (SEPCHE)

SEPCHE is a consortium of eight independent higher education institutions in the Greater Philadelphia region who engage in a collaborative approach to the challenges of higher education and work together to promote quality and

efficiency of academic programming, student access, faculty development, institutional operations and community outreach, through sharing of a range of multi-functional activities, services and information. Other members of SEPCHE are: Arcadia University, Cabrini College, Chestnut Hill College, Holy Family University, Immaculata University, Neumann College and Rosemont College.

Graduate Programs

School of Business

Master of Science in Management – Center for Lifelong Learning

School of Education

Master of Science in Education: Master Teacher Program

Master of Science in Educational Administration

With certification in Curriculum, Instruction and Supervision

Master of Science in Educational Administration (Fast Track)

Master of Science in Reading (Suspended 2011)

Master of Science in Reading (Fast Track)

Master of Science in School Counseling

Master of Science in Special Education

School of Nursing

Master of Science in Nursing

Clinical Nurse Specialist: Gerontology and Oncology

Nurse Practitioner: Adult and Pediatric

Nurse Educator

Graduate Admissions: graduate@gmc.edu
Center for Lifelong Learning: 1-877-499-6333

Academic Year — 2011-2012

FALL 2011

College Assembly	August 24
Regular Classes Begin	August 29
Labor Day (No Classes)	September 5
Last Day to Drop/Add Regular	September 7
Opening Mass	
First Quarter Ends	October 7
Fall Break (No regular classes)	October 10,11
Spring 2012 Registration	October 31
Last Day Course Withdrawal	November 11
Thanksgiving Holidays (College Closed)	November 23,24,25
Last Day of Regular Classes	December 12
Final Exams	December 13-19

SPRING 2012

College Assembly	January 10
Regular Classes Begin	January 12
Last Day to Drop/Add	January 19
Spring Break (No regular classes)	March 5-9
Summer & Fall 2012 Registration	March 26
Easter Holidays (College Closed)	April 5-9
Last Day of Regular Course Withdrawal	April 13
Last Day of Regular Classes	April 30
Final Exams	May 1-7
Commencement	May 12

SUMMER I SESSION

Memorial Day (College Closed)	May 14 – June 22
	May 28

SUMMER II & ACCELERATED VI SESSION

Holiday (College Closed)	June 25 - August 3
Graduation – No Ceremony	July 4
	August 15

Academic Year — 2012-2013

Fall 2012

College Assembly	August
Regular Classes Begin	August 27
Labor Day (College Closed)	September 3
Last Day to Drop/Add Regular Classes	September 4
Fall Break (No regular classes)	October 15,16
Spring 2013 Registration	October 29
Last Day for Regular Course Withdrawal	November 9
Thanksgiving Holidays (College Closed)	November 21, 22, 23
Last Day of Regular Classes	December 10
Final Exams	December 11-17

SPRING 2013

College Assembly	January
Regular Classes Begin	January 10
Last Day to Drop/Add Regular Classes	January 17
Spring Break (No regular classes)	February 25 – March 1
Summer & Fall 2013 Registration	March 18
Easter Holidays (College Closed)	March 28 – April 1
Last Day for Regular Course Withdrawal	March 22
Last Day of Regular Classes	April 29
Final Exams	April 30 – May 6
Commencement	May 11

SUMMER I SESSION

May 13 – June 24

Memorial Day (College Closed)

May 27

SUMMER II SESSION

June 27 – August 2

Accelerated X6 Begins

June 27

Holiday (College Closed)

July 4

Graduation – No Ceremony

August 15

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General Information

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

College Mission

Mission Statement

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

Core Values

The following values lie at the heart of higher education in the Mercy tradition:

Academic Excellence	Integrity
Community and Collaboration	Rigorous Intellectual Inquiry
Compassion	Service
Competence	Social Responsibility
Dignity of Each Person	Spirit of Hospitality
	Valuing Diversity

At Gwynedd-Mercy College we believe

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

Learning Outcomes

Flowing from our mission and core values, Gwynedd-Mercy College has established the following learning outcomes for all students:

Communication Skills
Professional Competency
Moral and Ethical Judgment
Problem Solving

Critical Thinking
Leadership in Society
Critical and Competent Use of Technology

Philosophy of Graduate Education

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

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

Academic Integrity Statement

Part I - Statement

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

Part II – Violations of the Academic Integrity Policy

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

1. copying or offering unauthorized assistance on tests, quizzes, examinations, reports, papers or research.

2. submission of the same paper or report for more than one course and/or at more than one institution without prior approval of both instructors.
3. deception to avoid meeting course requirements.

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

Plagiarism: is to present the words or ideas of another person as your own. Any assignment (e.g. written, oral, poster) or computer programs (e.g. presentations, power points, web pages) acquired in part or in whole from any source and submitted as one's own original work shall be considered plagiarism.

Denying other access to information: is any behavior that denies access to scholarly resources or to deliberately impede the process of other students' success. This may include, but is not limited to: stealing, hiding or defacing books, journals or media; misrepresentation of identity; falsification of official College records; alteration or destruction of course material, including web-based.

Part III - Sanctions

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

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

Sanction Scale

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

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

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

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

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

Part IV – Appeal Process

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

To appeal a report of a violation of the Academic Integrity Policy:

- Within 7 calendar days of being made aware of the report of violation by the faculty member, the student will send a written appeal, outlining why he/she believes the report is incorrect, to the Dean of the School (or Dean's Council representative from the School of Arts and Sciences) in which the course is offered. NOTE: if the faculty member reporting the violation is also the Dean of the School offering the course, the student should send the appeal to the Vice President for Academic Affairs who will then assign the appeal to another Dean.
- The Dean hearing the appeal will –
 1. Review the report of violation and the student appeal
 2. At his/her discretion, meet individually with the parties involved.
- If the Dean finds the report of violation correct, the records and sanctions stand.

- If the Dean finds that the report of violation is incorrect, the report will be removed from the Vice President for Academic Affairs files and the sanction removed.
- Written notice of the outcome of the appeal is to be sent to the VPAA's office, the student and the faculty member originating the report of violation of the Academic Integrity Policy within 10 calendar days of the Dean receiving the student appeal.
- If the student wishes to appeal further, a written appeal, outlining why the finding is incorrect is to be sent to the Vice President for Academic Affairs within 7 days of the notice from the Dean regarding the initial appeal. The Vice President will then uphold or overturn the report of violation. If the finding is upheld, the records will be retained. If the report is overturned, all records regarding the incident will be removed from the student's records. Written notice of the outcome of the appeal is to be sent to the Dean of the school offering the course, the student and the faculty member originating the report of violation of the Academic Integrity Policy within 10 days of receiving the appeal.
- The decision of the Vice President for Academic Affairs is final and may not be appealed.

Library Services

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

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

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

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

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

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

The Academic Resource Center (ARC)

The Academic Resource Center (ARC), located on the second floor of the Lourdes Library building, provides academic support for the Gwynedd-Mercy College students. The ARC offers individual and group tutorials, academic workshops, reference and instructional software, Internet access, on-line resources, and MS Office. Scanners, laser printers, and a color printer are also available.

Appointments are recommended for tutorials, although tutors will sit with students on a walk-in basis if the tutors do not have appointments already scheduled and are available. Tutor schedules for each semester are published on the College web page, in the *Update*, and on handouts available at the ARC.

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

Workshops are usually held in the Robert Masucci Room (located opposite the circulation desk on the first floor of the library). The sessions are scheduled for approximately one hour, and handouts are provided. Workshop schedules are posted on the web page, in the *Update*, and in campus brochures. Reservations are recommended because space is limited. All services are free of charge.

Transfer of Credit

Graduate credits, not to exceed six, taken at other accredited institutions prior to matriculation, may be applied toward the master's degree. The credits must have been taken within five years of admission and a grade of B

or better must have been earned. The request for transfer of credit must be submitted in writing no later than the end of the first semester of full-time study. All requests must be submitted for approval to the appropriate Dean. The official transcript for transfer of credit must be on file prior to acceptance of credits for transfer.

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

The same policy as above applies for state certification applicants.

Change of Major

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

Privacy of Student Records

If a student desires access to his or her academic records, it is the responsibility of the student to request access from the persons responsible for the office in which the records are maintained. Access will be granted as soon as mutually satisfactory arrangements can be made, but in no case is the time between the request and access to exceed 30 days.

Matriculation

Applicants may take no more than 6 credits before matriculation into a graduate program. In the Graduate Education programs these courses are decided by the Dean and the program director. In the Graduate Nursing programs the courses are limited to NUR 530, NUR 610, NUR 510 or electives.

College Regulations

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

The privileges of the College are not available to any student until he or she has completed registration. A student who is not officially registered for a

college course may not attend the course unless granted auditing privileges by the program director and the course instructor. No student may register after the stated period unless he or she obtains written consent of the Dean of the appropriate School.

Financial indebtedness to the College will result in the withholding of: a student's name from the rolls of the College; academic grades; graduation and the conferring of a degree.

Attendance and Leave of Absence

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

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

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

Academic Progress

School of Business

Each student must maintain a minimum of 3.0 grade point average to remain in the program. A student will be permitted to have two "C" grades but must still maintain a 3.0 cumulative grade point average. Any student earning below the minimum grade point average or earning three "C's" will be dismissed from the program. Once enrolled, it is expected that the student will be enrolled continuously.

School of Education

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

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

Notification of dismissal will be made through the Dean of the School of Education.

School of Nursing

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

Practicum Application

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

Grading System

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

A	4.0	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.00	C-	1.67	F	0.00

P	Pass, no quality points
I	Incomplete (30 days)
W	Withdraw
AU	Audit

Incomplete Grade

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

Withdrawal from Regular Semester Courses

Official withdrawal from Gwynedd-Mercy College for personal and academic reasons must be authorized by the Office of Academic Affairs. In order to

effect an official withdrawal, the student must fill out a withdrawal form and submit it to the Office of Academic Affairs. Refunds as a result of official withdrawal will be made according to the following schedule.

Withdrawal prior to the first day of class - 100%
Withdrawal through the first week of class - 75%
Withdrawal through the second week of class - 50%
Withdrawal through the third week of class - 25%
Withdrawal after the third week of class - None

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

Withdrawal from Fast Track Programs

Official withdrawal from Gwynedd-Mercy College Fast Track Program for personal and academic reasons must be authorized by the Office of Academic Affairs. In order to effect an official withdrawal, the student must notify the Graduate Education Office and fill out a withdrawal form which will be submitted to the Office of Academic Affairs. Refunds as a result of official withdrawal will be made according to the following schedule:

Drops prior to the first day of class – 100%
Withdrawal after the first class and prior to the second class – 75%
Withdrawal after the second class - None

There is no refund for unauthorized withdrawals. The date of withdrawal is determined from the time the Graduate Education Office receives the withdrawal form. One hundred dollars (\$100) will be deducted from all refunds for administrative charges.

Health of Students

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

Student Financial Assistance

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

- Assistantships
- Federal Nurse Traineeship Grants
- Federal Stafford Loans
- Federal Work Study

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

The Federal Stafford Loan and Work-Study Programs are administered through the Student Financial Aid Office. Program descriptions, application procedures, forms and further information are available through the Financial Aid Office, 215-646-7300, extensions 466 or 191.

Religious Holidays

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

Graduation

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

Request for Transcripts

The Family Educational Rights and Privacy Act of 1974, as amended, prohibits the release of educational records by institutions without the specific written consent of the student. Students or alumni may request copies of their transcripts by writing to the Office of the Registrar. Official copies will be sent directly by the College only to an official address, such as another college, business firm or a government agency. However, students or alumni may request that unofficial copies of their transcripts (stamped "Student Copy") be sent directly to them. There is a \$3.00 charge for each request. There is no charge for copies sent between divisional offices at Gwynedd-Mercy College. Transcript requests are processed in the order received and require five to seven working days for processing. Specific deadlines should be mentioned when requesting the transcript. No transcripts will be issued during the periods of commencement, registration or examinations. A student who has not satisfied all financial obligations in any department of the College will not be able to receive transcripts. Checks accompanying requests should be made payable to: Gwynedd-Mercy College.

Tuition Payment Policies – Fast Track

Tuition payment in full is due at the time of registration for cohort classes.

Employment Reimbursement: Cohort students on reimbursement programs are responsible for full payment to Gwynedd-Mercy College at time of registration.

Student Loans: Students must provide certification of loan approval from their loan provider to the Student Billing Office prior to the start of the class that they have applied for a student loan.

Students whose tuition bill is not current at the start of each class will be put on a billing hold and not registered for the next course. If a student is not on the official class list for a particular course no grade will be given for that course and the student will be required to repeat the course.

Cohort members begin at a set tuition per three credit class and remain at that tuition for the duration of the program. If a student has to stop for any reason and later rejoins the program in a different cohort the prevailing tuition for that cohort will be the new tuition for the returning student.

Act 48 Submission

To submit courses for ACT 48 credits please go to www.gmc.edu on the Registrar's page to complete the required form. A maximum of 6 credits taken only at Gwynedd-Mercy College will be submitted to the Pennsylvania Department of Education.

Master of Science in Management

This program is administered through the Center for Lifelong Learning (215-499-6333).

Dean: Heather Pflieger, EdD
215-646-7300, ext 430

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

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

Expenses 2011-2012

Application Fee – (non-refundable).....	\$ 30
Tuition per credit hour.....	\$570
Due at registration (not covered by financial aid):	
Registration Fee.....	\$ 160
Educational Resources Fee per course (non-refundable).....	\$ 20
Service Fee.....	\$ 20

Admission Requirements

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

- A completed and signed application and application fee.
- A baccalaureate degree from a regionally-accredited college or university; normally with a GPA of 3.00 or above. Applicants with lower than a 3.0 GPA must achieve an earned cumulative average of 3.0 after completing the first three content courses.
- The official college transcript of the posted baccalaureate degree.
- Two letters of recommendation (preferably, one should be from a supervisor.)
- Students without a business degree will be evaluated for foundational knowledge in accounting and economics, which could be demonstrated by evidence of previous college courses.
- Evidence that international applicants have received a minimum score of 575 on the TOEFL examination.

Graduation Requirements

To graduate from the Master of Science in Management program, a student requires 37 semester hours of credit. No more than six graduate credits

from a regionally accredited master degree program may be applied. Students must complete the program within seven calendar years.

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

Requirements: (37 credits)

BUS 500	Introduction to Graduate Studies
BUS 501	Foundations of Executive Management
BUS 502	Quantitative Analysis
BUS 503	Advanced Economic Theories
BUS 504	Organizational Leadership, Culture & Dynamics
BUS 505	Executive Decision Making Systems
BUS 506	Marketing Management
BUS 507	Accounting for Decision Makers
BUS 508	Managerial Finance
BUS 509	Global Trade, Theories & Practice
BUS 510	Corporate Social Responsibility
BUS 511	Emerging Trends in Management
BUS 512	Strategic Planning - Capstone

School of Education

Dean: Sandra Mangano, EdD
215-641-5549

Master of Science in Education: Master Teacher Program
Master of Science in Educational Administration
Master of Science in Reading – (Suspended 2011)
Master of Science in Reading (Fast-Track)
Master of Science in School Counseling
Master of Science in Special Education

Admission Requirements:

- A baccalaureate degree from an accredited college or university
- Official transcripts from every college or university attended
- For students pursuing their **first** Pennsylvania State Certification at the graduate level, the Praxis I: Pre-Professional Skills in Reading, Mathematics and Writing are required to be taken and passed
- For students holding a Pennsylvania State certification, a copy must be provided. Completed online application
- 1 page personal statement of academic and professional goals
- Two completed reference forms
- Personal interview with graduate faculty members
- Students must complete the program within five calendar years.

Specific program requirements:

Master Teacher Program – teacher Certification or a Bachelor's degree seeking admission into certification program to work simultaneously toward certification and a Master of Science in Education.

Educational Administration – as per Pennsylvania Department of Education regulations, a candidate cannot be certified until he/she has a minimum of five (5) years of full-time teaching experience with Instructional I certification.

Reading Specialist – Teacher Certification I required

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

1. The candidates for the teacher certification program must have attained passing scores on the following Pre-Professional Skills Tests in reading, writing and mathematics:
For students pursuing their **first** Pennsylvania State Certification at the graduate level, the Praxis I: Pre-Professional Skills in Reading, Mathematics and Writing are required to be taken and passed.
 - PPST: Reading (710)

- PPST: Writing (720)
 - PPST: Mathematics (730)
2. The candidates for teacher certification must have a minimum GPA of: 3.0.
 3. The candidates for teacher certification must have completed at least 6 semester credits in college level mathematics and at least 6-semester credits in college level English composition and literature.

Expenses 2011-2012

Application Fee (non-refundable).....	\$ 25
Comprehensive Fee – per credit.....	\$10
Tuition per credit hour.....	\$630
Graduation Fee.....	\$165
Late Payment Fee.....	\$25

Delinquent Accounts:

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

Fee schedules are subject to revision at the discretion of the College. The College reserves the right to cancel all courses for which there is insufficient enrollment.

Master of Science in Education

Master Teacher Program

(36 credits minimum)

The Master of Science in Education, Master Teacher Program is a thirty-six (36) credit program designed to meet the needs of a variety of professional educators. In-service teachers who have state certification (Instructional I or II) and are seeking an advanced degree find the program professionally enriching as they teach in an increasingly complex society and world. The program is adaptable to the needs of persons who have a Bachelor's degree in a field other than education and who are seeking certification in education along with a Master of Science in Education (see Master Teacher & Certification below). In-service teachers at the college level will find the program satisfies their need for work at the Master's level within the field of education as well.

Purpose and Philosophy

The Master Teacher Program takes as its goal the comprehensive development of the professional educator as a master teacher. The course of study provides educators with opportunities to develop theoretical and practical knowledge and skills that enhance the effectiveness of the teaching-learning process. Students in the Master Teacher Program also examine and critique the economic, political, cultural, social influences that impact education in the United States. Master Teacher students study educational research and develop their own research interests and agenda. Through the Master Teacher Program, participants can develop the expert skills of the practitioner and the intellectual curiosity of a life-long learner.

Master Teacher Curriculum

Required (24 credits)

EDU 503	Social and Political Foundations of Education
EDU 510	Educational Research
EDU 580	Multicultural & Diversity Issues in Education
EDU 581	Students with Special Needs
EDU 582	Effective Communication for Teachers
EDU 583	Action Research Seminar
EDU 591	Curriculum Development and Peer Coaching
EDU 603	Action Research Thesis

Electives (12 credits)

EDU 502	The Learning and Teaching Process
EDU 504	Human Development
EDU 505	Foundations of Counseling
EDU 522	Inter-group Theory and Research
EDU 540	Cognition, Language and Reading: A Theoretical Framework
EDU 551	Computer Applications for Educators
EDU 650	Special Topics

A minimum of 36 graduate credits is required for the MS in Education.

Master of Science in Education with Elementary Education Certification

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

Gwynedd-Mercy College offers a unique program in which student's work toward certification in elementary education while taking courses at both the graduate and undergraduate levels. After completing the program for certification, students continue coursework completing a Master of Science degree in Education.

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

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

Course of Study for Master of Science with Elementary Certification

Graduate Courses (33 credits)

EDU 502	The Learning and Teaching Process
EDU 503	Social and Political Foundations of Education
EDU 504	Human Development
EDU 506	Elementary Methods, Materials and Curriculum I
EDU 507	Elementary Methods, Materials and Curriculum II
EDU 511	Methods and Theories for Teaching Mathematics
EDU 512	Methods for Teaching Reading and Assessment
EDU 565	Graduate Level Student Teaching & Professional Seminar
EDU 580	Multicultural and Diversity Issues in Education
EDU 581	Students with Special Needs
EDU 300	Pre-Student Teaching

Graduate Courses – 9 credits

EDU 510	Educational Research
EDU 583	Action Research Seminar
EDU 603	Action Research Thesis

Course of Study for Master of Science: Elementary Intern Certification Program Master Teacher with Certification: Internship Program

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

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

According to the Pennsylvania Department of Education, the intern certificate is: "a valid professional certificate that entitles the holder to fill a full-time professional teaching position. An inter-certified individual is entitled to all rights and privileges of a temporary professional employee as defined by law. The current regulation states that a teacher intern certificate qualifies the holder to hold a full-time teach position in the certification endorsement area..."

Master of Science in Education With Secondary Education Certification

This course of study is designed for students who have a bachelor's degree in a field other than education and who are seeking certification in a secondary content area. It requires 18 credits in the certification core (3-6 credits are Student Teaching/Internship). **Other courses are required in the content area.** The number and course names are ascertained through an evaluation of the student's transcript.

There are two phases in this program:

Students who complete this program satisfactorily are eligible for Level I certification for teaching in the public schools of Pennsylvania. The recommendation for this certificate is contingent upon passing the Praxis II.

1. PA Certification Program – Students complete the certification requirements, successfully take the PRAXIS Series Battery and apply for Instructional I certification.
2. Master's completion – Students then complete the 24 graduate credits needed for a 36-credit MS degree.

The sequence of courses for the Master of Science in Education with PA Secondary Education Certification courses – 15-18 credits

EDU 502	The Learning and Teaching Process
EDU 503	Social & Political Foundations of Education
EDU 504	Human Development
EDU 508	Methods/Materials for Secondary Education
EDU 565	Graduate Student Teaching and Professional Seminar
EDU 300	Pre-Student Teaching

Required content area courses: (determined by review of all transcripts) – Biology, Business/Computer Information Technology, English, Mathematics, Social Studies and field experience

Master's completion – 21 credits

EDU 510	Educational Research
EDU 580	Multicultural and Diversity Issues in Education
EDU 581	Students with Special Needs
EDU 582	Effective Communication for Teachers
EDU 583	Action Research Seminar
EDU 591	Curriculum Development and Peer Coaching
EDU 603	Action Research Thesis

Master of Science in Education With Business, Computers & Information Technology Certification

This course of study is designed for students who have a bachelor's degree in a field other than education and who are seeking certification in this content area. It requires 21 credits in the certification (3 credits are Student Teaching). **Other courses are required in the content area.** The number and course names are ascertained through an evaluation of the student's transcript.

There are two phases in this program:

1. PA Certification Program – Students complete the certification requirements, successfully take the PRAXIS Series Battery and apply for Instructional I certification.
2. Master's completion – Students then complete the 24 graduate

credits needed for a 39-credit MS degree.

The sequence of courses for the Master of Science in Education with PA Secondary Education Certification – 18 credits

EDU 502	The Learning and Teaching Process
EDU 503	Social and Political Foundations of Education
EDU 504	Human Development
EDU 508	Methods/Materials for Secondary Education (Prerequisite for BE 4000)
EDU 565	Graduate Student Teaching and Professional Seminar
EDU 300	Pre-Student Teaching

Required content area courses and

BE 4000	Capstone Course
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Field Experiences

Master's completion – 21 credits

EDU 510	Educational Research
EDU 580	Multicultural and Diversity Issues in Education
EDU 581	Students with Special Needs
EDU 582	Effective Communication for Teachers as Leaders
EDU 583	Action Research Seminar
EDU 591	Curriculum Development and Peer Coaching
EDU 603	Action Research Thesis

Certification in Special Education

Gwynedd-Mercy College will support applications for a certification in special education for students who have completed the course of study for a secondary certification, business education certification or elementary education certification. Additional coursework is required.

EDU 581	Students with Special Needs (Prerequisite for all other courses)
SPE 560	Diagnosis, Assessment, Prescriptive and Intervention Techniques for the Exceptional Student (Required before SPE 561)
SPE 561	Instructional Strategies and Programs for the Exceptional Student with Mild & Moderate Disabilities
SPE 563	Special Services for the Exceptional Student (Last Course) or SPE 562
SPE 564	Behavioral Management Skills for the Exceptional Student in Learning and Living Environments

Some of this coursework can be taken as electives, for programs that have electives. Otherwise these are additional courses. See your advisor for program planning.

Master of Science in Educational Administration

(39 credits minimum)

Purpose:

The purpose of the Educational Administration Program at Gwynedd-Mercy College is two-fold:

First, the graduate program provides a logical sequence for an excellent undergraduate educational program. Careful attention has been given to assuring that all of the graduate studies programs are built on and are extensions of undergraduate courses. Special care has been given to avoiding any kind of duplication or repetition of undergraduate courses.

Secondly, the research is clear in stating that principals make a difference in the teaching and learning process. The primary purpose of this program is to take carefully selected candidates and provide them with a strong theoretical background and a heavy emphasis of practical application so that they may enter a school administrative career with all the "tools" and professional characteristics necessary to be a positive, effective educational leader and change agent.

Educational Administration Curriculum

General Core (6-12 credits)

EDU 522	Inter-Group Theory and Research
EDU 570	Statistics/Research for Educational Administration
EDU 580	Multicultural and Diversity Issues in Education
EDU 581	Students with Special Needs

Required Courses (24 credits)

EDU 571	The School Principalship - An Introduction to Educational Administration
EDU 572	Curriculum and Instructional Supervision
EDU 573	Communications and Public Relations
EDU 574	School Law and Policy Issues
EDU 576	Human Resources and Staff Development
EDU 578	Educational Leadership
EDU 595	Administrative Practicum K-12, I
EDU 596	Administrative Practicum K-12, II (Prerequisite: 18 hours of graduate Educational Administration credits)
EDU 601	Thesis

Electives (6 credits)

EDU 503	Social and Political Foundations of Education
EDU 551	Computer Applications for Educators
EDU 577	School Resources Management
EDU 579	Seminar on Current Issues in Education

Certification Only Program

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

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

Thirty-three (33) credit hours are required for certification-only students.

Those courses are:

EDU 522	Inter-Group Theory and Research
EDU 571	The School Principalship
EDU 572	Curriculum and Instructional Supervision
EDU 573	Communication and Public Relations
EDU 574	School Law and Policy Issues
EDU 576	Human Resources and Staff Development
EDU 577	School Resources Management
EDU 578	Educational Leadership
EDU 579	Seminar on Current Issues in Education
EDU 595	Administrative Practicum K-12, I
EDU 596	Administrative Practicum K-12, II

Note: As per The Pennsylvania Department of Education regulations, a candidate cannot be certified until he/she has a minimum of five years of full-time teaching experience with an Instructional I certification.

Students who complete this program satisfactorily are eligible for Administrative I certification for the public schools of Pennsylvania. The recommendation for this certificate is contingent upon passing the School Leaders Licensure Assessment in the School Leadership Test Series.

Master of Science in Educational Administration Fast-Track Program

(39 credits)

The Master of Science in Educational Administration is a fast track cohort-based program. This program is designed for working professionals in the field of education. This is a fast track program with classes held one night per week for five hours each week. All classes are held off campus at various locations throughout the Philadelphia area. Students become members of a cohort and continue through the program with their cohort members. This model has been highly successful in promoting a positive, meaningful learning experience and preparing teachers for leadership roles in school districts. Eligible candidates for this program must hold a bachelor degree with a minimum of an Instructional I Certification. A minimum of two years teaching experience is also required.

Required Curriculum (39 credits)

EDU 522	Inter-Group Theory and Research
EDU 570*	Statistics/Research for Educational Administration
EDU 571	The School Principalship
EDU 572	Curriculum and Instructional Supervision
EDU 573	Communications and Public Relations
EDU 574	School Law and Policy Issues
EDU 576	Human Resources and Staff Development
EDU 577	School Resources Management
EDU 578	Educational Leadership
EDU 579	Seminar on Current Issues in Education
EDU 595	Administrative Practicum K-12, I
EDU 596	Administrative Practicum K-12, II
EDU 601	Thesis

Master of Science in Educational Administration with Supervisory Certification in Curriculum and Instruction (Fast Track)

(36 credits)

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

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

Required Curriculum (36 credits)

EDU 502	The Learning and Teaching Process
EDU 522	Inter-Group Theory and Research
EDU 570	Statistics/Research for Educational Administration
EDU 572	Curriculum and Instructional Supervision
EDU 574	School Law and Policy Issues
EDU 576	Human Resources and Staff Development
EDU 577	School Resource Management
EDU 591	Curriculum Development and Peer Counseling
EDU 601	Thesis
EDU 620	Research, Analysis and Assessment of Student Learning and Instructional Outcomes
EDU 621	Supervisor of Curriculum and Instruction Practicum I
EDU 622	Supervisor of Curriculum and Instruction Practicum II

Applicants to this program must meet the following requirements:

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

Post Master's Certification Only Curriculum and Instruction

Students choosing to do the Post Master's Supervisory Certification in Curriculum Instruction ONLY, must already hold a master's degree in a relevant educational field from an accredited college or university. An evaluation of transcripts will be necessary to determine the required coursework.

Master of Science in Reading

Three options are offered in the Reading program: Master of Science in Reading, Master of Science in Reading with Reading Specialist Certification and Reading Specialist Certification.

Purpose and Philosophy

Presently in the United States there are more than 90 million illiterate adults. Gwynedd-Mercy College seeks to address this problem with a two-fold thrust.

1. Preventive Goal: Improve the instruction of reading at PreK-4, middle and secondary levels, thereby increasing the literacy level of those participating in basic education.
2. Corrective Goal: Promote an understanding of the reading process and instructional techniques appropriate for those working to correct reading deficits and remediate reading disabilities in the school-age population as well as for those educators seeking to eliminate illiteracy among the adult population.

The body of research literature on reading is enormous. This program provides a forum for systematically studying the cutting edge of this literature in order to discover its application to practice, thereby graduating reflective practitioners. The program has various options in order to accommodate different academic and career goals.

Master of Science in Reading (without certification - 33 credits)

Core (6 credits)

- EDU 510 Educational Research
- EDU 502 The Learning and Teaching Process

Concentration (15 credits)

- EDU 540 Cognition, Language and Reading: A Theoretical Framework
- EDU 541 Strategic Reading
- EDU 543 Strategic Reading Assessment (Prerequisite: EDU 541)
- EDU 544 Strategic Reading in the Content Areas: Assessment and Instruction (Prerequisites: EDU 540 and EDU 541)
- EDU 546 Reading, Writing and Language Arts (Prerequisites: EDU 540 and EDU 541)

Electives (6 credits)

- EDU 503 Social and Political Foundations of Education
- EDU 504 Human Development
- EDU 522 Inter-Group Theory and Research
- EDU 548 Practicum: Strategic Assessment
- EDU 549 Practicum: Strategic Instruction
(EDU 548 and EDU 549 are to be taken concurrently)

Research Sequence -- (6 credits)

EDU 600	Research Seminar
EDU 602	Professional Portfolio Project

Master of Science in Reading

(with Reading Specialist Certificate – 36 credits)

Core - 9 credits

EDU 510	Educational Research
EDU 502	The Learning and Teaching Process
EDU 503	Social and Political Foundations of Education

Concentration - 21 credits

EDU 540	Cognition, Language and Reading: A Theoretical Framework
EDU 541	Strategic Reading
EDU 543	Strategic Reading Assessment
EDU 544	Strategic Reading in the Content Areas: Assessment and Instruction
EDU 546	Reading, Writing and Language Arts
EDU 548	Practicum: Strategic Assessment
EDU 549	Practicum – Strategic Instruction

Culminating Activity - 6 credits

EDU 600	-Research Seminar
EDU 602	-Professional Portfolio Project

Reading Specialist Certification Curriculum

Certified teachers with a Master of Science degree seeking the Reading Specialist Certificate must apply for the Reading Specialist Certification program. All applications will be evaluated on an individual basis; additional course work will have to be completed to assure that all competency areas are met before the student is recommended for certification.

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

Concentration – 21 credits

EDU 540	Cognition, Language and Reading
EDU 541	Strategic Reading
EDU 543	Strategic Reading Assessment
EDU 544	Strategic Reading in the Content Area: Assessment and Instruction
EDU 546	Reading, Writing and Language Arts
EDU 548	Practicum: Strategic Assessment
EDU 549	Practicum: Strategic Instruction

Master of Science in Reading

With Reading Specialist Certification

Fast-Track

(36 credits)

The Master of Science in Reading with Reading Specialist Certification is a fast-track cohort-based program with thirty-six credits. This program is designed for working professionals in the field of education. Classes in this program run from 4:30 p.m. to 9:30 p.m. one night a week for seven weeks. All classes are held off-campus at various locations throughout the Philadelphia and Montgomery County areas. Students become members of a cohort and continue through the program with their cohort members. This model has been highly successful in promoting a positive, meaningful learning experience and preparing teachers for reading specialist roles in school districts. Eligible candidates for this program must hold a bachelor degree with a minimum of an Instructional I Certification and one-year teaching experience.

Core Requirements – 9 credits

- EDU 510 Educational Research
- EDU 502 The Learning and Teaching Process
- EDU 503 Social and Political Foundations of Education

Concentration Requirements – 21 credits

- EDU 540 Cognition, Language and Reading; A Theoretical Framework
- EDU 541 Strategic Reading
- EDU 543 Strategic Reading Assessment
- EDU 544 Strategic Reading in the Content Area: Assessment and Instruction
- EDU 546 Reading, Writing and Language Arts
- EDU 548 Practicum: Strategic Assessment*
- EDU 549 Practicum: Strategic Instruction*

Research Sequence – 6 credits

- EDU 610 Reading Research Seminar
- EDU 612 Action Research Design

*EDU 548 & 549 taken concurrently

Master of Science in School Counseling (51 credits)

In keeping with the guidelines of the American School Counselors Association, the counselor in the school should assist in the growth and development of various individuals within the school environment. While the primary responsibility of the counselor is to the student he or she serves, the counselor's professional responsibilities also extend to parents, school, and community. Because of his/her unique position, the counselor is involved in the development of comprehensive services to assist students in their academic, personal/social, and career development. With social problems becoming increasingly complex, counselors are becoming more involved in efforts to prevent and remediate the effects of debilitating behaviors, such as substance abuse and violence, as manifested within educational settings.

Students applying for school counseling programs must meet the requirements of Chapter 354, Preparation of Professional Educators.

The program is divided into three sequences, which integrate theory and research knowledge with appropriate field experiences in the various competency areas. Students who complete the program successfully will be eligible for certification as Elementary or Secondary School Counselors within the state of Pennsylvania, with a dual certification option available.

Purpose and Philosophy

The School Counseling Program at Gwynedd–Mercy College seeks to provide a strong grounding in the skills necessary for entry into the school counseling profession with particular emphasis on the study of the helping processes and the behavioral sciences. The curriculum is designed to encourage reflective practice whereby the counselor consistently reviews his/her behavior in light of its effectiveness and in relation to current research findings. Student counselors are also given the opportunity to apply their knowledge in supervised practicum settings with children and adolescents.

School Counseling Program Curriculum

Level 1: Foundation Course in Counseling and Professional Orientation (27 credits)

EDU 510	Educational Research
EDU 504	Human Development
EDU 505	Foundations of Counseling
EDU 520*	Theories of Counseling
EDU 521*	Assessment Techniques in School Counseling
EDU 522	Inter-group Theory and Research
EDU 523*	Intervention Techniques in Guidance and Counseling

* EDU 527 Multicultural and Diversity Issues in Counseling

EDU 531 Career Development

*Note: EDU 580 may be taken in place of EDU 527.

Level 2: Specialization Courses for School Counseling (12 credits)

(A) Required (9 credits)

EDU 502 The Learning and Teaching Process
 EDU 525* Organization of School Counseling (K-12)
 EDU 535* Group Counseling

(B) Elective (3 credits)

EDU 503 Social and Political Foundations of Education
 EDU 533 Issues in Substance Abuse
 EDU 551 Computer Applications for Educators
 EDU 581 Students with Special Needs

Level 3: Internship and Research Sequence (12 credits)

EDU 604 School Counseling Practicum I
 EDU 605 School Counseling Practicum II
 EDU 600 Research Seminar
 EDU 601 Thesis

Option Dual Certification (6 credits)

EDU 606 School Counseling Practicum III
 EDU 607 School Counseling Practicum IV

*Required for Practicum

Post-Master's School Counseling Certification Requirements

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

Note: Applicants who seek "certification only" must complete at least 24 credits in the School of Education graduate program at Gwynedd-Mercy College. For students interested in elementary or secondary school counseling certification (who do not have any school counseling certification), a 300-hour practicum must be satisfactorily completed for each level of certification.

Students who have obtained their first school counseling certification from Gwynedd-Mercy College (i.e., either elementary or secondary counseling) are required to complete 300 hours of practicum for the second certification area (i.e., EDU 606 and EDU 607).

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

Guidance and Counseling Praxis II and Pre-Professional Skills Tests (PPSTs) in Mathematics, Reading and Writing.

Master of Science in Special Education

The Special Education Graduate Program seeks to provide a strong grounding in the skills necessary for further professional development in the field of education specifically dealing with students with special needs in preschool through the age of twenty-one. The curriculum is designed to encourage reflective practice whereby the teacher consistently reviews his/her behavior in light of its effectiveness and in relation to the scientific researched based data.

The program is divided into three sequences that integrate theory and research knowledge with appropriate field experiences in the various competency areas. Students who complete the graduate program successfully will be eligible for certification in special education within the Commonwealth of Pennsylvania.

Applicants who hold a master's degree in education and who are seeking certification in special education may apply for the special education certification only portion of the program. See the catalog for the specific courses leading to special education certification only.

Applicants with one certification who wish to be certified with a concentration in special education and obtain a Master of Science in Special Education may also make application to the certification program and applicant must hold a state teaching certification.

Gwynedd-Mercy College

Autism Institute of the School of Education

Autism Certification

(PA Department of Education Endorsement Pending)

The course of study for the autism certificate consists of four 3-credit graduate courses. The successful completion of each course will follow the same guidelines as all other courses offered through the School of Education graduate programs. The certificate will be awarded to those candidates who successfully complete the following 12-credits of study.

The courses may be embedded in the MS in Special Education degree.

SPE 580	Foundations of Autism Spectrum Disorder
SPE 581	Assessment/Program Development for the Student on the Spectrum
SPE 582	Scientificallly Researched Based Instructional Practices
SPE 583	Communication, Behavioral Issues and Social Competence for Students on the Autism Spectrum

All applicants will be reviewed individually to determine their appropriateness for the program and the individual's capabilities to meet the certification requirements.

Students accepted into the Master's program must maintain membership in the Council for Exceptional Children during their pursuit of their Master's degree.

Core Requirements (9 credits)

EDU 510	Educational Research
EDU 502	The Learning and Teaching Process
EDU 504	Human Development

Specialization K-12 (24 credits)

EDU 579	Seminar on Current Issues in Education
EDU 581	Students with Special Needs
EDU 582	Effective Communication for Teachers
SPE 560	Diagnosis, Assessment, Prescriptive and Intervention Techniques for the Exceptional Student
SPE 561	Instructional Strategies and Programs for Exceptional Student with Mild and Moderate Disabilities (Pre-req SPE 560)
SPE 562	Law, Ethics and the Exceptional Student
SPE 563	Special Services for the Exceptional Student
SPE 564	Behavior Management Skills for the Exceptional Student in Learning and Living Environments

Practicum & Research Sequence (9 credits)

SPE 565	Graduate Level Student Teaching and Professional Seminar
SPE 600	Research Seminar
SPE 601	Thesis

School of Nursing

Dean: Andrea O. Hollingsworth, PhD, RN
215-646-7300, ext. 277

Master of Science in Nursing

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

Length of the Program

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

Admission Requirements

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

*Nurses with baccalaureate degrees in fields other than nursing will be considered on an individual basis.

**This requirement will be waived for applicants who earned a cumulative average of 3.6 or better in their undergraduate nursing program.

Expenses 2011-2012

Comprehensive Fee – per credit.....	\$10
Tuition per credit hour.....	\$730
Malpractice Insurance, Nurse Practitioner Track*.....	\$70
Physical Assessment Examination Equipment and lab fee.....	\$120
Graduation fee.....	\$165
Late Payment Fee.....	\$25

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

Delinquent Accounts:

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

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

Master of Science in Nursing Curriculum

Core Courses – required for all students		19 credits
NUR 500	Pharmacotherapeutics for Advanced Practice Nursing*	3 credits
NUR 510	Pathophysiology for Advanced Practice Nursing	3 credits
NUR 530	Theoretical Foundations of Nursing	3 credits
NUR 569	Advanced Assessment Practicum (60 hrs)	1 credit
NUR 570	Advanced Assessment & Clinical Decision Making for Advanced Practice Nursing	3 credits
NUR 610	Research Methodology	3 credits
NUR 615	Research Seminar	3 credits

***not required for Nurse Educator students**

Clinical Nurse Specialist Track**Area of Clinical Nurse Specialization****12 credits**

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

NUR 550, 551, 552, 553 Adult Health with Gerontology 12 credits
Clinical Specialty*

*Offered during alternate academic years.

Management/Teaching Role Area**For Clinical Nurse Specialists****9 credits**

NUR 602 Organizational Behavior for APN 3 credits

NUR 603 Clinical Practicum – Management Role 6 credits

OR

NUR 605 Curriculum Design 3 credits

NUR 606 Teaching Role – Clinical Practicum 6 credits

CNS Total Credits**43 credits****Nurse Practitioner Specialization****21 credits**

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

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

NUR 572 Nurse Practitioner Role Seminar 3 credits

NP Total Credits**43 credits****Nurse Educator Specialization****22 credits**

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

Nurse Educator Total Credits**37 credits****Clinical Practicum:**

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

Federal Funds

A limited number of traineeships are available through the Department of Health and Human Services. Funds are available for tuition only. Funds are awarded in September and January, and applications are available in the MSN nursing office.

POST-MASTER'S DEGREE CERTIFICATION PROGRAM***Purpose:**

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

Admission Criteria:

- Master's degree with a major in nursing from a program approved by the National League for Nursing Accrediting Commission or Commission on Collegiate Nursing Education.
- GPA 3.0 on a 4.0 scale.
- Current registered nurse licensure.
- Two letters of reference from health care professionals attesting to the clinical expertise of the candidate.
- Recent, full-time professional experience in nursing.
- Personal interview with School of Nursing graduate faculty member.
- Completion of Statement of Advanced Practice Nursing Professional Goals.
- Evidence that foreign applicants have received a minimum score of 575 on the TOEFL examination.
- Evidence of current professional liability insurance.
- Submission of completed health form.

Prerequisites:

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

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

Program of Study**25 credits**

NUR 569	Advanced Assessment Practicum	1 credit
NUR 570	Advanced Assessment & Clinical Decision Making for AP Nursing	3 credits
NUR 572	Nurse Practitioner Role Seminar	3 credits
NUR 580, 581, 582, 583	Adult Nurse Practitioner Nursing Courses	18 credits

Or

NUR 590, 591, 592, 593	Pediatric Nurse Practitioner Nursing Courses	18 credits
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Total Credits**25 credits**

COURSE DESCRIPTIONS

BUSINESS

BUS 500 Introduction to Graduate Studies (1)

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

BUS 501 Foundations of Executive Management (3)

This course is a study of management as an organized body of knowledge, focusing on the role of executive management in directing an organization and improving organizational performance. Concepts include the nature and purpose of organizations; humanistic, ethical and behaviorist challenges facing modern institutions in a rapidly changing environment; and the development of managerial skills and techniques needed for the contemporary business environment. In this course, the student will be required to develop a professional development plan and map a career path. The first chapter of the research project will be completed (6 weeks)

BUS 502 Quantitative Analysis (3)

This course focuses on the decision-making function of organizations. It considers a wide range of topics pertaining to business decisions. After determining the most appropriate ways of identifying common problems encountered in business environments, selected computer programs will be used to help in solutions. The course is based upon lectures, class discussion, lecture notes, problem sets, learning team projects and readings. The textbook is *Quantitative Analysis for Managerial Decisions*. This book is to be used for specific readings and as a general reference on quantitative methods. The book provides a convenient source of problems and solutions for those students who desire additional practice. (6 weeks)

BUS 503 Advanced Economic Theories (3)

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

BUS 504 Organizational Leadership, Culture and Dynamics (3)

Drawn from behavioral and social sciences, this course examines leadership theories, research and models. It includes a 360-degree inventory of leadership behaviors and relationships, an assessment of emotional intelligence and the continuation of the individual development plan. The

role of the leader is studied with emphasis on the leader's role in communication, team formation and team dynamics. (6 weeks)

BUS 505 Executive Decision Making Systems (3)

This course will help meet the needs of the marketplace for combining information systems with the management decision process and executive communications. Topics will include business information, computers, telecommunications, global networks, distributed systems, total quality management, six-sigma, strategic planning and business process re-engineering. Students will be required to complete a research project as a part of the course requirements. (6 weeks)

Pre-requisite: BUS 504

BUS 506 Marketing Management (3)

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

Pre-requisite: BUS 505

BUS 507 Accounting for Decision Makers (3)

An examination of contemporary accounting issues for managers. Issues related to the principles, techniques and uses of accounting in the planning and decision-making in organizations are studied. The use of information technology plays a key role in this course. Areas of emphasis include the budgetary process, performance evaluation techniques, product costing methods, constraint management and ethics. A research component is a part of this course. (6 weeks)

Pre-requisite: BUS 506

BUS 508 Managerial Finance (3)

This course focuses on the management of economic resources and financing sources to enhance returns to the business entity. Skills developed include: cash flow management, profitability analysis, debt management, control of receivables, capital and operational budgeting and other asset/liability management tactics. This course will be a survey of advanced accounting and finance for managers stressing the analysis of principles and practices of the finance function. Emphasis is on financing methods for internal and external ventures and innovations, capital budgeting and research development (R&D) portfolio analyses. A research project is a requirement for this course. (6 weeks)

Pre-requisite: BUS 507

BUS 509 Global Trade, Theories and Practice (3)

This course reviews the basic operations of international business and addresses the planning and operational processes used to implement an effective international strategic plan. Emphasis will be placed on managerial

policies and practices that can be utilized to effectively and efficiently manage, operate and control a business operation in a global environment. The concepts presented here will be analyzed and used to prepare a chapter of the research project. (6 weeks)

Pre-requisite: BUS 508

BUS 510 Corporate Social Responsibility (3)

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

Pre-requisite: BUS 509

BUS 511 Emerging Trends in Management (3)

Emerging Trends in Management investigates major themes in the emerging business environment that have been generated by electronically collapsed time frames and instant information. It is designed to promote innovative thinking through an examination of critical success factors for both new and established firms and the creation of value for an organization's diverse stakeholders. Cases and current articles are used to investigate best practices of progressive firms. A research component is a requirement of this course. (6 weeks)

Pre-requisite: BUS 510

BUS 512 Strategic Planning – Capstone (3)

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

EDUCATION

EDU 500 Statistical Methods in Education (3)

This course covers: descriptive and inferential statistics; measures of central tendency variability and relationship: parametric tests of significances; chi square. Students examine techniques for understanding, interpreting and applying educational research studies.

EDU 502 The Learning and Teaching Process (3)

Overview of learning theories and their relationship to the facilitation of optimal learning environments. This course examines, through research, human learning over the life span as well as developmental and cognitive learning theories. Students will have the opportunity to apply learning theories to issues of typical and diverse learners. The applied practices of school life such as classroom management, curriculum development,

learning standards, intelligence and testing, outcomes assessment and technologies in education will be analyzed and critiqued.

EDU 503 Social and Political Foundations of Education (3)

This course is an inquiry into the fundamental purposes of education in the United States. Students will examine contemporary issues as well as the philosophical, political and cultural of American education.

EDU 504 Human Development (3)

Exploration of cognitive, social, emotional, and physical development over the life-span. This course examines theory, research and methodological approaches to understanding human development and personality from infancy to adulthood.

EDU 505 Foundations of Counseling (3)

Provides a general overview of the history, philosophy, and practice of counseling as a profession. Emphasis is also placed on important ethical, legal, and current professional development issues. The specific roles of counselors in schools will be discussed. To help prepare students for future thesis writing, a portion of the course is devoted to identifying research topics and examining various strategies used to conduct research in counseling.

EDU 506 Elementary Methods, Materials and Curriculum I (3)

Students engage the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology use and assessment will be highlighted as well as professional and state standards of the area of science and technology, social sciences, citizenship education for typical and diverse learners. Field experiences are required.

EDU 507 Elementary Methods, Materials and Curriculum II (3)

This course is a continuation of the study of methods, materials and curriculum issues for the instruction of elementary education students. Attention to theory, best practices, technology uses and assessment will be highlighted as well as professional and state standards for the areas of children's literature, art, and humanities, music, and health, safety, and physical education for typical and diverse learners. Field experiences are required.

EDU 508 Methods/Materials for Secondary Education (3)

This course includes the study of various methods and materials utilized in secondary education. The rationales for various methods as well as the implementation of these methods in the classroom are examined. Through this course students also study motivational practices, current trends in secondary education, the use of technology to enhance learning, classroom management strategies and assessment practices. Field experiences are required.

EDU 510 Educational Research (3)

In this course students examine the various educational research; students gain skills for reading, understanding and critically reviewing published research materials. Students understand the place research plays in their professional lives and review various parts of a research study. A variety of descriptive and inferential statistical concepts are examined.

EDU 511 Methods and Theories for Teaching Mathematics (3)

The “Pennsylvania Academic Standards for Mathematics” and the “National Council of Teachers of Mathematics” have delineated the critical nature and the skills necessary for effective mathematics instruction. Students will learn the pedagogical methods and the essential mathematical theory and research.

EDU 512 Methods for Teaching Reading and Assessment (3)

This course provides information regarding the relationship between the reading process and the informal and formal assessment of those skills (behaviors) that experts see as crucial to reading. Reading instruction that is evident in a balanced literacy program is analyzed and practiced, including reading instruction that is designed to remediate reading difficulties or skills deficits.

EDU 520 Theories of Counseling (3)

Provides an overview of selected theories of counseling. The course is designed to familiarize students with the major theoretical orientations to counseling and to facilitate exploration of the philosophical assumptions underlying the counseling process. Based on specific theoretical orientations, students examine the process of personality development, the development of maladaptive behavior, the goals of counseling, the principles and techniques of counseling and their application to professional counseling settings.

EDU 521 Assessment Techniques in School Counseling (3)

Theoretical and practical foundations in assessment. Emphasis will be placed on the concepts underlying psychological testing and interpretation, including working with special needs and ELL populations. Major diagnostic instruments will be presented and students will obtain hands-on experience in the administration and interpretation of assessment measures.

Prerequisite: EDU 500.

EDU 522 Inter-Group Theory and Research (3)

Examination of group theories and research about interpersonal communication; exploration of the functioning of groups and the consequence of group interaction in the development of the individual.

EDU 523 Intervention Techniques in Guidance & Counseling (3)

Study of the counseling relationship and consultation process with emphasis on counseling skills. This course includes laboratory experiences in which specific skills are practiced.

Prerequisite: EDU 520.

EDU 525 Organization of School Counseling (K–12) (3)

Focuses on the role and function of the school counselor from grades K through 12. Organization of counseling programs and use of materials will be discussed.

EDU 527 Multicultural and Diversity Issues in Counseling (3)

Provides a background to multi-culturalism with an awareness of cultural diversity within the school environment; an examination of cultural and gender bias in counseling; specific guidelines to foster self-esteem; strategies and materials for cross-cultural counseling, including working with special needs and ELL populations.

EDU 531 Career Development (3)

The overall goal of EDU 531 is to allow graduate students in School Counseling to explore, in depth, selected aspects related to vocational psychology, occupational sociology, career development, career choice, career decision-making, career counseling and guidance, and other career-related issues and behaviors. The course provides an introduction to major theories of career choice and career development over the lifespan. Systems of career education (including computerized methods), occupational information, decision-making strategies, and life-work planning for special populations and ELL are examined.

EDU 533 Issues in Substance Abuse (3)

Provides a general introduction to the topic of addictions, including pharmacology of major substances of abuse, psychological factors, models of chemical addiction, substance abuse in special populations, and an overview of treatment modalities. Emphasis is placed on substance abuse education, prevention, and intervention in schools and mental health settings.

EDU 535 Group Counseling (3)

An advanced personal group experience intended to allow students to participate in the group process. Emphasis is placed on group dynamics and development, group counseling and psychotherapy theory, as well as group methods and techniques. Application of various theories of group counseling and practice in various skills are included.

EDU 540 Cognition, Language and Reading: A Theoretical Framework (3)

Experiences in: models, theories and issues. Examination of the inter-related influences which make reading a complex human process, analysis of the strengths and limitations of models of reading and the current issues related to those models.

EDU 541 Strategic Reading (3)

Experiences relating to specifics of reading development. Explanation and instructional implications of strategy knowledge drawing from current strategy research; development of reader strategy knowledge and

application via a range of instructional techniques. This course presents and analyzes the complete spectrum of reading instruction.

EDU 543 Strategic Reading Assessment (3)

Experiences related to assessment. Examination of multiple measures of assessment as the basis of instructional plans appropriate for classroom and remedial instruction.

Prerequisites: EDU 540, EDU 541.

EDU 544 Strategic Reading in the Content Areas: Assessment & Instruction (3)

Experiences related to content area reading. Study of the contextual differences presented by expository texts and interactive assessment measures in the content areas.

EDU 546 Reading, Writing, and Language Arts (3)

Experiences related to reading, writing and language arts. Participation in a writing workshop and examination of transitions to a balanced-literacy approach to the teaching of components of the language arts.

EDU 548 Practicum: Strategic Assessment (3)

Practice with assessment procedures from preassessment techniques to presentation of final clinical report; development of instructional plans based upon evaluation goals, reader needs, and assessment data. Grading: Pass/Fail

Prerequisites: EDU 540, EDU 541, EDU 543. (Taken concurrently with EDU 549, see below).

EDU 549 Practicum: Strategic Instruction (3)

Development and implementation of instructional plans for direct student intervention as well as reading specialist support for the classroom teacher. Grading: Pass/Fail

Prerequisites: EDU 540, EDU 541, EDU 543. (Taken concurrently with EDU 548.)

“Pass/Fail” policy for the practicum EDU 548/549 which is required in the Fast Track Reading Program is graded as Pass/Fail. If a student receives a “Pass” this is equivalent to at least a grade of “B” which is the minimum required passing grade for graduate students. If a student receives a “Fail” that is equivalent to a grade of “C” or below.

EDU 551 Computer Applications for Educators (3)

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

EDU 565 Graduate Level Student Teaching and Professional Seminar (3-6)

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

EDU 570 Statistics/Research for Educational Administration (3)

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

EDU 571 The School Principalship – An Introduction to Educational Administration (3)

This course will serve as an overview of educational administration, in general, and the principal, in particular. An emphasis will be placed on acquiring knowledge and skills in leadership. A theoretical and philosophical base for the principal as a change agent will be established.

EDU 572 Curriculum and Instructional Supervision (3)

The role of the principal in curriculum and instructional leadership and supervision is critical to the success of any school. The literature is clear that "the principal makes a difference." The course will deal with curriculum trends, new approaches to organizing schools, instructional methodologies, and research on improving student performance.

EDU 573 Communication and Public Relations (3)

The importance of excellent communication skills (verbal, non-verbal, and written) to effective leadership is well documented in the literature. This course will focus on the acquisition of mastery skills and techniques in both verbal and written communications. Attention will also be given to the importance of non-verbal communications. A number of public relations techniques and strategies will be learned.

EDU 574 School Law and Policy Issues (3)

As American schools have evolved, so have state and federal regulations which guide and direct them. In this course, students will acquire knowledge of the laws and regulations which govern schools and with this knowledge be able to identify legal issues, foresee potential liability, and act to reduce risks.

Policies reflect the laws, regulations, and guidelines that define the purposes, parameters, and specific actions that establish the responsibilities of the individual and the institution. This course will examine policy-making and policy implementation as they relate to schools. The relationship between laws and policies will be explored.

EDU 576 Human Resources and Staff Development (3)

This course will focus on the selection, employment, orientation, supervision, development, and evaluation of both professional and non-professional personnel who make up the staff of a school. The principal's role in collective bargaining and the implementation of a collective bargaining agreement will be two of the major topics of this course. Special emphasis will be placed upon the principal's role in the on-going development of the professional staff.

EDU 577 School Resources Management (3)

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

EDU 578 Educational Leadership (3)

The literature defines leadership as a direction-setting task. People who engage in "vision," "purposing," and "agenda setting" are defined as leaders. This course will focus on the critical elements and skills needed to develop effective educational leaders and change agents. Also included in this course will be the following elements that help to develop an effective educational leader. This course is offered as an intensive, one-week, on-campus workshop.

EDU 580 Multicultural and Diversity Issues in Education (3)

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

EDU 581 Foundations of Special Education (3)

This course will present concepts reflective of the professional education standards for special education certification candidates set forth by the Pennsylvania Department of Education. The course will require students to demonstrate knowledge of and competence in applying the fundamental concepts of teaching students with cognitive, behavioral and/or physical health disabilities ages 3 – 21. This will include philosophical, historical and legal foundations of education for students with disabilities, current

identification criteria, legal and educational definitions, etiology, incidence and prevalence figures, as well as cognitive, behavioral and physical characteristics. Field experiences required.

EDU 582 Effective Communication for Teachers (3)

This course provides a focus on the acquisition of mastery skills and techniques in both verbal/non-verbal and written communications.

EDU 583 Action Research Seminar (3)

Students engage the processes of action research, ie: reflection, inquiry and action in their own professional context. Through this seminar the student performs research of the literature, plan and develop an action research strategy review.

EDU 590 Statistics, Research, and Assessment for the Reflective Practitioner (3)

It is important that the educator be able to comprehend, analyze, and critique educational research. This course includes the study of: fundamental principles of educational research; statistical concepts; the utility of various research designs; data collection techniques; and report writing.

EDU 591 Curriculum Development and Peer Coaching (3)

Examines how the curriculum is developed and various theoretical approaches to the curriculum design and implementation. Students develop strategies for working with colleagues in integrating their learning from this course and curriculum issues in their teaching situation.

EDU 595 Administration Practicum K-12, I (3)

This course will involve working with a mentor principal, ideally within your own school district. An action plan will be developed with your mentor principal and approved by the course instructor. A major part of this action plan will be a research problem that is "real" and needs resolution within the cooperating school or school district.

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

EDU 596 Administration Practicum K-12, II (3)

This course serves as a continuation of the field experience for certification as a principal, grades K-12, as required by the Pennsylvania Department of Education, General Standards and Specific Guidelines. It will involve working with another mentor principal in fulfilling the requirements in the class as stipulated in the Gwynedd-Mercy College Educational Administration Practicum Handbook.

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

EDU/SPE 600 Research Seminar (3)

The research seminar focuses on the basic concepts, designs, tools and methods of research. Critical evaluation of current literature is emphasized.

The student's action research project is designed and the first two chapters of the thesis, as well as the outline of chapter three, are produced.

EDU/SPE 601 Thesis (3)

The course is the culmination of the activities commenced in the Research Seminar. Data is collected and analyzed and the final chapters of the thesis are written. The thesis is shared at a formal presentation.

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

EDU 602 Professional Portfolio Project (3)

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

EDU 603 Action Research Thesis (3)

The action research thesis is the capstone course of the Master of Science in Education – Master Teacher Program. It is meant to insure the integration of the programmatic content and the special research interest of the student. This project is an extension of action research begun in EDU 583 – Action Research Seminar as a culminating activity students present their research in a poster session.

EDU 604 School Counseling Practicum I (3)

First of the School Counseling Practicum series, which focuses on the practice of counseling in a public school. Students are placed in school settings where they engage in all tasks ascribed to school counselors, under the supervision of a school practitioner and College faculty, for 150 hours (approximately 10 hours per week) of the 300 hours of practicum required for one school counseling certification. In addition, students are enrolled in a weekly seminar devoted to case analysis and discussion of current topics special emphasis is placed on working with special needs and ELL populations.

Note: EDU 604 and 605 can be taken concurrently (20 hours per week for 15 weeks).

Prerequisites: EDU 520, 521, 523, 525, 535 and 60-hours of pre-practicum observation.

EDU 605 School Counseling Practicum II (3)

Second of the School Counseling Practicum series, in which the student expands skills and knowledge in the field for a total of 150 hours (10 hours per week) of the 300 practicum hours required for one school counseling certification. Seminar meets weekly.

EDU 606 School Counseling Practicum III (3)

Third of the School Counseling Practicum series. Students who have completed state certification requirements in one specialty area (either elementary or secondary) return for a 150 hour internship to begin the

second specialty certification area. Seminar meets weekly for case analysis and discussion.

EDU 607 School Counseling Practicum IV (3)

Fourth of the School Counseling Practicum series. Continuation of EDU 606. The final 150 hours of the 300 hours of practicum required for a second certification in school counseling are completed.

EDU 610 Reading Research Seminar (3)

The research seminar focuses on the basic concepts, designs, tools and methods of research. Critical evaluation of current literature is emphasized. The student's action research project is designed and the first two chapters of the proposal, as well as the outline of chapter three, are produced.

EDU 612 Action Research Design (3)

This course is designed to provide reading professionals with classroom-based research skills to examine their own practice and to help others with whom they consult to do the same. Participants will design an action research project, which illustrates reflection, inquiry and collaboration. The design will be chapter three of an action research proposal to be shared during a final presentation.

EDU 620 Research, Analysis and Assessment of Student Learning and Instructional Outcomes (3)

This course fulfills part of the requirements for certification as a supervisor of curriculum and instruction through the Gwynedd-Mercy College Graduate Program in Educational Administration, the Pennsylvania Department of Education and the Gwynedd-Mercy College Learning Outcomes. It is designed to provide the student with an understanding of: (1) the roles of the supervisor of curriculum and instruction in relationship to assessment of student learning and instructional outcomes; (2) understanding and translating effective schools' research into differentiated action plans; and (3) developing practical strategies for continuous school improvement.

This course is also designed to provide a comprehensive overview on translating research into action relative to school-level factors and research-based strategies for increasing student achievement. It will also provide the supervisor with special insights and skills in leadership, curriculum development and data driven decision making to provide a continuum for school effectiveness.

Upon completion of the course, EDU 620 Instructional Research, Statistical Analysis and Assessment of Student Learning and Instructional Outcomes, you will have an emergent understanding of the essential research, data-analysis and supervisory skills.

EDU 621 Supervisor of Curriculum and Instruction Practicum I (3)

The practicum for the supervisor of curriculum and instruction is the synergistic culmination of the graduate program at Gwynedd-Mercy College for future supervisors. This course fulfills part of the requirement for

certification in the Supervisor of Curriculum and Instruction Certification Program at Gwynedd-Mercy College and the Pennsylvania Department of Education General Standards and Program Guidelines for the Supervisor of Curriculum and Instruction and the Gwynedd-Mercy College Learning Outcomes. The purpose of the practicum is to facilitate the participant's insight into the realities of a supervisor and in promoting the development of leadership, curriculum development and assessment and supervisory skills.

EDU 622 Supervisor of Curriculum and Instruction Practicum II (3)

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

EDU 650 Special Topics Course

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

SPECIAL EDUCATION

SPE 560 Diagnostic Assessment of the Special Learner (3)

This course is designed to provide students with a theoretical and practical foundation in assessment techniques. It emphasizes the selection and interpretation of assessment measures as well as the integration and communication of test results. Students will be exposed to current issues and research findings in the assessment literature. They will also receive hands-on experience in test administration and report writing.

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

SPE 561 Researched Based Learning Methods and Materials for the Special Learner (3)

Application of fundamental concepts of teaching students with mild or moderate disabling conditions is presented. Focus is on applied behavioral analysis with problem-solving strategies and preventive methods for challenging classroom behaviors. The development and implementation of appropriate Individual Education Plans (IEP) and Individual Transition Plan (ITP) with behavioral plans are emphasized. The creation of a safe, supportive psychological and physical environment conducive to student

learning is examined. Planning for transitions across the lifespan is explored. There will be emphasis on the use of Scientifically Researched Based Practices. *Field experience in required.*

Prerequisite: SPE 560

SPE 562 Special Education Law and Ethics (3)

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

SPE 563 Seminar on Current Issues in Special Education (3)

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

SPE 564 Behavior Management Skills for the Special Learners (3)

This course is designed to provide students with both the technical and functional understanding of behavioral analysis and the application of behavior management in classrooms and other education populations. Field experience is required.

SPE 580 Foundations of Autism Spectrum Disorder (3)

This course examines the characteristics of individuals diagnosed on the Autism Spectrum an introduction to current trends of interventions will be introduced.

SPE 581 Assessment/Program Development for the Student on the Spectrum (3)

This course focuses on the design and implementation of assessment and program protocols for learners on the autism spectrum. The connection between on-going assessment and its role in individualized program development will be emphasized. The student will be presented with data-based decision-making models which will guide program development.

SPE 582 Communication, Behavioral Issues and Social Competence for Students on the Autism Spectrum (3)

This course will address the broad scope of issues relative to effective communication, behavioral and social competence for students on the autism spectrum. The course will analyze the interrelationship between

communication and behavior. Language development, pragmatics, augmentative and alternative communication systems will be presented.

SPE 583 Scientifically Researched Based Instructional Practices (3)

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

SPE/EDU 600 Seminar I (3)

See course description under EDU/SPE 600.

SPE/EDU 601 Thesis Seminar II (3)

See course description under EDU/SPE 601.

NURSING

NUR 500 Pharmacotherapeutics for Advanced Practice Nursing (3)

Provides the student with a working knowledge of pharmacotherapeutics focusing on patients from childhood to the elderly. Attention is focused on the application of clinical decision-making skills during the selection and monitoring of drug therapy in initiating a holistic patient care plan.

Prerequisite: Basic undergraduate pharmacology course, NUR 510.

NUR 510 Pathophysiology for Advanced Practice Nursing (3)

Focuses on the physiological principles that underlie the altered states leading to pathogenesis at the molecular, histologic and systemic levels. Special emphasis is given to the pathophysiological processes in both adults and children. Included are the genetic, environmental, behavioral and organismal contributions to the dysfunctional conditions.

NUR 530 Theoretical Foundations of Nursing (3)

Examines knowledge development in nursing. Analysis and evaluation of selected nursing conceptual models and theories. Discussion of the relationship between nursing knowledge and research, education and practice. Students develop a personal philosophy and theoretical foundation for advanced nursing practice. Must be taken prior to the area of specialization and the research courses.

NUR 539 Independent Study (variable credit)

Independent study in advanced practice nursing in which a student develops a program prospectus and secures sponsorship of a faculty advisor.

NUR 547 Computer Technology in Nursing (3)

Designed for the advanced practice nurse, this course examines computer applications within nursing administration, research, clinical practice, education, and health care. Critical thinking concerning the social, legal and ethical aspects associated with computer technology is emphasized.

Prerequisite: Basic computer literacy skills.

NUR 550 Advanced Adult Health Nursing with Gerontology (3)

Study of the aging process, current theories of aging, and effects of political, sociocultural and economic issues on the lifestyles of the aged. Exploration of the roles of the Gerontological Nurse Specialist in promoting the wellness model for non-institutionalized older adults. Examination of the federal, state and local laws that support and/or discourage promotion, restoration and maintenance of health for the aging population. The synergistic effects of heredity, environment, lifestyle, economics, culture and access to quality health care on clients' risks for morbidity, loss of independent living, and mortality are discussed. Review of current research on normative aging, health belief models, and health promotion strategies.

Prerequisites: Completion of core.

Corequisite: NUR 552.

NUR 551 Advanced Adult Health Nursing with Gerontology II (3)

Further study of the aging process focusing on the roles of the Gerontological Nurse Specialist in the provision and management of complex care required by older adults in a variety of settings. Emphasis is placed on the development of strategies to delay, limit, and/or prevent the debilitating effects of chronic illness. Continued investigation of origins and effects of public policy on the social and economic forces that govern health resources and delivery systems. Exploration of issues related to promotion and provision of holistic, restorative advanced practice nursing care in collaboration with clients, their families, and other health care providers. Discussion of ethical issues frequently encountered in the provision of long-term care. Analysis of current nursing research related to health problems of older adults and the delivery of care in long-term care settings.

Prerequisites: NUR 550, NUR 552.

Corequisite: NUR 553.

NUR 552 Practicum - Advanced Adult Health Nursing with Gerontology I (3)

Focuses on application of the roles of the Gerontological Nurse Specialist in community-based settings where older adults live, work, recreate, and receive health care services. Under preceptor supervision, students utilize the nursing process to promote wellness and reduce the older adult client's risk for morbidity and loss of independence. Students apply theoretical models in analyzing individual, familial, cultural, political, and socioeconomic forces that enhance or impede the older adult's health and wellness. Opportunities for collaboration with federal, state and local agencies providing services to older adults and their families are provided.

Corequisite: NUR 550.

NUR 553 Practicum - Advanced Adult Health Nursing with Gerontology II (3)

Focuses on synthesis of the Gerontological Nurse Specialist's roles as clinical expert, educator, manager, researcher, and consultant in order to attain professional competence in caring for older adults requiring long-term care at home or in a variety of institutional settings. Under preceptor supervision, students provide leadership in the utilization of current nursing research to manage nursing diagnoses frequently occurring in clients in long-term care environments. Students also explore legal and ethical issues affecting quality of life and end-of-life decision making such as guardianship, ombudsman programs, residents rights, and advanced directives. Issues related to financing/reimbursement, staffing, use of technological resources, facility accreditation, certification, licensure, and quality improvement strategies are explored.

Prerequisites: NUR 550, NUR 552.

Corequisite: NUR 551.

NUR 569 Advanced Assessment Practicum (1)

The clinical practice component complementing the didactic and laboratory components of NUR 570. Advanced practice nursing students perform physical assessments in the clinical setting under preceptor supervision. Total clinical allotment is 60 hours.

Corequisite: NUR 570.

NUR 570 Advanced Assessment and Clinical Decision Making for Advanced Practice Nursing (3)

Builds upon the basic skills of physical assessment. Students practice health assessment and history taking skills in classroom and laboratory settings. Emphasis is on clinical decision making and differentiation of abnormal versus normal findings and the integration of history and physical examination.

Prerequisites: Undergraduate assessment courses, NUR 500.

NUR 572 Nurse Practitioner Role Seminar (3)

Analysis of the domains of the nurse practitioner role; management of the client's health/illness status; the healing role of the nurse; teaching and counseling; monitoring and ensuring the quality of health care practice; and organizational and role competencies. Incorporates the roles of consultation, collaboration, advocacy, leadership, coordination, health care consumer and research in further defining the scope of advanced nursing practice. Includes legal/ethical aspects of the role as well as the development of an awareness of responsibility, accountability and autonomy in the nurse practitioner role. Provides for an understanding of the changing role of the nurse practitioner in the current health care delivery system and in the health policy formulation process. Examines the NP role as a prototype for the advanced practice role. Addresses issues of cultural sensitivity and delivery of culturally competent care.

Prerequisite: Completion of core

NUR 580 Management of Adult Health Concerns I (3)

Utilizes the research based domains of practice for nurse practitioners and emphasizes beginning management of client health/illness status. Identifies a holistic approach to health in its broadest sense and encompasses social, developmental, emotional, cultural, environmental, genetic and lifestyle determinants. Risk factors and epidemiological measures are examined as they relate to individual and aggregate health/illness status. Critical thinking based on accurate data gathering, relevant screening/diagnostic tests, and the clinical decision making process is emphasized as essential in formulating an effective plan of care. Areas of implementation focus on prevention, health promotion, beginning management of minor/acute/episodic health care needs and stable chronic illness commonly seen in the primary care setting. Addresses collaborative aspect of nurse practitioner roles in educating and managing clients.

Prerequisites: Completion of core.

Corequisite: NUR 581.

NUR 581 Adult Nurse Practitioner Practicum I (6)

The clinical practice component complementing the didactic of NUR 580. Experiences are provided for comprehensive health assessment and beginning management of adult clients through interviewing and history taking, physical examination, laboratory testing, clinical decision making and formulation of a plan of care in a primary care setting. Focal areas include prevention, health promotion, management of minor acute/episodic health care needs and stable chronic illness.

Corequisite: NUR 580.

NUR 582 Management of Adult Health Concerns II (3)

Drawing upon the research based domains of practice for nurse practitioners and building upon the foundation and prior content of Management of Adult Health Concerns I, this course emphasizes the management of client health/illness status. Identifies a holistic approach focused upon complicated and complex chronic and acute problems common in the adult population in a primary care setting. Examines health and complex/complicated illnesses in their broadest sense and encompasses social, developmental, emotional, cultural, environmental, genetic, and lifestyle determinants, as well as risk factors and epidemiological considerations. Application of critical thinking based on knowledge synthesized from all previous courses in the development of a comprehensive evaluation and management plan of care for individual clients. Addresses collaborative aspect of nurse practitioner roles in educating and particularly in managing clients with complex needs. Emphasizes roles of the client and family as active participants in the holistic plan of care.

Prerequisites: NUR 580, NUR 581.

Corequisite: NUR 583.

NUR 583 Adult Nurse Practitioner Practicum II (6)

Clinical practice component complementing the didactic of NUR 582 and building upon the foundation and previous experience from Advanced Assessment, Management of Adult Health Concerns I, Adult Nurse

Practitioner Practicum I, and core courses in the sciences and research. Provides ongoing experiences for comprehensive health assessment and management of adult clients in the areas of prevention, minor acute/episodic health care needs and stable chronic illness. Places emphasis on expanding depth and scope, increasing independence, refining previously acquired skills and managing clients with multiple and complex health problems in order to attain professional competence as an adult health nurse practitioner.

Corequisite: NUR 582.

NUR 590 Management of Pediatric Health Concerns I (3)

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

Prerequisites: Completion of core.

Corequisite: NUR 591.

NUR 591 Pediatric Nurse Practitioner Practicum I (6)

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

Corequisite: NUR 590.

NUR 592 Management of Pediatric Health Concerns II (3)

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

Prerequisites: NUR 590, NUR 591.

Corequisite: NUR 593.

NUR 593 Pediatric Nurse Practitioner Practicum II (6)

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

Prerequisites: NUR 590, NUR 591.

Corequisite: NUR 592.

NUR 602 Organizational Behavior for Advanced Practice Nurses (3)

Examination of human behavior within the context of health care delivery systems. Emphasis is on the impact of rapidly accelerating change and effective management of change. Theories of organizational behavior are presented in light of specific organizational problems that impact advanced practice nursing.

NUR 603 Clinical Practicum - Management Role (6)

Examination of management processes as they relate to advanced practice nursing and the health care delivery system. Fiscal responsibility including budget preparation and implementation will be incorporated.

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

NUR 604 Learning Theories (3)

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

NUR 605 Curriculum Design (3)

Introduces students to definitions, components and purposes of a curriculum. Linkages among faculty educational philosophy, educational program mission and purposes, learning theory, and curriculum are explored. Curricular theories are discussed and applied within the context of nursing education. Processes for curriculum development, planning, implementation, and evaluation are addressed. The influence of external regulatory agencies, nursing practice, instructional technology, current issues, and societal trends in shaping undergraduate nursing curriculum are explored.

Prerequisite: NUR 604

NUR 606 Clinical Practicum - Teaching Role (6)

Application of theoretical content to the selected functional area of the teaching role. Provides opportunities for students to translate content related to the specialty area, curriculum design, learning theories and teaching strategies into practice in a nursing education setting. Emphasis is placed on analysis of components of the faculty role and on implementation of the faculty role within a framework of higher education.

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

NUR 609 Topics in American Higher Education (3)

Explores the history, structure and governance of American high education in general and of nursing education with the college or university setting. The influence of mission as well as social, political, regulatory, and financial environments on college/university functions and academic life are considered. Faculty issues including academic freedom, tenure and workload are explored. Student issues including admissions processes, financial aid, cultural diversity, learning environments and extracurricular activities are addressed.

NUR 610 Research Methodology (3)

Systematic study of the research process and methodologies appropriate to advanced practice nursing. Students are introduced to concepts and terminology relevant to the theoretical context of research, research design and methodology, data collection, data analysis, and reporting of results. Development of a research problem appropriate for advanced practice nursing investigation. Emphasis on the advanced practice nurse role as researcher.

Prerequisite: NUR 530.

NUR 614 Teaching Strategies for Nurse Educators (3)

Explores the teaching roles and responsibilities of the nurse educator in the collegiate setting including classroom instruction, the nursing skills laboratory, and clinical practicums. The theoretical content of teaching/learning and curriculum development is applied to selection of teaching strategies and techniques including lecture, seminar, simulation, case studies, gaming, and distance learning. Emphasis is placed on development of assessment plans including direct and indirect measures, the construction and analysis of examinations and assignments, clinical evaluation, and use of evaluation data to inform and improve teaching.

NUR 615 Research Seminar (3)

Exploration of the multiple roles of the advanced practice nurse as researcher. Includes developing knowledge for advanced practice nursing, placing research in a theoretical context, research proposal development, planning for data collection, the approval process, the ethical protection of the rights of research participants, securing funding, utilization of findings in practice, and dissemination of findings through presentations and publications.

Prerequisite: NUR 610.

NUR 616 Research Seminar II (variable credit)

Thesis Guidance

Prerequisite: NUR 615.

NUR 620 Research Thesis (3)

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

Prerequisite: NUR 615

NUR 621 Research Thesis II (variable credit)

Thesis guidance.

Prerequisite: NUR 620.

NUR 650 Clinical Seminar (4)

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

Prerequisites: NUR 510, 570.

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